

Summer Term 2- 2026 EYFS Curriculum Overview - Year A

<p>Literacy In English we will be basing our work on two new books to learn to write for meaning and purpose in a variety of narrative forms</p> <p>Hairy Maclary from Donaldson's Dairy</p> <ul style="list-style-type: none"> To interpret stories through creative activity including play, art, drama and drawing To write for meaning and purpose in a variety of narrative and non-narrative forms To develop experience of storytelling and retell stories orally To listen with enjoyment to stories, songs and other music To use talk, actions and objects to recall the story To use language to imagine and recreate roles and experiences To enjoy an increasing range of books <p>The Snail and the Whale</p> <ul style="list-style-type: none"> To listen with enjoyment and respond to the book, through retelling and re-enacting the story; To read by joining in the repeated text, responding to the patterns and rhythms and matching these with the print; To revisit the story and become familiar with the print through a book-based game; To think about their response to the book, the story and illustrations, and the meanings; To explore the structure through story mapping and storytelling; To write their own story and recipe; To create a book of the story through shared writing and illustration using a variety of materials e.g. collage, painting. <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 phase 3 learning introduced last term. They will long Short vowels with adjacent consonants • CVCC CCVC CCCVC CCV CCVCC Phase 4 words ending -s /s/ Phase 4 words ending -s /z/ Phase 4 words ending -es longer words root word ending in: -ing, -ed /t/, -ed /id/ /ed/, -ed /d/ root word ending in: -er, -est longer words Consolidate all reception tricky words; is, I, the, put, pull, full, as, and, has, his, her, go, no, to, into, she, push, he, of, we, me, be, was, you, they, my, by, all, are, sure, pure, said, so, have, like, some, come, love, do, were, here, little, says there when what one out today. 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><u>Mastering Number Daily sessions</u></p> <p>In this half-term, the children will consolidate their understanding of concepts previously taught through working in a variety of contexts and with different numbers.</p> <p>They will still focus on these concepts; Subitise; Cardinality, Ordinality and Counting; Composition; Comparison;</p> <p>White Rose</p> <p><u>Visualise, build and map</u> Identify units of repeating patterns Create own pattern rules Explore own pattern rules Replicate and build scenes and constructions Visualise from different positions Discuss routes and locations, using words like 'in front of' and 'behind'. Understand position through words alone - for example, "The bag is under the table," - with no pointing. Describe a familiar route. Describe positions Give instructions to build Explore mapping Begin to describe a sequence of events, real or fictional, using words such as 'first', 'then...'</p> <p><u>Explore 3-D shapes</u> Recognise and name 3-D shapes Find 2-D shapes within 3-D shapes Use 3-D shapes for tasks 3-D shapes in the environment</p>	<p>Expressive Arts & Design</p> <p><u>Art</u></p> <p>Craft- Sewing around a shape and embellishing Collage- Making pictures with different papers to collage eg tissue scrunched or over laid to combine colours Printing- Making symmetrical pictures by painting folding paper DT Make a fruit kebab. Peeling, chopping, describing the fruit. Textiles- joining card and felt/binka by punching holes or threading wool, sting, pipe cleaners to join Mechanisms- using split pins to make moving parts, making simple vehicles with wheels or models with moving parts with construction kits or cogs or simple axles.</p> <p><u>Hairy Maclary from Donaldson's Dairy</u></p> <ul style="list-style-type: none"> Design a mask of a cat or dog. Listen to some music from Cats the musical. Do you like it? Make a toy for a cat. Does it need to make a sound? Using collage, children create a large version of Hairy Maclary. <p><u>The Snail and the Whale</u></p> <ul style="list-style-type: none"> Use sand to create sand painting pictures of a beach. Investigate the art of Henry Matisse. Use paper to make collages and floor sculptures or photographs of snails to make different pictures. Use felt to make finger puppets of the story characters or make stick puppets to re-enact the story. <p>N Develops an understanding of using lines to enclose a space, and begins to use drawing to represent actions and objects based on imagination, observation and experience Continues to explore colour and how colours can be changed. Uses tools for a purpose Uses various construction materials, e.g. joining pieces, stacking vertically and horizontally, balancing, making enclosures and creating spaces R Develops their own ideas through experimentation with diverse materials, e.g. light, projected image, loose parts, watercolours, powder paint, to express and communicate their discoveries and understanding. Creates representations of both imaginary and real-life ideas, events, people and objects</p> <p><u>Music & Dance</u></p> <p>Kapow music - Big Band What makes an instrument? <ul style="list-style-type: none"> Children learn about different instruments and make their own out of junk modelling. Introduction to the orchestra <ul style="list-style-type: none"> Children learn about the four different groups of instruments in an orchestra and about the role of the conductor. Follow the beat. <ul style="list-style-type: none"> Children follow the beat using untuned instruments. Tuned and untuned instruments <ul style="list-style-type: none"> Children experiment with tuned and untuned instruments. They play along to a familiar tune and change the tempo or dynamic each time. Big band performance <ul style="list-style-type: none"> Children select instruments for different parts of a tune and then perform before small audience. N Continues to explore moving in a range of ways, e.g. mirroring, creating own movement patterns Enjoys joining in with moving, dancing and ring games Sing familiar songs - matching pitch, tone sung by another person and melodic shape. Play instruments with increasing control to express their feelings</p>
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R Listen attentively , move to and talk about music, expressing their feelings and responses.
Sing in a group or on their own, increasingly matching the pitch and following the melody.
Watch and talk about dance and performance art, expressing their feelings and responses.
Engage in music making and dance, performing solo and in groups.

Drama- Acting out the story of the Snail and the Whale.

Retelling the stories using picture sequencing, puppets, small world.
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

Communication & Language

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
They will show and tell their Tapestry activities which they have explored at home.

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.
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

Key Vocabulary:
Dog, cat, hairy, scary, tiny, huge, race, chase, bark, hide, lead, collar, house, home, dairy, bundle, skinny, bony, sniffed, snooped, wail, howl.

Snail, whale, enormous, shiny, brace, travel, journey, swim, save, ocean, beach, sand, mountain, pier, rescue.

Teamwork, Families and Friendship

Hook:
Team game

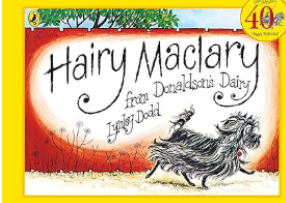
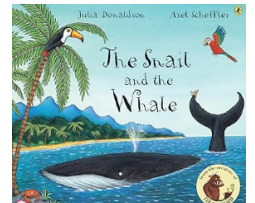
School trip- Hertfordshire Zoo

Sports Day
Transition Day
Jenyns' Got Talent



Physical Development

Learn and practise Sports Day athletics and team games
Games-Children will practise and further develop their fundamental movement skills. Children will learn and develop these skills by playing a variety of games. They will also start to understand how to work as a team, take turns, keep the score, play against an opponent and play by the rules.
Using appropriate apparatus, encourage the children to explore; climb, slide, jump etc.
Investigate pushing and pulling in the setting. What different objects can be pushed and pulled? Which are easier / harder and why? Push tyres, pull carts etc.
Use playdough to make a diverse range of animals
Sing animal songs, with finger actions.
Daily Busy Fingers activities to strengthen fingers
Pencil control, name tracing, mark making.
Playground games, ride-on equipment, trim trail and climbing equipment time
Moving/travelling like different animals. Travelling exploring different heights and speeds.
Develop ball skills including throwing, catching, rolling and kicking.
Embed regular routines for eating, drinking, washing and toileting so that children become familiar with the rhythm of the day
Develop independence when dressing and undressing, hygiene and toileting
N: Runs with spatial awareness and negotiates space successfully, adjusting speed or direction to avoid obstacles
Manipulates a range of tools and equipment in one hand, tools include paintbrushes, scissors, hairbrushes, toothbrush, scarves, or ribbons
Dresses with help, e.g. puts arms into open-fronted coat or shirt when held up, pulls up own trousers, and pulls up zipper once it is fastened at the bottom
R: Chooses to move in a range of ways, moving freely and with confidence making changes to body shape, position and pace of movement such as slithering, shuffling, rolling, crawling, walking, running, jumping, skipping, sliding and hopping
Handles tools, objects, construction, and malleable materials safely and with increasing control and intention.
Shows some understanding that good practices with regard to exercise, eating, drinking water, sleeping and hygiene can contribute to good health.

Role play
Home Corner - pet, beach enhancements.

Small world play:
Provide opportunities for children to revisit and talk together to explore this story for themselves in as many ways as possible:

Personal, Social & Emotional Development

Jigsaw Topic: Changing me
My Body - I can name the parts of my body
Respecting My Body - I can tell you some things I can do and
foods I can eat to be healthy
Growing Up - I understand that we all grow from babies to adults.
Fun and Fears Part 1 - I can express how I feel about moving to Reception/ Year 1.
Fun and Fears Part 2 - I can talk about my worries and/or the things I am looking forward to about being

Understanding of the World

Past and Present
Talk and write about past experiences

People Culture and Communities
Learn about Jamaica and the beaches there. Compare to the UK beach.

The Natural World
Observe changes in the natural world in the wild area, pond and wood.
Materials -

<p><u>The Snail and the Whale</u> Small world farm set: act out the story with small world equipment. Story props: create stick puppets of all the characters and create a tabletop theatre from a cardboard box Storybox: Create a beach storybox with the children. Fill it with some sea creatures. Suggest children use the box to make up the next adventure, inviting children to tell these to the class at storytime.</p>	<p>in Year 1 or Reception Celebration - I can share my memories of the best bits of this year in Class One.</p> <p>N - Is becoming more aware of the similarities and differences between themselves and others in more detailed ways and identifies them self in relation to social groups and to their peers Uses their experiences of adult behaviours to guide their social relationships and interactions R - Represents and recreates what they have learnt about social interactions from their relationships with close adults, in their play and relationships with others Recognises that they belong to different communities and social groups and communicates freely about own home and community Is more aware of their relationships to particular social groups and sensitive to prejudice and discrimination</p>	<p>Beaches - sand, water, stones, wood, shells, soil. Comparing and talking about different materials and their properties.</p> <p>Shared write a list of the class's favourite fruit. Make a bar chart of favourite fruit.</p> <p>RE What makes places special? Homes around the world, Special places around the world, churches, mosques, synagogues.</p>
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