

# EYFS Curriculum Overview Spring 2026

## Communication, Language and Literacy

**Texts used:** *Handa's Surprise*, *Bringing the Rain to Kapati Plains*, *What Do you Do with A Tail Like This?*

### Communication and Language

We will learn the following:

#### Listening, Attention and Understanding

- 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. ELG: Speaking.
- 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.

### Literacy

We will learn the following:

#### Comprehension

- 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

- 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

- 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.

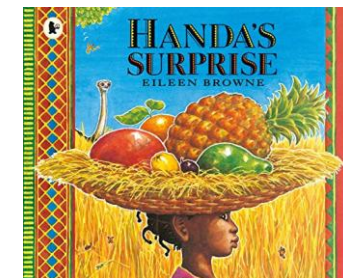
### Phonics – Essential Letters and Sounds

We will learn the following graphemes:

oo (book)  
ar  
ur  
oo (food)  
or  
ow  
oi  
ear  
air  
ure  
er  
oa

We will learn the following Harder to Read and Spell Words:

they, all, are, ball, tall, when, what



# MATHS

## Alive in 5

### As part of this phase, we will be learning:

- One Less
- Zero
- Composition of 5
- Equal and unequal groups
- How many altogether?
- Composition of numbers – 3 groups
- How many are hiding? (animals)
- How many are hiding (cubes)
- Balance scales
- Full and empty
- Measuring capacity
- Measuring ingredients

## Growing 6,7,8

### As part of this phase, we will be learning:

- Representing 6
- Making 7
- Making 8
- Matching 6,7,8.
- One more and one less
- Matching 6, 7 8
- Making pairs
- Combining 2 groups
- Adding more
- Comparing height
- Comparing length
- Days of the week
- Measuring height
- Measuring time

## Alive in 5 Book List

None the Number – Oliver Jeffers  
A Squash and a Squeeze – Julia Donaldson  
Room on the Broom – Julia Donaldson  
I Spy Numbers – Jean Marzello  
Anno's Counting Book – Mitsumasa Anno  
Who Sant the Boat – Pamela Allen



## Growing 6,7,8 Book List

Six Dinner Sid – Inga Moore  
Anno's Counting Book – Mitsumasa Anno  
Simon's Sock – Sue Hendra  
Tall – Jez Alborough  
Kipper's Toy Box – Mick Inkpen



## EXPRESSIVE ART & DESIGN DESIGN AND TECHNOLOGY

### Creating with Materials

#### We will learn to:

- 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.

### Being Imaginative and Expressive

#### We will learn to:

- 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.

## TECHNOLOGY

### Technology Around Us

Technology used at home and in school

- Use a safe part of the internet to learn and play

### Programming

Floor Robots

- Use simple software to make something happen

### Multimedia

Creating with materials

- Begin to create text and shapes on a screen

### Handling Data

Select and use technology

- Start to talk about different kinds of information such as pictures, sounds, text and video

## UNDERSTANDING THE WORLD

### 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.

### The Natural World

- 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.

## P.S.H.E. 3D PSHE

**Through our stories and discussions, we will learn to be:**

- Confident to speak to others about own needs, wants, interests and opinions.
- Able to describe self in positive terms and talk about abilities.
- Confident to try new activities.
- Able to say why they like some activities more than others.
- Confident to speak in a familiar group
- Able to talk about their ideas
- Choose resources they need for their chosen activities
- Able to say when they do or don't need help

## RE

**Being special; where do we belong?**

This unit of learning is thematic, focusing on Christianity, Hindu Dharma and Islam. Within this unit, the children will reflect upon the things that are special to them and why they value these things. The children will learn about key religious symbols for Christians, Muslims and Hindus. They will find out about why many Christians believe that children are special to God and learn about the story of Jesus and the children. The children will also find out about the welcoming ceremonies that many Muslims and Christians have for a new baby. The children will learn out about how Hindu brothers and sisters might show their love and respect for each other at Raksha Bandhan.

## Singing

(In addition to Expressive Arts and Design)

**We will learn to:**

- Take turns in singing and echoing phrases.
- Explore their voices by copying different bird sounds.
- Keeping their eyes closed, identify which individual is singing from their group

This listening unit is based on the theme of birdsong. Bramble will be able to explore their voices by imitating the sounds of birds. We will play a simple singing game based on the two-note 'cuckoo call'. The children's listening skills will be tested with a game of bird spotting: listening out for the 'cuckoo call' in Johann Strauss II's lively *Cuckoo polka*. The children will then enjoy some expressive movement by pretending to fly free to Vaughan Williams's *The lark ascending*.



## AWARENESS AND ENRICHMENT OPPORTUNITIES

**We will be celebrating the following festivals from around the world...**

- Chinese New Year
- Australia Day
- National Story Telling Week

