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EYFS Long-Term Curriculum Overview 2026-2027						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Marvellous Me!	Let's Celebrate!	Ice worlds	Come Outside	All creatures great and small	A ticket to ride
Curriculum Intent	Getting to know each other Settling in Ourselves Families/ Pets Houses and Homes Human body Hygiene/ Being healthy Autumn How has Stanion changed? Harvest BASELINE	Light and Dark Birthdays Halloween Bonfire night Remembrance Sunday Festivals of light – Diwali, Hannukah, Christmas.	Changes in weather Changes in nature Changing states How to keep warm Where is the North/ South pole What animals live there? How is it different to where you live?	Signs of spring Growing plants Changes in animals Weather Reduce, reuse, recycle Pancake Day Easter Local area	Minibeasts Farm animals Jungle animals Habitats Nocturnal animals Different countries Life cycles Hibernation	Vehicles People who help us Jobs in society Journeys Different countries Pirates Changes over time TRANSITION
Links to their life	Pictures of family Walk of local area/ autumn walk Stanion over time	Birthday pictures, how I have changed. How we celebrate Christmas, pictures and parent visitors	Winter walk of local area	Plant a seed to take home Spring walk Litter pick	Contact different countries School trip	Pictures of transport they have been on Wedding pictures
Big moments	All about me book Local walk Harvest festival	Shadow puppets Christmas Santa visit Nativity Pantomime	Melting ice Creating ice sculptures Winter walk Snow dome?	Spring walk Litter pick Pancake race Easter egg hunt Mother's day	Zoo trip Making nests Animal lifecycle	Posting letters Map work Fly to..... Father's Day Celebration assembly Water day
Parental Involvement	Phonics/ Maths workshop	Nativity Christmas craft afternoon	Hot chocolate and a book	Local litter pick Planting day	May Day	EYFS end of year celebration

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Communication and Language The development of children's spoken language underpins all seven areas of learning and development. Children's back-and-forth interactions from an early age form the foundations for language and cognitive development. The number and quality of the conversations they have with adults and peers throughout the day in a language-rich environment is crucial. By commenting on what children are interested in or doing, and echoing back what they say with new vocabulary added, practitioners will build children's language effectively. Reading frequently to children, and engaging them actively in stories, non-fiction, rhymes and poems, and then providing them with extensive opportunities to use and embed new words in a range of contexts, will give children the opportunity to thrive. Through conversation, storytelling and role play, where children share their ideas with support and modelling from their teacher, and sensitive questioning that invites them to elaborate, children become comfortable using a rich range of vocabulary and language structures.						
CL Story time on the carpet Nursery rhymes Talk in small group (all about me boxes) Small world house play Doctors role play CL LAU 1 CL S 1	Story time Talk partners Model asking questions Home corner birthday Santa's grotto CL LAU 1 3	Story time Answer questions Ask questions Story sequencing Model hand up to answer questions Baking enhancement CL LAU 2 3 CL S 1 2	Introduce silent signals Give 2 step instructions Read stories without pictures/prompts Model sentences using conjunctions talking about experiences Easter rhymes CL LAU 1 3 CL S 1 3	Talk about experience – May Day Re tell MayDay using correct tenses Model using because in STEM sentences CL S 1 2 3	Extended story times Book questioning and answers End of year assembly to parents Creating questions about space Join assemblies CL LAU 1 2 3 CL S 1 2 3	

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Personal, Social and Emotional Development Children's personal, social and emotional development (PSED) is crucial for children to lead healthy and happy lives, and is fundamental to their cognitive development. Underpinning their personal development are the important attachments that shape their social world. Strong, warm and supportive relationships with adults enable children to learn how to understand their own feelings and those of others. Children should be supported to manage emotions, develop a positive sense of self, set themselves simple goals, have confidence in their own abilities, to persist and wait for what they want and direct attention as necessary. Through adult modelling and guidance, they will learn how to look after their bodies, including healthy eating, and manage personal needs independently. Through supported interaction with other children, they learn how to make good friendships, co-operate and resolve conflicts peaceably. These attributes will provide a secure platform from which children can achieve at school and in later life.						
PSED	Setting class rules Identifying feelings Games turn taking Attending assembly(1) Model vocab please, thank you	Strategies to manage feelings Reflection zone Introduce timer for turn taking Getting changed for PE	Activity sticks collect for each activity Naming school values Talk in front of group Likes and dislikes	School values Showing respect Community litter pick Stranger danger	Healthy eating – planting All about sleep Exercise Class rules Setting a goal	Discussing changes Strengths and weaknesses New goals Water day
PSED - Scarf	Who am I? 1. All about me 2. What makes me special 3. Me and my special people 4. Who can help me? 5. My feelings 6. My feelings PSED SR 1 2 3 PSED MS 1 2 PSED 1 2 3	What is the same/ different? 1. I'm special, you're special 2. Same and different 3. Same and different families 4. Same and difference homes. 5. I am caring. 6. I am a friend. PSED SR 1 2 3 PSED MS 1 2 PSED 1 2 3	Keeping Safe 1. What's safe to go onto my body 2. Keeping myself safe – what's safe to go into my body? 3. Safe indoors and outdoors 4. Listening to my feelings 5. Keeping safe online 6. People who help to keep me safe. PSED SR 1 2 3 PSED MS 1 2 PSED 1 2 3	How do things change and grow? 1. Seasons 2. Life stages – plants, animals, humans 3. Life stages – human life stage –who will I be? 4. Where do babies come from? 5. Getting bigger 6. Me and my body – girls and boys PSED SR 1 2 3 PSED MS 1 2 PSED 1 2 3	Rights and respect 1. Looking after my special people. 2. Looking after my friends. 3. Being helpful at home and caring for our classroom 4. Caring for our world 5. Looking after money – recognising, spending and using 6. Looking after money – saving money and keeping it safe PSED SR 1 2 3 PSED MS 1 2 PSED 1 2 3	1. Bouncing back when things go wrong 2. Yes I can! 3. Healthy eating 4. My healthy mind. 5. Move your body. 6. A good night's sleep PSED SR 1 2 3 PSED MS 1 2 PSED 1 2 3

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Physical Development Physical activity is vital in children's all-round development, enabling them to pursue happy, healthy and active lives. Gross and fine motor experiences develop incrementally throughout early childhood, starting with sensory explorations and the development of a child's strength, co-ordination and positional awareness through tummy time, crawling and play movement with both objects and adults. By creating games and providing opportunities for play both indoors and outdoors, adults can support children to develop their core strength, stability, balance, spatial awareness, co-ordination and agility. Gross motor skills provide the foundation for developing healthy bodies and social and emotional well-being. Fine motor control and precision helps with hand-eye co-ordination, which is later linked to early literacy. Repeated and varied opportunities to explore and play with small world activities, puzzles, arts and crafts and the practice of using small tools, with feedback and support from adults, allow children to develop proficiency, control and confidence						
PD- Fine Motor	Pencil control activities Cutting paper straight line Drawing different shapes PD FM 1 2	Pencil control Cutting paper curved lines Painting – brush techniques PD FM 1 2	Scissor cutting different materials straight lines PD FM 1 2	Straight and curved line cutting a range of materials Weaving large scale Adding detail to drawing (mini beasts) PD FM 1 2 3	Use cutlery correctly PD FM 2	Create detailed drawings PD FM 3
PD – Gross Motor	Intro to PE Moving safely and sensibly in a space with consideration of others. Stopping with control. Accessing equipment. Travel in different ways. Play as a group. Fundamentals 1 Balancing, running, hopping, jumping and changing direction. PD GM 1 2 3	Gymnastics Create shapes with body. Balancing on apparatus. Balancing and taking weight on different body parts. Jumping and landing safely. Dance 1 Head, shoulders, knees and toes. Remember and repeat actions. Moving to music. PD GM 1 2 3	Intro to PE 2 Run, jump, throw, catch, roll, skip, balance Stopping safely. Working as a group. Dance 2 Explore travelling, actions, shapes and balances. React to stimulus. Keep in time to music. PD GM 1 2 3	Fundamentals 2 Balancing, running, hopping, jumping and changing direction. Gymnastics 2 Explore shapes, balance, jumps and rolls PD GM 1 2 3	May day Ball skills Rolling a ball to a target. Stopping a ball. Throwing to a target. Catching a ball. Kicking a ball.	Games Throwing How to keep score. Team games Tagging games. . Cricket PD GM 1 2 3

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Literacy It is crucial for children to develop a life-long love of reading. Reading consists of two dimensions: language comprehension and word reading. Language comprehension (necessary for both reading and writing) starts from birth. It only develops when adults talk with children about the world around them and the books (stories and non-fiction) they read with them, and enjoy rhymes, poems and songs together. Skilled word reading, taught later, involves both the speedy working out of the pronunciation of unfamiliar printed words (decoding) and the speedy recognition of familiar printed words. Writing involves transcription (spelling and handwriting) and composition (articulating ideas and structuring them in speech, before writing).						
L – Drawing club	But Martin Dirty Bertie The Colour Monster L C 1 3 L W 1	Kipper's birthday Cake The tiger who came to tea L C 1 2 3 L W 1 2	Lost and found Pingu L C 1 2 3 L W 1 2	Jack and the beanstalk L C 1 2 3 L W 1 2 3	Oi Frog Ahhh spider Wombat Stew L C 1 2 3 L W 1 2 3	Snail and the whale Smeds and smoos L C 1 2 3 L W 1 2 3
Books – UTW	Grandma's patchwork	The big Blue whale	The great explorer The Emperor's egg	Sam plant's a sunflower Somebody swallowed Stanley	Kapiti plain	Mr Gumpy's outing
L - ELS	/s/ <s> /a/ <a> /t/ <t> /p/ <p> /i/ <i> /n/ <n> /m/ <m> /d/ <d> /g/ <g> /o/ <o> /c/ <c> /k/ <k> /e/ <e> /u/ <u> /r/ <r> /s/ <ss> Assess and review week R:1 /h/ <h> /b/ /f/ <f> <ff> /l/ <l> <ll> I, the, no put, of, is to, go, into pull as, his L W R 1 2	/j/ <j> /v/ <v> /w/ <w> /ks/ <x> /y/ <y> /z/ <z> <zz> /kw/ <qu> /ch/ <ch> /sh/ <sh> /th/ <th> (voiced and unvoiced) /ng/ <ng> /nk/ <nk> /ai/ <ai> /ee/ <ee> /igh/ <igh> /oa/ <oa> –es (where there is no change to the root word) Assess and review week R:2 Review week R:3 he, she, buses we, me,	Review week R:4 /oo/ <oo> (book) /ar/ <ar> /ur/ <ur> /oo/ <oo> (food) /or/ <or> /ow/ <ow> /oi/ <oi> /ear/ <ear> /air/ <air> /ure/ <ure> /er/ <er> /oa/ <ow> Assess and review week R:5 Review week R:6 they, all, are ball, tall when, what L W R 1 2	Review week R:7 Review week R:8 Review week R:9 Review week R:10 Assess and review week R:11 Review week R:12 said, so, have were, out, like some, come, there little, one, do children, love L W R 1 2 3	Phase 4:1 CVCC–ed /ed/ Phase 4:2 CCVC–ed /t/ Phase 4:3 CCVCC–ed /d/ Phase 4:4 CCCVC Assess and review week R:13 Phase 4:5 CCCVCC–er –est L W R 1 2 3	/ai/ <ay> /ow/ <ou> /igh/ <ie> /ee/ <ea> –le /oi/ <oy> /ur/ <ir> /yoo/ <ue> /or/ <aw> /w/ <wh> /f/ <ph> /yoo/ <ew> /oa/ <oe> /or/ <au> /ee/ <ey> /ai/ <a–e> /ee/ <e–e> Assess and review week R:14 /igh/ <i–e> /oa/ <o–e> /yoo/ <u–e> /s/ <c> oh, their people, Mr, Mrs your, ask, should



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		be push was, her my, you L WR 12				would, could, asked house, mouse, water want, very L WR 1 2 3
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Mathematics

Developing a strong grounding in number is essential so that all children develop the necessary building blocks to excel mathematically. Children should be able to count confidently, develop a deep understanding of the numbers to 10, the relationships between them and the patterns within those numbers. By providing frequent and varied opportunities to build and apply this understanding - such as using manipulatives, including small pebbles and tens frames for organising counting - children will develop a secure base of knowledge and vocabulary from which mastery of mathematics is built. In addition, it is important that the curriculum includes rich opportunities for children to develop their spatial reasoning skills across all areas of mathematics including shape, space and measures. It is important that children develop positive attitudes and interests in mathematics, look for patterns and relationships, spot connections, 'have a go', adults and peers about what they notice and not be afraid to make mistakes



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Maths – White rose	Getting to know you Match, sort and compare Talk about measures and pattern M N 1	It's me 1,2,3 Circles and triangles 1,2,3,4,5 Shapes with 4 sides M N 1 2	Alive in 5 Mass in capacity Growing 6,7,8 Length, height and time M N 1, 2 3	Building 9-10 Exploring 2D and 3D shapes M N 1 2 3	To 20 and beyond How many now? Manipulate, compose and decompose M NP 1 2 3	Sharing and grouping Visualise, build and map Making connections Consolidation M NP 1 2 3
Understanding the World Understanding the world involves guiding children to make sense of their physical world and their community. The frequency and range of children's personal experiences increases their knowledge and sense of the world around them – from visiting parks, libraries and museums to meeting important members of society such as police officers, nurses and firefighters. In addition, listening to a broad selection of stories, non-fiction, rhymes and poems will foster their understanding of our culturally, socially, technologically and ecologically diverse world. As well as building important knowledge, this extends their familiarity with words that support understanding across domains. Enriching and widening children's vocabulary will support later reading comprehension.						
UTW – the natural world (Science)	Autumn walk Changes in autumn UTW NW 1 3	Space Light and dark Cooking changing states UTW NW 3	Winter Changing states of matter (ice, melting, water)	Planting beans Spring walk – changing seasons on natural world	Animal life cycles Ducks Observational drawings Recycling and litter picking	Sinking and floating boats Dissolving



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			Teach similarities and differences of different objects and materials (e.g hard, bumpy, soft, smooth etc) UTW NW 2	Teach language of the natural world around them UTW NW 1 2 3	UTW NW 1 2	UTW NW 3
UTW – people, culture and communities (Geography)	Where do I live? Where is Stanion school? Simple timeline). Map work UTW PCC 1		Life in another country (similarities and differences) UTW PCC 1 2 3	Recycling and litter picking UTW PCC 1	Life in another country (similarities and differences) UTW PCC 1 2 3	People who help us Space Famous astronauts UTW PCC 1 2
UTW - past and present (History)	Teach routines Similarities and difference to others and likes and dislikes UTW PP 2	Past and present events in own life My birthday Nativity story Bonfire night Remembrance day UTW PP 1 2				Transport People who help us UTW PP 1
UTW - RE	F4 Being Special: Where do we belong? Visit the church Birthdays Why is a birthday special and how do we celebrate it? UW PP 1 UW PCC 1 2 3	Diwali What is Diwali and how is it celebrated? Christmas F2 Why do Christians perform nativity plays at Christmas? UNDERSTANDING CHRISTIANITY: Incarnation UW PP 1 UW PCC 1 2 3	F6 What times/stories are special and why? Chinese New Year UW PP 1 UW PCC 1 2 3	Easter F3 Why do Christians put a cross in and Easter garden? UNDERSTANDING CHRISTIANITY: Salvation UW PP 1 UW PCC 1 2 3	F1 Why is the word God so important to Christians? UNDERSTANDING CHRISTIANITY: God Weddings What happens at a wedding? UW PP 1 UW PCC 1 2 3	F5 What places are special and why? Baptism How do Christians celebrate the birth of a child? UW PP 1 UW PCC 1 2 3

Expressive Arts and Design

The development of children's artistic and cultural awareness supports their imagination and creativity. It is important that children have regular opportunities to engage with the arts, enabling them to explore and play with a wide range of media and materials. The quality and variety of what children see, hear and participate in is crucial for developing their understanding, self-expression, vocabulary and ability to communicate through the arts. The frequency, repetition and depth of their experiences are fundamental to their progress in interpreting and appreciating what they hear, respond to and observe.



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Art/ design	Pencils, crayons, felt tips, paint provided	Colour mixing and how to use paintbrushes Selecting water and pallets Paint pumps	Junk modelling Joining materials Improving work	Rollers and printing Different materials	Loose part art Natural materials Joining in different ways	Collage materials Exploring painting
Role play/ story telling	Home corner Ext with loose parts EAD BIE 1 CM 3	Birthday enhancement Celebration enhancement Santa workshop EAD BIE 1 CM 3	Child initiated role play (doctors, vets, hairdressers etc.) Traditional tale story spoons EAD BIE 1 CM 3	Performing Easter poems Child initiated role play (doctors, vets, hairdressers etc.) EAD BIE 1 CM 3	Who, what, where story shelf Deconstructed role play EAD BIE 1 CM 3	Deconstructed role play EAD BIE 1 CM 3
Music	Getset4music All about me Unit 1 EAD BIE 2 3	Getset4music Traditional tales Unit 1 EAD BIE 2 3	Getset4music Whatever the weather Unit 2 EAD BIE 2 3	Getset4music Mini-beasts Unit 2 EAD BIE 2 3	Getset4music around the world Unit 2 EAD BIE 2 3	Getset4music Journeys Unit 2 EAD BIE 2 3