


Summer Term 1- 2026 EYFS Curriculum Overview - Year A

| | | |
|---|--|---|
| <p>Literacy In English we will be basing our work on two new books books to learn to write for meaning and purpose in a variety of narrative and non-narrative forms</p> <p>Non-Fiction- The Tiny Seed To know where information can be found in non-fiction texts To know that information can be retrieved from a variety of sources To use talk to give explanations and opinions To listen to books attentively and respond to what their have heard To identify some of the features of non-fiction texts To talk to reflect on past experiences To sustain relevant listening, responding to what they have heard with relevant comments and questions To use vocabulary influenced by books To enjoy an increasing range of books</p> <p>Fiction-Yucky Worms To think and talk confidently about responses to a book, using prediction, asking questions, making connections with their own experience To think about the story meanings conveyed in the illustrations To enjoy listening to, responding to and using spoken and written language in play and learning To explore the story through collaborative play, critical thinking, role-play and storytelling To use language to imagine and recreate roles and experiences To deepen understanding of the world through a fictional text To develop sustained story making and storytelling</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 phase 3 learning introduced last term. They will learn Short vowels with adjacent consonants • CVCC CCVC CCVCC CCCVC CCCVCC • longer words and compound words • words ending in suffixes: -ing, -ed /t/, -ed /id/ /ed/, -est New tricky words: 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 Mastering Number Pupils will consolidate their counting skills, counting to larger numbers and developing a wider range of counting strategies. They will secure knowledge of number facts through varied practice. Pupils will: • continue to develop their counting skills, counting large sets as well as counting actions and sounds • explore a range of representations of numbers, including the 10-frame, and see how doubles can be arranged in a 10-frame • compare quantities and numbers, including sets of objects which have different attributes • continue to develop a sense of magnitude, e.g. knowing that 8 is quite a lot more than 2, but 4 is only a little bit more than 2 begin to generalise about 'one more than' and 'one less than' numbers within 10 • continue to identify when sets can be subitised and when counting is necessary • develop conceptual subitising skills including when using a rekenrek</p> <p>White Rose Spatial Reasoning 1 match, rotate, manipulate Spatial Reasoning 2 Compose and decompose Spatial Reasoning 3 Visualise and build Spatial Mapping</p> | <p>Expressive Arts & Design Art & DT Make worms from salt dough or clay and paint in various shades Make a story box of an underground setting Create worm tracks with string, wool or cooked spaghetti dipped in paint and trailed or wriggled along paper. Observational drawings of plants and flowers -encourage the children to look very closely at the special features of each plant, its growing habit (overall shape); the colour, tone and patterning of both leaves and flowers; the shape or arrangement of its leaves or petals, etc. Children will have the opportunity to create artwork to depict their imaginary dream gardens, basing their ideas on their observations made in fieldwork journals and on camera during visits to real gardens. Children can create maps and plans in preparation for their community garden project as well as using this form of organisational drawing for other purposes of interest to the children. Textiles- joining card and felt/binka by punching holes or threading wool, sting, pipe cleaners to join</p> <p>Drawing Observational drawing and printing with fruit and vegetables</p> <p>Sculpture Making pictures with food, leaves and forest litter</p> <p>Printing - repeating patterns with fruit and vegetable 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>Music Musical Stories A unit based on traditional children's tales and songs, where pupils learn that music and instruments can be used to convey moods or represent characters.</p> <p>Drama- acting out the story of The Tiny Seed 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</p> |
| <p>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)</p> | <p>Food, Plants and Growth Hook: A visit to the allotments Parent Assembly</p> | <p>Physical Development PE Ball Skills Children will develop fundamental ball skills such as throwing and catching, rolling a ball, using targets, dribbling with feet, kicking a ball, bouncing and catching a ball. Children will be able to develop their fine and gross motor skills through a range of game play with balls. Children will work independently and with a partner and will develop decision making and using simple tactics. Move along the floor and through tunnels and courses like a worm; Use playdough to make a diverse range of earthworms; Make provision for malleable play with cooked, coloured spaghetti Sing worm songs, such as Wiggly Woo, with finger actions. Daily Busy Fingers activities to strengthen fingers Pencil control, name tracing, mark making.</p> |

| | | |
|--|---|--|
| <p>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</p> |  | <p>N Use a comfortable grip with good control when holding pens and pencils. Show a preference for a dominant hand. R Develop the foundations of a handwriting style which is fast, accurate and efficient</p> |
|--|---|--|

| | | |
|--|--|--|
| <div data-bbox="418 390 635 680" data-label="Image"> </div> <p data-bbox="439 688 614 720">The Tiny Seed</p> <p data-bbox="222 724 828 756">https://www.youtube.com/watch?v=LIDOMQPptOM</p> <div data-bbox="418 760 635 976" data-label="Image"> </div> <p data-bbox="448 987 605 1018">Yucky worms</p> <p data-bbox="222 1022 828 1054">https://www.youtube.com/watch?v=MV3A864z9W0</p> <p data-bbox="121 1058 249 1089">Role play:</p> <p data-bbox="121 1094 299 1190">Shop Home Corner Garden centre</p> <p data-bbox="121 1230 323 1262">Key Vocabulary:</p> <p data-bbox="121 1266 908 1402">Growth, plants, leaf, stem, stalk, pollen, seeds, soil, worm, sunlight, sunshine, rain, warm, cold, weather, measure, water, dig, spade, trowel, fork, hoe, weeds, care, light, shade, grow, die, shoot, tall, taller, tallest, small, smaller, smallest.</p> | <p data-bbox="943 321 1297 390">Personal, Social & Emotional Development</p> <p data-bbox="943 432 1110 464"><u>Jigsaw Topic:</u></p> <p data-bbox="943 470 1110 501">Relationships</p> <p data-bbox="943 506 1190 678">Family life Friendships Falling out Dealing with bullying Being a good friend</p> <p data-bbox="943 716 1228 779">Technology in the Early Years will include:</p> <ul data-bbox="943 785 1288 1371" style="list-style-type: none"> • taking a photograph with a camera or tablet • playing games on the interactive whiteboard • exploring an old typewriter or other mechanical toys • using a Bee-bots • watching a video clip • listening to music by operating a cd player • using Chromebooks to play web-based games • using sound buttons to record a message • Playing games on Apps on iPads | <p data-bbox="1314 321 1668 352">Understanding of the World</p> <p data-bbox="1314 359 1415 390"><u>Science</u></p> <p data-bbox="1314 394 2217 772">Planting beans Life cycle of bean Life cycle of chicken Healthy Eating, exercise and routines Taste test games, using a range of senses to guess the food whilst blindfold. Healthy eating and find out more about the preparation of meals in the school kitchen. Create guidance booklets and posters for healthy packed lunch ideas. Find out more about what certain foods do to help our bodies. Learn about how to wash hands to kill germs, healthy diets and the importance of brushing teeth Plant seeds and care for them -bean, carrots, tomatoes, flowers.</p> <p data-bbox="1314 779 1816 909">Name common plants, fruit and vegetables Draw and name parts of a plant. Life cycle of a bean. Life cycle of a hen.</p> <p data-bbox="1314 915 2792 1012">Explore and learn what plants need to grow & water their plants. 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> <p data-bbox="1314 1018 1415 1050"><u>History</u></p> <p data-bbox="1314 1054 1905 1119">Plants & Growth- timelines and sequencing growth Different homes & gardens flats, old houses etc</p> <p data-bbox="1314 1125 1445 1157"><u>Geography</u></p> <p data-bbox="1314 1161 1507 1192">Sketching Maps</p> <p data-bbox="1314 1197 1807 1228">RE- What can We Learn From Stories?</p> <p data-bbox="1314 1232 2837 1495">This enquiry focusses on stories. A mixture of religious and secular stories to demonstrate to the children that people learn from a variety of texts. This will be the foundation for investigations into texts for each worldview in the primary phase. The Boy who cried Wolf (An Aesop's Fable) The Crocodile and The Priest (A Sikh Story) Bilal and the Beautiful Butterfly (A Muslim Story) The Gold-Giving Serpent Best Friends (A Story from Asia) The Lost Coin (A Christian Parable)</p> |
|--|--|--|