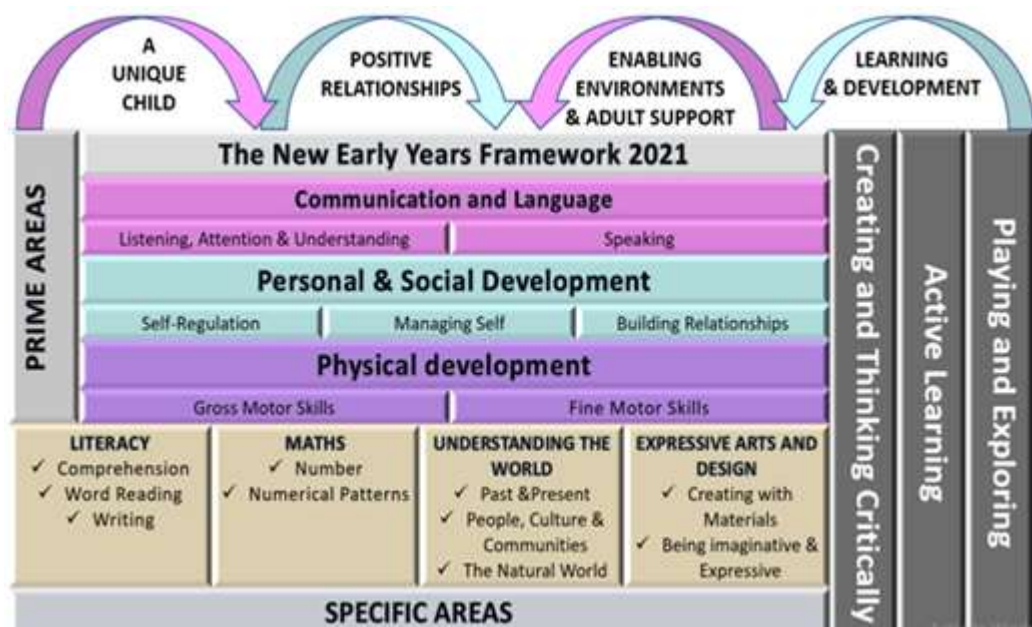


EYFS Curriculum Overview 2026-2027

	Autumn 1 1.9.26 - 23.10.26 8 weeks	Autumn 2 2.11.26 - 18.12.26 7 weeks	Spring 1 4.1.26 - 12.2.27 6 weeks	Spring 2 22.2.27 - 24.3.27 4.5 weeks	Summer 1 12.4.27 - 28.5.27 7 weeks	Summer 2 7.6.27 - 21.7.27 6.5 weeks
Spotlight Authors	Michael Rosen	Nick Sharratt	Janet & Allan Ahlberg	Eric Carle	Nicholas Allen	Peter Horacek
CM project 1	<u>Let's explore</u> Mem Exp - Walk round school, make a map, photos Inn - talk about our school create a map	<u>Build it up</u> Mem Exp - visit a building site? Inn - Build a shelter to sit in	<u>Dangerous Dinos</u> Mem Exp - create a prehistoric safari in the c'room Inn - Design a dinosaur	<u>Ready, Steady Grow</u> Mem Exp - visit supermarket Inn - make a salad	<u>Animal Safari</u> Mem Exp - zoo/animal lady Inn - create a new animal & habitat	<u>On the Beach</u> Mem Exp - watch beach video, beach themed focus day with dress up Inn - Journal/big book
CM project 2		<u>Sparkle & Shine</u> Mem Exp - watch video, discuss ways we celebrate Inn - Make tealight holders		<u>Signs of Spring</u> Mem Exp - Spring walk - Forest school? Inn - Spring is Video/presentation	<u>Creep, Crawl & Wriggle</u> Mem Exp - local park/forest school minibeast hunt Inn - Clay minibeasts	<u>Moving On</u> Mem Exp - visit year 1 teacher Inn - My year in Rec writing frame
	My home and family Autumn	Remembrance Sunday - 8th Nov (theme day 6.11)	Chinese new year - 6th Feb (year of the goat, theme day 4/5.2)	Mothers day - 7th Mar Eid- 9th Mar		Fathers day - 20th Jun



Our aim is to encourage each child to develop their full potential by gaining in confidence and independence in a caring and stimulating environment. The school motto: Believe it, Achieve it and our School Values are embedded in our Nursery and Reception classes. Every child deserves the best possible start in life and the support that allows them to fulfil their potential. In partnership with parents and carers, we enable the children to begin the process of becoming active learners for life.

Throughout all learning, the EYFS team will ensure activities and interactions are supported by **The Characteristics of Effective Learning** -

Playing and Exploring - Engagement: Finding out and exploring; Playing with what they know; Being willing to have a go

Active Learning - Motivation: Being involved and concentrating; Keeping trying; En joying achieving what they set out to do;

Creating and Thinking Critically - Thinking: Having their own ideas; Making Links; Choosing ways to do things

	Autumn		Spring		Summer	
	Term 1	Term 2	Term 1	Term 2	Term 1	Term 2
Overarching themes	ALL ABOUT ME!	LIGHT IT UP!	ROOOAAAR!	LET’S GROW!	AMAZING ANIMALS!	AT THE SEASIDE!
Learning Adventure Topic	<u>Let’s Explore</u> Children will learn about the environments that they share with others, including their homes, school and places in the local community.	<u>Build it Up</u> Children will learn about structures and materials and give them the opportunity to work in groups to create collaborative structures. <u>Sparkle & Shine</u> Children will learn about the festivals that are celebrated in the Autumn and Winter seasons and focus on the symbolism of light at this time of year. —	<u>Dangerous Dinosaurs</u> The children will learn about the animals that roamed the Earth millions of years ago and how they are related to animals that live on Earth today. —	<u>Ready Steady Grow</u> The children will learn about food and farming including where food comes from, what plants and animals need to grow and survive and what constitutes a healthy lifestyle. <u>Signs of Spring</u> This project teaches children about the changes that happen during the spring, including weather and the festivals that are celebrated.	<u>Animal Safari</u> This project teaches children about the animals that live around the world, how to look after animals and the importance of caring for our local and global environments. <u>Creep, Crawl & Wriggle</u> This mini project teaches children about invertebrates that live in their gardens and local environment.	<u>On the Beach</u> The children will learn about the plants and animals that live at the seaside. It also explores holidays in the past and the importance of keeping safe in the sun. <u>Moving On</u> This project celebrates the children’s successes throughout their Reception year. It explores how they have grown and changed and supports them with the changes to come as they move into Year 1.
Celebrations & Key Events	Settling in Reception Baseline Assessments completed WellComm assessments completed	Parent Stay & Play sessions Remembrance Diwali Christmas Colour Carnival Foundation Festivities	Chinese New Year Pancake Day Valentines Day Forest School visits	Mothers Day Easter World Book Day Forest School visits Reception Assembly for Parents	Animal Lady to visit school	Fathers Day Sports Carousel Transition to Year 1 Reception trip to the Thinktank Stay and Play sessions

Prime areas Personal, Social & Emotional Development (PSED)	Self Regulation Start to think about different feelings and be able to name them.	Self Regulation Begin to think about others' feelings and be sensitive to this.	Self Regulation Identify and moderate their own feelings socially and emotionally.	Self Regulation Listening carefully to their peers and adults in the class. Developing ability to hold a conversation.	Self Regulation ELG Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly. Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate. Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions.
	Managing Self Class and School rules - behavioural expectations and systems . Handwashing, blowing nose and using the toilet independently.	Managing Self Continue to develop personal needs - getting dressed, zips on coats, gloves.	Managing Self Learn about food choices and what contributes to a healthy lifestyle.	Managing Self Develop independence in the classroom when choosing resources for activities and managing own learning.	Managing Self ELG Be confident to try new activities and show independence, resilience and perseverance in the face of challenge. Explain the reasons for rules, know right from wrong and try to behave accordingly. Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices
	Building Relationships Begin to make new friends in our class!	Building Relationships Celebrating difference and learning how to show respect to others. Celebrating cultural difference through	Building Relationships See themselves as a valuable individual.	Building Relationships Being kind to living creatures and how to take care of animals.	Building Relationships ELG Work and play cooperatively and take turns with others. Form positive attachments to adults and friendships with peers;. Show sensitivity to their own and to others' needs.

Prime areas Communication and Language (CL) Whole EYFS focus - C & L is developed through high quality interactions, daily group discussions, Circle Time, stories, singing (including Makaton), Sp & Lang interventions, EAL interventions, role play areas, sharing weekend news and Everywhere Bear via Tapestry, EYFS productions and assemblies.	Listening, Attention and Understanding Settling in activities. Making friends. Listen to rhymes and alliteration.	Listening, Attention and Understanding Hearing story language Listen and respond to familiar and new stories.	Listening, Attention and Understanding Respond to how and why questions. Discuss events and characters in stories.	Listening, Attention and Understanding Respond appropriately when having a conversation.. Sustained focus when listening to a story. Engage with non-fiction texts.	Listening, Attention and Understanding ELG Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions. Make comments about what they have heard and ask questions to clarify their understanding. Hold conversation when engaged in back-and-forth exchanges with their teacher and peers.
	Speaking Children talking about experiences that are familiar to them.	Speaking Develop vocabulary learnt in English lessons and encourage use of this throughout the day. Performing in our Foundation Festivities.	Speaking Retell a story using story language. Ask questions to find out more.	Speaking To select and talk about features of a range of books - including title, blurb, illustrations, photographs.	Speaking ELG Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary. Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.. Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.
Prime areas Physical Development (PD) Kinetic Letters will be introduced in the Autumn Term and continued throughout the year. Daily sessions incorporating gross movements and fine movements will be established and opportunities for both types of movement will be available for children daily in our indoor and outdoor environments. One session per week on the astro with sportscoach and one in the hall with teachers. This	Fine Motor Threading, cutting, weaving, sorting, using cutlery. Manipulate objects with good fine motor skills. Turn pages of a book. Hold pencil/paintbrush beyond whole hand grasp.	Fine Motor Threading, cutting, weaving, sorting, using cutlery. Show preference for dominant hand. Engage children in structured activities, guiding them in what to draw, write or copy.	Fine Motor Threading, cutting, weaving, sorting, using cutlery. Encourage children to draw freely. Handle tools, objects, construction and malleable materials with increasing control.	Fine Motor Threading, cutting, weaving, sorting, using cutlery. Develop accuracy and safety when using scissors to cut. Teach number formation during Kinetic Letter sessions.	Fine Motor ELG Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases. Use a range of small tools, including scissors, paintbrushes and cutlery. Begin to show accuracy and care when drawing.
	Gross Motor Cooperation games, climbing on the outdoor equipment. Explore ball skills, throwing and catching.	Gross Motor Ball skills - aiming, dribbling, pushing, patting, kicking. Dance related activities.	Gross Motor Obstacle course - following and creating their own. Dance related activities.	Gross Motor Gymnastics - developing balance and co-ordination. Races and team games involving gross motor movements.	Gross Motor ELG Negotiate space and obstacles safely, with consideration for themselves and others. Demonstrate strength, balance and coordination when playing. Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.

Literacy (Lit)	Comprehension Joining in with rhymes and showing interest in stories with repeated refrains. Respond to questions about characters in a story. Create story maps to orally retell familiar stories.	Comprehension Retell stories related to events through acting/role play. Engage in conversations about events in stories and explore new vocabulary.	Comprehension Sequence events from a story and discuss characters. Use story maps to retell new stories. Look at fiction and non-fiction books and begin to understand the difference between the two.	Comprehension Celebrate World Book Day and encourage a life long love of books. Use vocabulary and speech influenced from books in role play.	Comprehension ELG Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary. Anticipate (where appropriate) key events in stories. Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play.	
	Word Reading Little Wandle Phonics Phase 2 Recognise and read individual letters by saying sounds for them. Blend sounds into words so they can read short words. Read some common exception words (tricky words) by sight.		Word Reading Little Wandle Phonics Phase 3 Read some groups of letters that represent one sound (digraphs and trigraphs) . Read simple captions and sentences made up of known letter sound correspondence. Learn words with -ing ending. Learn to add -s or -es for plurals. Continue to read more common exception words.		Word Reading Little Wandle Phonics Phase 4 To read words with short vowel sounds and adjacent consonants. To read words with long vowel graphemes and adjacent consonants. To read words with suffixes--ing, -ed, -est, -ed. Continue to read more common exception words.	Word Reading ELG Say a sound for each letter in the alphabet and at least 10 digraphs. Read words consistent with their phonic knowledge by sound-blending. Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words
	Writing - Texts as a stimulus Developing preference for a dominant hand, tripod grip, give meaning to marks they make. Begin to write initial sounds for words like labelling characters and images. Begin to learn to write their name correctly. Children will have opportunity to mark make and write in different areas in the classroom, e.g. role play, construction, outdoor environment	Writing - Texts as a stimulus Consolidate Autumn One.. Continue to highlight correct letter formation addressing common mistakes. Some children will begin to write a simple caption. Some children will begin to spell cvc words	Writing - Texts as a stimulus Continue to form lower case and capital letters correctly. Children will take part in guided writing sessions developing caption and sentence writing. Begin to re-read what they have written to check it makes sense.	Writing - Texts as a stimulus Continue to form lower case and capital letters correctly. Children will take part in guided writing sessions developing caption and sentence writing. Begin to write fiction and non-fiction captions/sentences.	Writing ELG Write recognisable letters, most of which are correctly formed. Spell words by identifying sounds in them and representing the sounds with a letter or letters. Write simple phrases and sentences that can be read by others	

Maths

(M)

At Mount Pleasant, we follow
White Rose scheme of learning

Counting rhymes and songs

Classifying objects based on one attribute

Matching equal and unequal sets

Subitising, 1-5

Ordering objects and sets / introduce manipulatives

Begin to form numbers

Recognise, describe, copy and extend colour and size patterns

Count and represent the numbers 1 to 5

Estimate and check by counting

Recognise numbers in the environment

Count up to six objects

One more or one fewer

Order numerals 1 – 5

Explore addition and subtraction

Estimate, order, compare, and explore capacity, weight and length

Describe and sort 2-D shapes

Describe position accurately

Days of the week, seasons, night and daytime

Understanding of concept of zero

Count up to ten objects

Represent, order and explore numbers to ten

One more or fewer, one greater or less

Subitise

Comparing 2 quantities, ordering quantities

Pairing

Writing numbers

Explore addition – combining two groups

Subtraction as taking away

Number Bonds to 10

Addition, subtraction and equals symbols

Vocabulary for, comparing weight & height & length & capacity Time
– sequence events, yesterday/today/tomorrow

Repeating patterns

Describe and sort 3-D shapes

Describe similarities and differences

Build and identify numbers to 20 and begin to understand order and place value

Count on and back to beyond 10

Subitise One more / one less

Missing Numbers Estimating

Writing numbers

Understand amount can be changed by adding or taking away

Begin to add on by counting on

Begin to problem solve and reason

Recall number bonds to 5/10

Double means twice the amount.

Say doubles of numbers to 10

Share to make equal groups

Recognise some quantities can't be paired or shared equally – begin to understand odd one left

Begin to understand the odd and even number structure

Positional language Spatial reasoning

Shapes can be combined or separated to make a new shape

Patterns in numbers and shape

Repeating patterns Symmetry

Number ELG

Have a deep understanding of number to 10, including the composition of each number. Subitise (recognise quantities without counting) up to 5. Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts

Numerical Patterns ELG

Verbally count beyond 20, recognising the pattern of the counting system. Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity. Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally

Understanding the World (UW) People, Culture and Communities	People, Culture and Communities Identify their family and comment on photos of them. Can talk about what they do with their family and places they have been with their family. Name and describe people who are familiar to them. Read fictional stories about families and start to tell the difference between real and fiction. Talk about members of their immediate family and community. Stranger danger / Road SafetyTalking about occupations and how to identify strangers that can help them when they are in need. People in their local / school community... site manager, office manager, lollypop person Develop a knowledge and awareness of other festivals ... Harvest, Diwali	People, Culture and Communities Talk about special places they go with their families and places of worship visited by children. Begin to recognise that people have different beliefs and celebrate special times - Bonfire Night, Christmas . To introduce children to a range of fictional characters and creatures from stories and to begin to differentiate these characters from real people in their lives. Introduce children to different occupations and how they do their jobs. Be able to describe family members ... grandparent, older, younger etc. Understand that there are many different types of families.	People, Culture and Communities Use images, video clips, shared texts and other resources to bring the wider world into the classroom. Listen to what children say about what they see. Continue to talk about members of their immediate family and community. Name and describe people who are familiar to them. Understand that some places are special to members of their community. Recognise that people have different beliefs and celebrate special times in different ways - Chinese New Year. Recognise some similarities and differences between life in this country and other countries.	People, Culture and Communities Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps. Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class. Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and - when appropriate - maps.	People, Culture and Communities ELG Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps. • Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class. • Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and (when appropriate) maps.
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Understanding the World (UW) Past and Present	Past and Present Talk about members of their immediate family and community. Begin to make sense of their own life-story and family's history in terms of their family dynamics linked to All About Me. Begin to comment on images of familiar situations in the past, when mum was little... Listen out for and make note of children's discussion between themselves regarding their experience of past birthday celebrations.	Past and Present Children to comment on familiar situations linked to celebrations in the past - Bonfire Night / Christmas / Diwali. Can children talk about what they have done with their families during past celebrations? Show photos of how Christmas used to be celebrated in the past. Begin to identify similarities and differences. Talk about people that the children may have come across within their community, such as the police, the fire service, doctors and teachers. Listen to what children say about their own past experiences with people who are familiar to them.	Past and Present Family history - what was life like for children's parents / grandparents when they were 4/5 years old - what is the same / different - toys / celebrations / traditions. Know some similarities and differences between things in the past and now, drawing on how they have grown and changed, what can they do now that they couldn't in the past. Listening to stories and place events in chronological order - linked to text focus for Literacy.	Past and Present Listen to stories and placing events in chronological order - linked to text focus for Literacy. Think about life cycles and place in order events to show change over time. Additionally link to seasonal change over the year 'now and then' Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.. Understand the past through settings, characters and events encountered in books read in class and storytelling. Listening to stories and placing events in chronological order - linked to text focus for	Past and Present ELG Talk about the lives of the people around them and their roles in society. Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class. Understand the past through settings, characters and events encountered in books read in class and storytelling.
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Understanding the World (UW) The Natural World	The Natural World Navigating around our classroom and outdoor areas. Create treasure hunts to find places/ objects within our learning environment. Explore our school by following / creating simple maps. Know about seasonal change Autumn – signs, stories. Collect natural objects to sort. Make observations verbally, taking photos etc. Talk about what they do with their family and places they have been with their family. Can they draw similarities and make comparisons between other families? Encourage them to comment on what their home is like. Show photos of the different homes and encourage them to draw comparisons and similarities.. Use We’re Going on a Bear Hunt to draw information from a map and begin to understand why maps are important. Create their own story maps.	The Natural World Making sense of different environments and habitats. Look at them in the school grounds. After close observation, draw pictures of the natural world, including animals and plants linked to seasonal change – Autumn. After close observation, draw pictures of the natural world, including animals and plants linked to seasonal change – Autumn.	The Natural World Use images, video clips, shared texts and other resources to bring the wider world into the classroom. Know about seasonal change – Winter – stories, signs. Explore this through Forest School. Collect natural objects to sort. Make observations verbally, taking photos etc. Bring the outside in if we get any snow or frost – go out and explore and also bring in watch it melt and explore/describe it. Freezing / melting experiments. Encourage discussion, describing and commenting on things they have seen whilst outside, including plants and animals. Link their knowledge of dinosaurs to animals that live on Earth today. Think about similarities and differences.	The Natural World Change in living things – Changes in the leaves, weather, seasons. Life cycles – chicks / butterflies / frogs – link to habitats – Forest School. Know about seasonal change – Spring – stories, signs. Explore this through Forest School. Collect natural objects to sort. Make observations verbally, taking photos etc. Provide opportunities for children to note and record the weather. Draw children’s attention to the immediate environment, introducing and modelling new vocabulary where appropriate. Look for children incorporating their understanding of the seasons and weather in their play. Plant plants and look at habitats in the natural world, baby animals and how they live and grow in nature.	The Natural World ELG Explore the natural world around them, making observations and drawing pictures of animals and plants. Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class. Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.
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Expressive Arts and Design (EAD) Creating with Materials	Creating with Materials Beginning to mix colours, join in with role play games and use resources available for props, build models using construction equipment. Self-portraits, junk modelling, take pictures of children's creations and record them explaining what they did. Provide opportunities to work together to develop and realise creative ideas. Home Corner Role-Play	Creating with Materials Collage hedgehogs. Celebration artwork - firework pictures / large scale firework art, Christmas decorations, Christmas cards with a pop up element, Diwali art. Explore the idea of construction on large and small scale working in groups/individually. Use a range of materials to make structures and discuss why they work and what could be better. Building site/ Santa's Workshop	Creating with Materials Children will be encouraged to select the tools and techniques they need to assemble materials that they are using eg creating dinosaurs. Making lanterns, Chinese writing. Teach children different techniques for joining materials, such as how to use adhesive tape and different sorts of glue. Dinosaur dig role play.	Creating with Materials Make different textures, make patterns using different colours. Children will explore ways to protect the growing of plants by designing scarecrows. Symmetrical butterflies. Pastel drawings, printing, patterns on Easter eggs, Life cycles, Mother's Day crafts Easter crafts Peray the Park Keeper's shed/ animal safari role play	Creating with Materials ELG Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. Share their creations, explaining the process they have used. Make use of props and materials when role playing characters in narratives and stories.
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Expressive Arts and Design (EAD) Being Imaginative and Expressive	Being Imaginative & Expressive Listen and respond to different styles of music through our Composer of the Month focus. Learn to sing action songs and nursery rhymes (particularly linked to Maths learning). Improvising leading to playing classroom instruments. Share and perform the learning that has taken place.	Being Imaginative & Expressive Listen and respond to different styles of music through our Composer of the Month focus. Continue to learn and sing nursery rhymes and action songs. Learn Christmas songs and carols.	Being Imaginative & Expressive Listen and respond to different styles of music through our Composer of the Month focus. Continue to learn and sing nursery rhymes and action songs. Learn to play the Boom Whackers to well known songs and rhymes.	Being Imaginative & Expressive Listen and respond to different styles of music through our Composer of the Month focus. Continue to learn and sing nursery rhymes and action songs. Learn to play the Boom Whackers and other percussion instruments to well known songs and rhymes.	Being Imaginative & Expressive ELG Invent, adapt and recount narratives and stories with peers and their teacher. Sing a range of well-known nursery rhymes and songs. Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time with music.
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