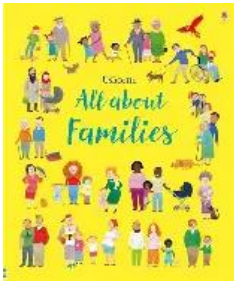
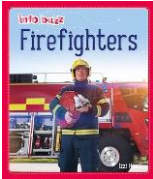
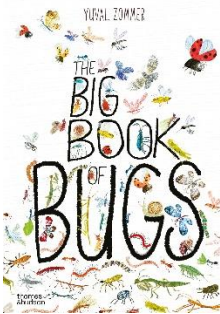
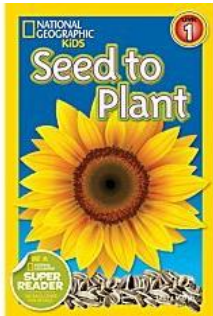
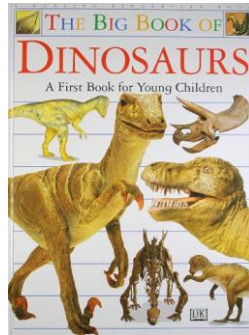




EYFS Curriculum Overview 2026–2027

Reception

Our Reception curriculum is ambitious, language-rich and builds purposefully on the strong foundations developed in Preschool. Learning is carefully sequenced to deepen children's knowledge, vocabulary, independence and skills through purposeful play, high-quality interactions and direct teaching, ensuring children are well prepared for Year 1.

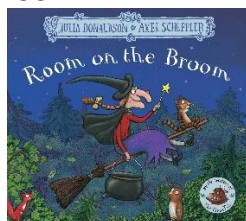
Theme	Me and My Family 7 weeks 2 days Tuesday 1 st September – Wednesday 21 st October	Superheroes 7 weeks Monday 2 nd November – Friday 18 th December	Creepy crawlies 6 weeks Monday 4 th January – Friday 12 th February	Roots Shoots and Fruits 4 weeks 4 days Monday 22 nd February – Thursday 25 th March	Dinosaurs 6 weeks 3 days Monday 12 th April – Wednesday 26 th May	Space Explorers 6 weeks 2 days Monday 7 th June – Tuesday 20 th July
Possible ideas for enhancements (These can be adapted at various points to allow for children's interests)	• Birthdays • Family and friends • Pets and homes • Autumn/Halloween	• Bonfire Night • Diwali/Christmas • Remembrance Day • Winter • People who help us	• Weather/winter • Chinese New Year • Valentine's Day • Minibeast hunt • Bug hotel focus	• Dress up • Easter/Pancake Day • Planting and growing • Fruit/vegetable tasting	• Animals • Hot and cold • Fossil dig • Dinosaur museum role play	• Beach/holidays • Night sky • Rocket mission • Changes/moving on • Summer
Communication, Language and Literacy	Non-Fiction: All about Families 	Non-fiction: People who help us / emergency services texts 	Non-fiction: The Big Book of Bugs 	Non-fiction: Seed to Plant 	Non-fiction: First Big Book of Dinosaurs 	Non-fiction: Little Kids First Big Book of Space 

Oral opportunities:

Talk about own families; similarities and differences; describe family members; share family experiences; ask and answer questions.

Writing**opportunities:**

Family portraits and labels; label family members; "This is my..." captions; simple sentences about family; class family book

Fiction: Room on the Broom**Oral opportunities:**

Retell using actions/props; join in with repeated phrases; sequence events orally; hot-seat characters;

**Oral opportunities:**

Discuss different people who help us; role-play emergency situations; formulate questions for a visitor. Role-play calling for help; ask/answer questions; recount experiences

Writing**opportunities:**

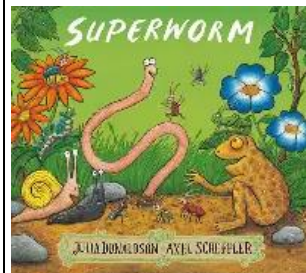
Label equipment; emergency vehicle labels; "A firefighter can..." facts; questions; information poster; thank-you notes; role-play patient notes

Oral opportunities:

Describe and compare minibeasts; discuss observations; ask questions; explain where minibeasts live; oral fact sharing

Writing opportunities:

Minibeast labels; observational captions; bug fact files; "It has..." sentences; comparisons; minibeast hunt records

Fiction: Superworm**Oral opportunities:**

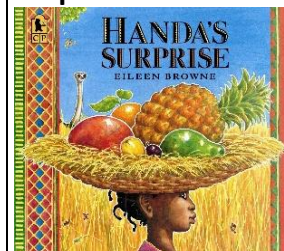
Join in with repeated language; retell and sequence; role-play rescue scenes; describe characters; discuss how characters help each other

Writing opportunities:**Oral opportunities:**

Explain what plants need; orally sequence the growing process; give planting instructions; make predictions; describe observations and changes

Writing**opportunities:**

Plant labels; plant diary; equipment list; How to Plant a Seed instructions; growth captions; simple facts

Fiction: Handa's Surprise**Oral opportunities:**

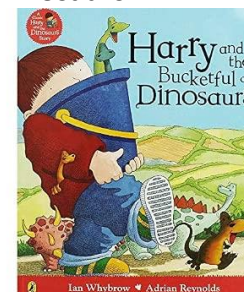
Retell using story language; describe and compare fruits; predict which animal comes next; sequence events; role-play the story

Oral opportunities:

Share dinosaur knowledge; ask questions; describe and compare dinosaurs; explain herbivore/carnivore; present simple facts orally

Writing opportunities:

Dinosaur labels; fact files; museum labels; "It has/can..." sentences; comparisons; design and describe a dinosaur

Fiction: Harry and the Bucketful of Dinosaurs**Oral opportunities:**

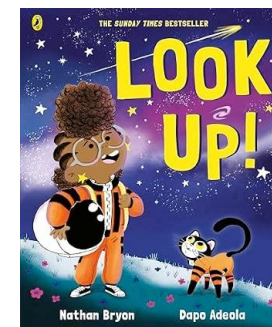
Retell and sequence events; hot-seat Harry; describe the dinosaurs; role-play

Oral opportunities:

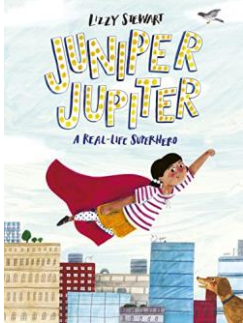
Ask questions about space; share facts; describe planets; explain what astronauts do; imagine and discuss a journey into space

Writing opportunities:

Rocket/astronaut labels; space fact files; packing list; planet facts; questions; design and label a rocket

Fiction: Look Up!**Oral opportunities:**

Discuss experiences of looking at the night sky; make predictions; hot-seat characters; describe a meteor shower; imagine and

	predict what might happen next Writing opportunities: Character labels; label lost objects; lost-property posters; speech bubbles; lists; sequence and caption the story	Fiction: Juniper Jupiter  Oral opportunities: Describe superheroes; discuss what makes someone a hero; hot-seat Juniper; invent and orally describe a superhero; explain their powers Writing opportunities: Superhero labels; speech bubbles; superhero poster/application; invent and describe a superhero; write their special power	Character labels; speech bubbles; Wanted/Help Superworm poster; sequence and caption events; invent a character; simple retelling	Writing opportunities: Fruit labels; lists; fruit descriptions; story sequencing/captions; speech bubbles; innovate the story	scenes; predict what might happen Writing opportunities: Dinosaur names/labels; speech bubbles; lost dinosaur poster; packing list; sequencing/captions; simple recount	orally rehearse a space journey Writing opportunities: Postcard from space; speech/thought bubbles; “I can see...” sentences; meteor-shower poster; stargazing list; My Trip to Space story
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Literacy- Writing/Letter join application Letter-join 	• Revisit Letter-join pre-writing patterns and begin explicit teaching of correct lowercase letter formation alongside phonics. • Focus on starting points, direction and movement.	• Continue systematic lowercase letter formation using consistent Letter-join movement patterns. • Practise through air writing, tracing and independent pencil work, applying taught letters in phonics and early writing.	• Secure accurate formation and orientation of lowercase letters. • Reinforce letters with similar movement patterns and apply formation when writing letter pairs and simple words.	• Consolidate correctly formed lowercase letters and revisit letters requiring further practice. • Develop consistency in size, orientation and spacing when writing words and short phrases.	• Form lowercase letters accurately with increasing fluency. • Apply correct formation independently when writing words, captions and sentences, rather than only during handwriting practice.	• Consolidate secure lowercase letter formation, consistency in size and orientation, appropriate spacing and increasing fluency. • Address individual formation difficulties and prepare for Year 1 handwriting expectations.
Reading for Pleasure	 • Daily story time and repeated core texts • Explicit vocabulary teaching • Talk partners and retelling	 • Role play and oral storytelling • Model full sentences and questioning • Writing for real purposes	 • Use real photos to support talk • Sequence and explain • Reread to build fluency	 • Oral rehearsal before writing • Use books to answer questions • Apply phonics in meaningful writing	 • Compare fiction with information texts • Explain and justify ideas • Use new vocabulary independently	 • Sustain narrative and explanation • Independent application
Phonics	<u>Phase 1 and 2</u> Consolidate Phase 1	<u>Phase 2</u> Consolidate	<u>Phase 3</u> Teach: • j v w	<u>Phase 3</u> Teach: • igh oa	<u>Phase 3</u> Teach:	<u>Phase 4</u> Teach:

Teach: • s a t • p i n • m d g Consolidate: • s a t p l n m d g Teach: • c k • e k e u • r h b Tricky words: the l to no go into	• c k c k e u r h b Teach: • f f f l • l l s s Consolidate: • f f f l l l s s Consolidate as required Tricky words: Consolidate: the l to no go into	• x y z z z • q u c h s h • t h / t h n g Consolidate: • q u c h s h t h t h n g Teach • a i e e Tricky words: he she we me be was my you they her all	• o o / o o • a r o r Consolidate: • a i e e i g h o a o o o o a r o r Tricky words: are like said when have one Consolidate: her all	• u r o w • o i e a r • a i r u r e e r Consolidate: • u r o w o i e a r a i r u r e e r Consolidate as required Tricky words: come do so were some there out little what	cvcc & ccv ccvc & ccvcc ccvc & ccvcc Polysyllabic words containing phase 2 and phase 3 graphemes with adjacent consonants. Tricky words: said so have like some come were there little do one when out what it's Consolidate as required
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Prime Areas

Personal, Social and Emotional Development 	Core Value Lesson: Love Me and My Relationships: • All about me • What makes me special • Me and my special people • Who can help me? • My feelings	Core Value Lesson: Respect Valuing Difference: • I'm special, you're special • Same and different families and homes • I am caring • I am a friend	Core Value Lesson: Ambition Keeping Safe: • What's safe to go onto my body • Keeping Myself Safe - What's safe to go into my body (including medicines) • Safe indoors and outdoors • Listening to my feelings • Keeping safe online • People who help to keep me safe	Core Value Lesson: Love Rights and Respect: • Looking after my special people • Looking after my friends • Being helpful at home and caring for our classroom • Caring for our world • Looking after money	Core Value Lesson: Respect Being My Best: • Bouncing back when things go wrong • Yes, I can! • Healthy eating • My healthy mind • Move your body • A good night's sleep	Core Value Lesson: Ambition Growing and Changing: • Seasons • Life stages - plants, animals, humans • Life Stages: Human life stage - who will I be? • Where do babies come from? • Getting bigger • Me and my body - girls and boys KidSafe Road Safety
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Physical Development – Fine Motor / Gross Motor 	Dance – Nursery Rhymes •To perform a basic sequence of movements and be aware of people’s feelings when giving feedback. FMS - Transport •To travel in a variety of ways, perform rolls and climb equipment.	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. Pippa & Eddie – Fantasy Fairy Tale •To develop fundamental movement skills through fantasy fairy tales.	Dance – Circus •To create simple shapes, movements and travels to music. FMS - Elmer •To make a range of shapes and to develop under arm throw, travel in space, climb through and over equipment and balance.	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 Pippa & Eddie – A Day on the farm •To develop fundamental movement skills through a day on a farm.	Dance – Jungle •To develop themes through shape, movement and travel. FMS – Rumble in the Jungle •To travel, roll and throw in a variety of ways.	FMS -Seaside •To perform a variety of rolls, balances, travels and show increasing control over pushing and patting an object. Pippa & Eddie - Pirates •To develop fundamental movement skills through a pirate story.
Physical Development – Fine Motor / Handwriting Readiness	• Establish effective sitting position, paper position and pencil control. • Use gross- and fine-motor warm-ups and revisit pre-writing patterns. • Develop an increasingly comfortable tripod grip.	• Maintain appropriate posture and grip with decreasing adult reminders. • Develop controlled pencil movements and fine-motor strength alongside explicit letter-formation teaching.	• Improve pencil control, pressure and accuracy. • Maintain posture and grip for longer periods and use scissors and other classroom tools safely and effectively.	• Develop increasing stamina and control for handwriting. • Maintain an effective grip and position independently and make controlled movements when forming letters and words.	• Establish effective sitting position, paper position and pencil control. • Use gross- and fine-motor warm-ups and revisit pre-writing patterns. • Develop an increasingly comfortable tripod grip.	• Maintain appropriate posture and grip with decreasing adult reminders. • Develop controlled pencil movements and fine-motor strength alongside explicit letter-formation teaching.

Health and self-care	• Handwashing and toileting independence	• Healthy food and oral health	• Sleep, movement and wellbeing • Know when to ask for help	• Food preparation hygiene • Trying a range of healthy foods	• Sun safety and hydration	• Independence with belongings • Managing change and emotions
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Specific Areas: Mathematics and Understanding the World

Mathematics 	• Number and place value- numbers to 5 • Number and place value-comparing numbers within 5 • Geometry-properties of shape - shape	• Number-addition and subtraction-change within 5 • Geometry - properties of shape-space	• Number and place value-numbers to 10 • Number and place value-comparing numbers within 10 • Number-addition and subtraction to 10	• Number and place value-measure • Number -addition and subtraction-number bonds to 10 • Number -addition and subtraction-subtraction • Geometry-properties of shape-exploring patterns	• Number-addition and subtraction - counting on and counting back • Number and place value-numbers to 20 • Number-multiplication and division-numerical patterns	• Geometry-properties of shape • Number and place value • Number- addition and subtraction – sorting • Measurement - Time
Understanding the World (Science)	• Animals including humans • Body parts and senses • Autumn seasonal change • Materials in everyday objects	• Light/dark and seasonal change • Materials and their uses • People and jobs in our community	• Minibeasts and habitats • Observe and classify living things • Winter/spring change • Freezing and melting	• Plants and what they need to grow • Life cycles • Food and healthy choices • Spring seasonal change	• Animals past and present • Fossils and extinction • Compare hot/cold environments • Materials investigation	• Earth, Moon, Sun and stars at an age-appropriate level • Summer seasonal change • Floating/sinking • Changes over time
Understanding the World (History)	Our Home Town What can I find out about my hometown?		Family History What toys did my grandparents play with as children?		Welcoming Others/ Hospitality How long have my family lived in Thornton? Why did they move here?	
	• Past and present in my own life • Family history and memories	• Celebrations then and now • People who help us: roles past/present	• Changes over time in the natural world • Simple chronology through life cycles	• How growing changes over time • Family traditions around food/gardens	• Long ago: dinosaurs and fossils • Use artefacts/pictures to ask questions	• Our year in Reception: then and now • Transition memories and chronology

Understanding the World (Geography)	My Immediate Environment- Home and School		My Local Environment		Environments different to where I live	
	• Home and school • Immediate environment • Simple maps and local landmarks	• Local community and routes • Map a journey	• Local habitats • Weather observations • Compare places minibeasts live	• Gardens/farms and where food comes from • Simple maps of growing areas	• Contrasting environments • Hot/cold places • Locate places on simple maps/globe	• Earth as our home • Simple world maps/globes • Journeys and places • Holiday/local comparisons

Specific Areas: Expressive Arts, RE, Computing and French

	Special Times Why do we celebrate?		Special Stories Which books are special for different people and why?		Our Special World What is special about our world?	Special Places Which places are special for different people and why?
Understanding the World (RE)	• Special people and belonging • What makes each person special?	• Special times • Why do people celebrate?	• Special stories • Which stories are special to different people and why?	• Our special world • What is special about our world?	• Special places • Which places are special to different people and why?	• Reflection and recap • Respect similarities and differences; revisit key learning
Expressive Arts and Design (Art & DT)	Art: Painting • Self-portraits; colour mixing • Painting and drawing from observation • Textiles: joining and decorating	DT: Textiles Let's look at hats • How fabrics can be joined and used	Art: Collage • Observational drawing of minibeasts • Natural-material sculpture • Explore texture and pattern	DT: Food Fantastic Fruit • Healthy eating and hygiene in preparing food	Art: Drawing • Dinosaur drawing and model making • Fossil printing/impressions • Build a strong structure	DT: Structures Chairs for the Three Bears • Choosing suitable materials and joins needed.
Expressive Arts and Design (Music) 	<u>Nursery Rhymes</u> Observe how children... • Join in with repeated refrains and anticipates key events and phrases in rhymes and stories • Listen carefully to rhymes and songs, paying attention to how they sound.	<u>Celebration music</u> Observe how children... • Recognise that people have different beliefs and celebrate special times in different ways. • Moves in a range of ways, moving freely and with confidence making changes to body shape, position	<u>Exploring Sound</u> Observe how children... • Develop an understanding how to create and use sounds intentionally. • Tap out simple repeated rhythms. Explore how sounds and movements can be changed.	<u>Music and Movement</u> Observe how children... • More fluent style of moving, developing control and grace. • Combine different movements with ease and fluency. • Listen attentively, move to and talk about music, expressing their	<u>Musical stories</u> Observe how children... • Develop storylines and narrative in their pretend play. • Sing in a group or on their own, increasingly matching the pitch and following the melody. • Creates sounds, movements, drawing to accompany stories.	<u>Big Band</u> Observe how children... • Explore and engage in music making and dance, performing solo or in groups. • Develop an understanding how to create and use sounds intentionally.

	Sing a range of well-known nursery rhymes and songs.	and pace of movement. CHRISTMAS PRODUCTION		feelings and responses. •Explore moving in a range of ways, mirroring or creating own movement patterns. •Watch and talk about dance and performance art, expressing their feelings and responses.		
Computing / Online Safety  	Project Evolve: Self-image and identity Recognise people online may make us feel different emotions Kapow Using a computer safely	Project Evolve: Online relationships - Recognise ways the internet can be used to communicate - Adult help and trusted people	Project Evolve: Online reputation - Know information can be put online - Keep personal information private Kapow Instructions	Project Evolve: Online bullying - Describe ways people can be unkind online - Tell a trusted adult	Project Evolve: Managing online information Talk about how we use the internet Kapow Programming Bee-Bots (Lesson 1-4 only)	Project Evolve: Health, wellbeing and lifestyle - Healthy rules for technology and screen use - Simple data handling / recap
French 		Greetings (Starting off) - Say 'hello' (informally and formally). - Say what I am called.	Colours (Starting off) Name and recognise all ten colours presented in this unit unaided, from	Numbers (Starting off) Confidently count from 1-10 in French.	Jungle Animals (Starting off) Name all seven jungle animals in French from memory, with the correct article/determiner	Recap (Starting off) Revisit: - Greetings - Colours - Numbers to 10

		•Ask somebody how they are feeling and give a reply back. •Say 'goodbye' and 'see you soon'.	memory and with good accuracy.		and with accurate pronunciation.	
Parent Partnership	➤ Stay and Play ➤ Settling in, routines, ➤ Reading ➤ independence	➤ Parents Evening ➤ Stay and Play ➤ Christmas performance ➤ Phonics and reading support at home.	➤ Stay and Play ➤ Supporting reading, ➤ Writing and maths through everyday experiences.	➤ Parents Evening ➤ Stay and Play	➤ Stay and Play	➤ Sports Day ➤ Stay and Play / Year 1 transition ➤ Promote independence and prepare for Year 1.