



Curriculum Overview 2025-2026

Early Years Foundation Stage

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
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Theme

Me and My Family
8 weeks

Tuesday 2nd
September – Friday
24th October

Down on The Farm
7 weeks

Monday 3rd
November – Friday
19th December

Transport and Travel
6 weeks

Monday 5th January –
Friday 13th February

**Knights, Castles and
Fairy Tales**
5 weeks

Monday 23rd
February – Friday
27th March

Jungle Adventure
5.2 weeks

Monday 13th April –
Tuesday 19th May

Pirates
7 weeks

Monday 1st June –
Friday 17th July

Possible ideas for
enhancements
(These can be
adapted at various
points to allow for
children’s interests)

Birthdays
Family
Friends
Pets
Home
Superheroes
Autumn

Halloween
Bonfire Night
Diwali
Christmas
Remembrance Day
Winter

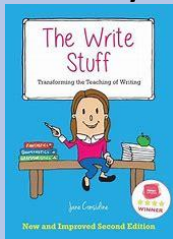
Weather
Chinese New Year
Valentine’s Day
Spring

Dress up
Easter
Pancake Day

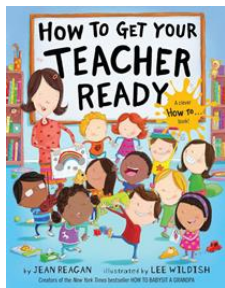
Rainforest
Animals
Hot and Cold

Beach
Holidays
Changes- moving on
Summer

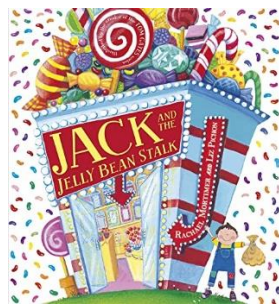
Communication,
Language and
Literacy



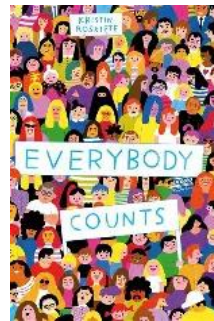
Non-fiction -
Instructions - How To
Get Your Teacher
Ready For School.



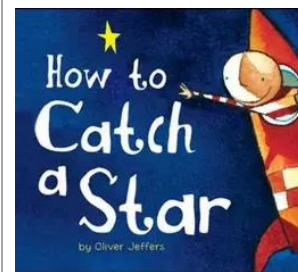
Narrative - Story - Jack
and the Jellybean Stalk.



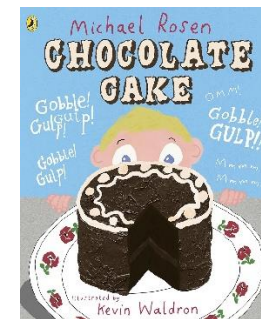
Non-fiction - Fact File -
Everybody Counts.



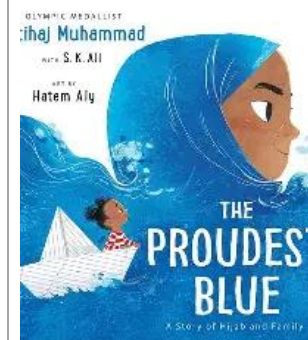
Narrative - Story - How
To Catch A Star.

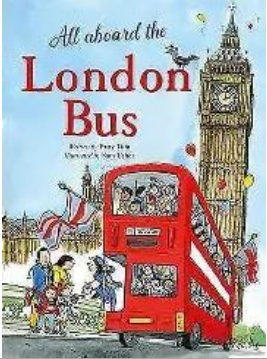
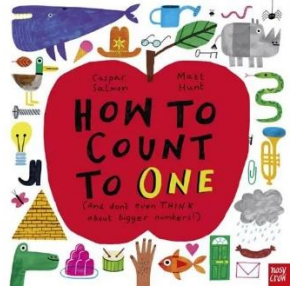
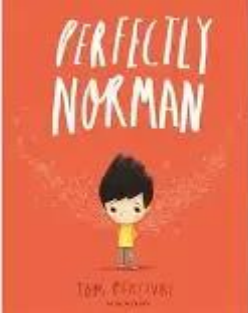


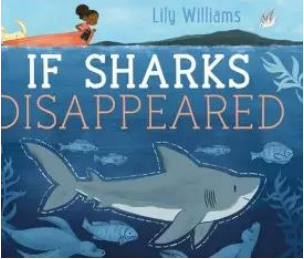





Non-fiction -
Instructions - How to
Make a Chocolate Mug
Cake.





Narrative - Story - The
Proudest Blue.



	<p>Narrative - Story - All Aboard The London Bus.</p> 	<p>Non-fiction - Instructions - How To Count To One.</p> 	<p>Narrative - Story Perfectly Norman.</p> 	<p>Non-fiction - Fact File – Penguins.</p> 	<p>Narrative - Story - Handa's Surprise.</p> 	<p>Non-fiction - Report - If Sharks Disappeared.</p> 
<p>Phonics</p> <p>Red Rose Letters and Sounds</p> 	<p>Phase 1 and 2 Consolidate phase 1</p> <p>GPC recognition s a t p i n m d g o c k</p> <p>Tricky words the (12 GPCs and 1 tricky word)</p>	<p>Phase 2 GPC recognition ck e u r h b f f l ll ss</p> <p>Tricky words to l no go into</p> <p>(11 GPC's and 5 tricky words)</p>	<p>Phase 2 and 3 GPC recognition j v w x y z zz qu ch sh th/th ng</p> <p>Tricky words he she we me be was my you they</p> <p>(13 GPCs and 9 tricky words)</p>	<p>Phase 3 GPC recognition ai ee igh oa oo/oo ar or</p> <p>Tricky words her all are like said have one when (Phase 4) (8 GPCs and 8 tricky words)</p>	<p>Phase 3 and 4 GPC recognition ur ow oi ear air ure er (Phase 4) cvcc & ccv</p> <p>Tricky words come do so were some there out little what (7 GPCs and 9 tricky words)</p>	<p>Phase 3 and 4 GPC recognition</p> <p>ccvc & ccvcc ccvcc & cccvcc Polysyllabic words containing phase 2 and phase 3 graphemes with adjacent consonants.</p> <p>Tricky words *Consolidate as required*</p>
<p>Personal, Social and Emotional Development</p> 	<p>Core Value Lesson: Love</p> <p>Me and My Relationships:</p> <ul style="list-style-type: none"> All about me What makes me special 	<p>Core Value Lesson: Respect</p> <p>Valuing Difference:</p> <ul style="list-style-type: none"> I'm special, you're special Same and different 	<p>Core Value Lesson: Ambition</p> <p>Keeping Safe:</p> <ul style="list-style-type: none"> What's safe to go onto my body Keeping Myself Safe - What's 	<p>Core Value Lesson: Love</p> <p>Rights and Respect:</p> <ul style="list-style-type: none"> Looking after my special people 	<p>Core Value Lesson: Respect</p> <p>Being My Best:</p> <ul style="list-style-type: none"> Bouncing back when things go wrong Yes, I can! 	<p>Core Value Lesson: Ambition</p> <p>Growing and Changing:</p> <ul style="list-style-type: none"> Seasons Life stages - plants, animals, humans

	<ul style="list-style-type: none"> • Me and my special people • Who can help me? • My feelings 	<p>families and homes</p> <ul style="list-style-type: none"> • I am caring • I am a friend 	<p>safe to go into my body (including medicines)</p> <ul style="list-style-type: none"> • Safe indoors and outdoors • Listening to my feelings • Keeping safe online • People who help to keep me safe 	<ul style="list-style-type: none"> • Looking after my friends • Being helpful at home and caring for our classroom • Caring for our world 	<ul style="list-style-type: none"> • Healthy eating • My healthy mind • Move your body • A good night's sleep 	<ul style="list-style-type: none"> • Life Stages: Human life stage - who will I be? • Where do babies come from? • Getting bigger • Me and my body - girls and boys <p>Road Safety</p>
<p>Physical Development (Gross Motor Skills) (PE)</p> 	<p>Dance – Nursery Rhymes To perform a basic sequence of movements and be aware of people’s feelings when giving feedback.</p> <p>FMS - Transport To travel in a variety of ways, perform rolls and climb equipment.</p>	<p>Pippa & Eddie – A Day on the farm To develop fundamental movement skills through a day on a farm.</p> <p>FMS – Jack and the beanstalk To experiment with different ways of moving to use increasing control over an object by touching, pushing, patting, throwing, or catching and to move with control and co-ordination using a range of small and large equipment</p>	<p>Dance – Circus To create simple shapes, movements and travels to music.</p> <p>FMS - Elmer To make a range of shapes and to develop under arm throw, travel in space, climb through and over equipment and balance.</p>	<p>Pippa & Eddie – Fantasy Fairy Tale To develop fundamental movement skills through fantasy fairy tales.</p> <p>FMS – Castles To develop skills of throwing under arm, rolling a ball, jumping and landing appropriately, performing a variety of gymnastic rolls and climbing up and down apparatus using alternate feet.</p>	<p>Dance – Jungle To develop themes through shape, movement and travel.</p> <p>FMS – Rumble in the Jungle To travel, roll and throw in a variety of ways.</p>	<p>Pippa & Eddie - Pirates To develop fundamental movement skills through a pirate story.</p> <p>FMS -Seaside To perform a variety of rolls, balances, travels and show increasing control over pushing and patting an object.</p>

<p>Mathematics</p> 	<p>Number and place value- numbers to 5</p> <p>Number and place value-comparing numbers within 5</p> <p>Geometry-properties of shape -shape</p>	<p>Number-addition and subtraction-change within 5</p> <p>Geometry -properties of shape-space</p>	<p>Number and place value-numbers to 10</p> <p>Number and place value-comparing numbers within 10</p> <p>Number-addition and subtraction to 10</p>	<p>Number and place value-measure</p> <p>Number -addition and subtraction-number bonds to 10</p> <p>Number -addition and subtraction-subtraction</p> <p>Geometry-properties of shape-exploring patterns</p>	<p>Number-addition and subtraction - counting on and counting back</p> <p>Number and place value-numbers to 20</p> <p>Number-multiplication and division-numerical patterns</p>	<p>Geometry-properties of shape-shape</p> <p>Number and place value -measure</p> <p>Number- addition and subtraction – sorting</p> <p>Measurement - Time</p>
<p>Understanding the World</p> <p>(Science)</p>	<p>Explore the natural world around them, making observations and drawing pictures of animals and plants.</p> <ul style="list-style-type: none"> • Read non-fiction texts about where different animals live. • Investigate what animals need. • Draw and label pictures of animals. • Hibernating Animals • Simple body parts • Name the senses and say which body part is associated with each sense. 		<p>Know some similarities and differences between the natural world around them and contrasting environments, drawing on their own experiences and what has been read in class.</p>	<p>Understand some processes and changes in the natural world around them including the seasons and changing states of matter.</p> <ul style="list-style-type: none"> • Begin to understand what happens across the seasons. • Investigate changes in the weather. • Know the difference between day and night (dark and light). • Waterproof Materials • Floating and Sinking • Investigate ice (freezing/melting) 		
<p>Understanding the World</p> <p>(History)</p>	<p style="text-align: center;"><u>Our Home Town</u></p> <p>What can I find out about my hometown?</p>	<p style="text-align: center;"><u>Family History</u></p> <p>What toys did my grandparents play with as children?</p>	<p style="text-align: center;"><u>Welcoming Others/ Hospitality</u></p> <p>How long have my family lived in Thornton? Why did they move here?</p>			

<p>Understanding the World (Geography)</p>	<p><u>My Immediate Environment- Home and School</u></p> <ul style="list-style-type: none"> Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps. Talk about the features of immediate environment with visual representations e.g. use google maps to look at local parks, school, playground etc. Create messy maps of the local environment using junk modelling/ small world/construction materials. 		<p><u>My Local Environment</u></p> <ul style="list-style-type: none"> Autumn walk- seasonal changes/Weather Identify landmarks from our local area walk. Following maps: a short journey (BeeBots) Draw information from a simple map. Find out about the local area by talking to people, examining photographs, and visiting local places. 		<p><u>Environments different to where I live</u></p> <ul style="list-style-type: none"> Other countries Maps Use photos and pictures to locate places on a simple map. 	
<p>Understanding the World (RE)</p>	<p>Special Times Why do we celebrate?</p>		<p>Special Stories Which books are special for different people and why?</p>		<p>Our Special World What is special about our world?</p>	<p>Special Places Which places are special for different people and why?</p>
<p>Expressive Arts and Design (Art and DT)</p> 	<p>Art: Painting</p>	<p>DT: Cooking and Nutrition: Soup In this unit, children explore the differences between fruits and vegetables using their senses (taste, texture, smell etc.). They listen to the story ‘The best pumpkin soup’ and discuss the key ingredients the characters used before developing a class-based vegetable soup recipe.</p>	<p>Art: Collage</p>	<p>DT: Workshop: Junk Modelling Pupils explore and learn about various types of permanent and temporary joins. They are encouraged to tinker using a combination of materials and joining techniques in the junk modelling area.</p>	<p>Art: Drawing</p>	<p>DT: Textiles: Bookmarks Pupils develop and practise threading and weaving techniques using various materials and objects. They look at the history of the bookmark from Victorian times versus modern-day styles. The pupils apply their knowledge and skills to design and sew their own bookmarks.</p>

<p>Expressive Arts and Design (Music)</p> 	<p>Nursery rhymes</p> <p>Encourage children to join in with familiar nursery rhymes and songs.</p>	<p>Celebration music</p> <p>Learning about the music from a range of cultural and religious celebrations, including Diwali, Hanukkah, Kwanzaa and Christmas.</p> <p>CHRISTMAS PRODUCTION</p>	<p>Exploring sound</p> <p>Exploring how to use our voice and bodies to make sounds, experimenting with tempo and dynamic when playing instruments and identifying sounds in the environment.</p>	<p>Music and Movement</p> <p>Creating simple actions to songs, learning how to move to a beat and expressing feelings and emotions through movement to music.</p>	<p>Musical stories</p> <p>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>Big Band</p> <p>Learning about the four different groups of musical instruments, following a beat using an untuned instrument and performing a practised song to a small audience.</p>
<p>Computing/ Online safety</p>  	<p>Online Safety- Self-Image and Identity:</p> <p>I can recognise that there may be people online who could make someone feel sad, embarrassed or upset. <i>Project Evolve</i></p> <p>Using a Computer <i>Kapow</i></p>	<p>Online Safety- Online Relationships:</p> <p>I can recognise some ways in which the internet can be used to communicate. <i>Project Evolve</i></p> <p>Instructions <i>Kapow</i></p>	<p>Online Safety- Online Reputation:</p> <p>I can identify ways that I can put information on the internet. <i>Project Evolve</i></p> <p>Instructions <i>Kapow</i></p>	<p>Online Safety- Online Bullying:</p> <p>I can describe ways that some people can be unkind online. <i>Project Evolve</i></p>	<p>Online Safety Managing online information:</p> <p>I can talk about how to use the internet as a way of finding information online. <i>Project Evolve</i></p> <p>Programming Bee-Bots (Lesson 1-4 only) <i>Kapow</i></p>	<p>Online Safety Health, Well-being and Lifestyle:</p> <p>I can identify rules that help keep us safe and healthy in and beyond the home when using technology <i>Project Evolve</i></p> <p>Introduction to Data (Lesson 1-4 only) <i>Kapow</i></p>
<p>French</p> 		<p>Greetings (Starting off)</p> <p>*I can say 'hello' (informally and formally). *I can say what I am called. *I can ask somebody how they are feeling and give a reply back.</p>	<p>Colours (Starting off)</p> <p>*I can name and recognise all ten colours presented in this unit unaided, from memory and with good accuracy.</p>	<p>Numbers (Starting off)</p> <p>*I can confidently count from 1-10 in French.</p>	<p>Jungle Animals (Starting off)</p> <p>*I can name all seven jungle animals in French from memory, with the correct article/determiner and with accurate pronunciation.</p>	<p>Recap (Starting off)</p> <p>Revisit:</p> <ul style="list-style-type: none"> • Greetings • Colours • Numbers to 10

		*I can say 'goodbye' and 'see you soon'.				
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