
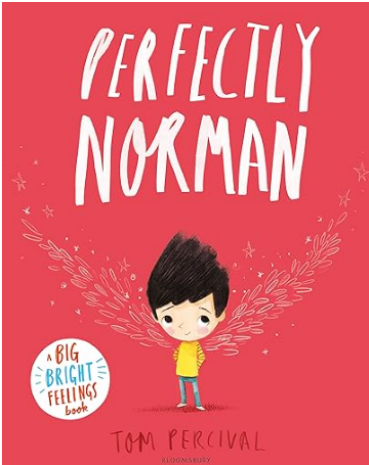
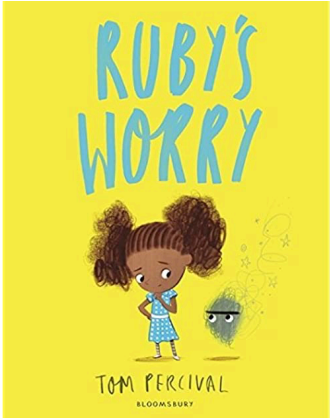


Spring Term 2- 2026 EYFS Curriculum Overview - Year A

<p>Literacy In English we will be basing our work on the stories Ruby's Worry and Perfectly Norman. To talk confidently about a picture book; making predictions, asking questions, and making connections with personal experiences To discuss preferences and listen to the ideas of others To think about the story meanings conveyed in the illustrations To read by joining in the repeated text, responding to the patterns and rhythms To explore the story through collaborative play, role-play, re-enactment and storytelling To draw the narrative shape of the story To write for a range of purposes To enjoy listening to, responding to and using spoken and written language in play and learning To bring a story to life by reading aloud together, responding to rhythm, rhyme and pattern To use language to imagine and recreate roles and experiences To develop sustained story making and storytelling To write for meaning and purpose in a variety of narrative and non-narrative forms</p> <p>Phonics Children will have daily phonics sessions. Reception children will learn to hear, say and blend sounds in words and to recognise words by sight. They will consolidate their knowledge of phase 3 learned so far and learn longer words, words with double letters, words two or more diagraphs, words ending in 'ing' Nursery children will discriminate between sounds, listen out for alliteration and rhyme and then begin to develop hearing and saying the initial sounds in words and continue to learn phase 2 sounds. All children will learn how to listen carefully to stories and poems and be encouraged to talk about their ideas, thoughts and feelings.</p>	<p>Mathematics</p> <p>Number Subitising <ul style="list-style-type: none"> explore symmetrical patterns, in which each side is a familiar pattern, linking this to 'doubles'. Cardinality, ordinality and counting <ul style="list-style-type: none"> continue to consolidate their understanding of cardinality, working with larger numbers within 10 become more familiar with the counting pattern beyond 20. Composition <ul style="list-style-type: none"> explore the composition of odd and even numbers, looking at the 'shape' of these numbers begin to link even numbers to doubles begin to explore the composition of numbers within 10. Comparison <ul style="list-style-type: none"> compare numbers, reasoning about which is more, using both an understanding of the 'howmanyness' of a number, and its position in the number system. <p>Shape, Space and Measures Comparing Mass, Comparing Capacity Length and height, Time 3-D shapes, Spatial awareness Patterns</p> </p>	<p>Expressive Arts & Design Art/DT Craft/ textiles/ Collage- Collage a story character/ animal (dogs/ penguins or tigers)</p> <p>Drawing faces, portraits to show different feelings using different material, wool or papers to add texture or collage effects</p> <p>Music & Dance Kapow music - Music and Movement Creating simple actions to songs, learning how to move to a beat and expressing feelings and emotions through movement to music. Action songs Finding the beat Exploring tempo Exploring tempo and pitch through dance Music and movement performance</p> <p>Drama- acting out the stories of Ruby's Worry and My Shadow is Pink Retelling the stories using picture sequencing, Re- enacting the stories in the role play areas inside and outside, exploring moving in different ways in PE N Engages in imaginative play based on own ideas or first-hand or peer experiences. Uses available resources to create props or creates imaginary ones to support play Plays alongside other children who are engaged in the same theme R Introduces a storyline or narrative into their play Plays cooperatively as part of a group to create, develop and act out an imaginary idea or narrative</p>
<p>Communication & Language</p> <p>The children will learn to listen to others during show and tell and storytelling and by joining in with rhymes and action songs Retell a simple past event in correct order Recreate stories in role play and small world play. They will talk about what they are doing and explain what is happening</p>	<p>Feelings Friendship</p>	<p>Physical Development Gross Motor Gymnastics Children will develop their basic gymnastic skills by exploring basic movements, creating shapes and balances, jumps and rolls. They begin to develop an awareness of space and how to use it safely. They perform basic skills on both floor and apparatus. They copy, create, remember and repeat short sequences. They begin to understand using levels and directions when travelling and balancing.</p>

<p>They will show and tell their Tapestry activities which they have explored at home.</p> <p>N: Listens to familiar stories with increasing attention and recall Question why things happen and give explanations (Asks e.g. who, what, when, how) Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories Builds up vocabulary that reflects the breadth of their experiences.</p> <p>R: Shows variability in listening behaviour; may move around and fiddle but still be listening or sit still but not absorbed by activity Uses language to imagine and recreate roles and experiences in play situations</p>	<p style="text-align: center;">Events; Easter Church Service</p> 	<p>Fine Motor Be increasingly independent as they get dressed and undressed, for example, putting coats on and doing up zips. Use one-handed tools and equipment, for example, making snips in paper with scissors. Consolidate their small motor skills so that they can use a range of tools competently, safely and confidently. Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons.</p> <p>Handwriting Reception will have handwriting practice each day and consolidate their formation of letters</p>
<p>https://www.youtube.com/watch?v=LjohUwNT3RU</p>   <p>https://www.youtube.com/watch?v=9IhhCq44ar8</p>	<p>Personal, Social & Emotional Development Children will explore their own feelings by talking about Ruby's Worry. Enrich and increase their stock of words to express their feelings, needs and opinions and develop their sense of self and awareness of the needs of others.</p> <p>Jigsaw Topic: Healthy Me Everybody's body We like to move it, move it! Food Glorious Food Sweet Dreams Keeping Clean Stranger Danger</p>	<p>Understanding of the World</p> <p>People Cultures and Communities RE 'Easter & Me'. Stories, , Spring, traditions and Easter crafts.</p> <p>Past and Present Family, friends, family tree</p> <p>The Natural World Wild places Weather Spring Floating and sinking Different habitats with contrasting environments hot/cold Ice investigations, observe, predict and talk about floating and sinking in their play. Carry out investigations using snow and ice. Encourage the children to formulate questions. What makes ice? What makes it melt? Use crushed ice to represent snow and explore its properties and you might choose to consider the differences between rain and snow. Learn about different animal habitats and how parts of the world are hot and others are cold They will visit the forest area and explore forest school activities one morning each week. The children will learn about forest plants and animals.</p>