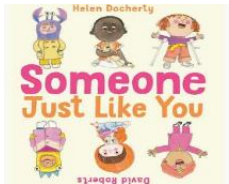
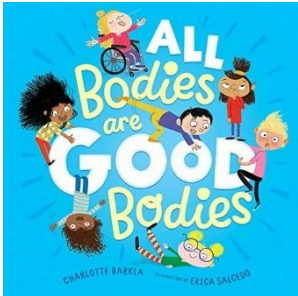
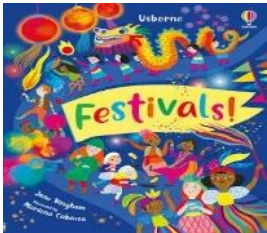
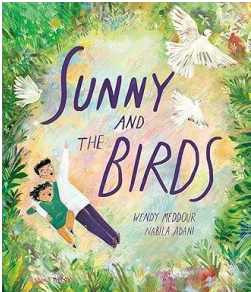
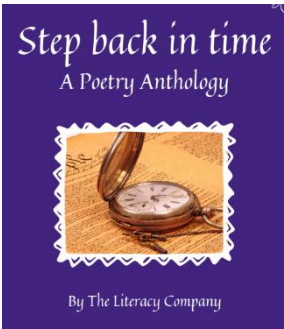
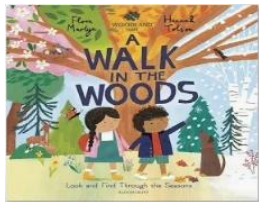
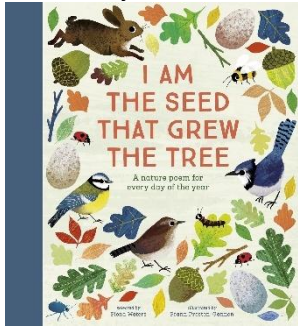
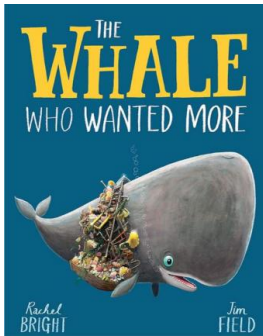
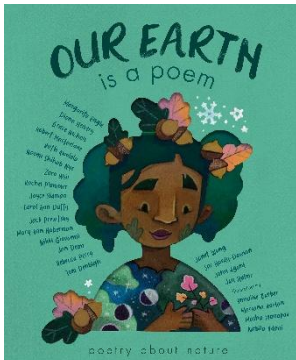
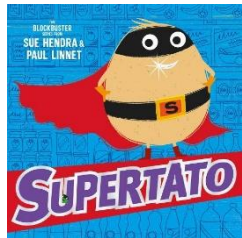
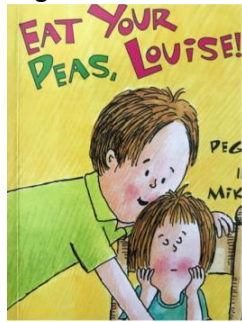
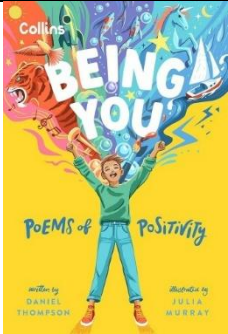
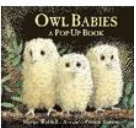
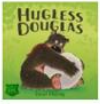
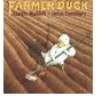
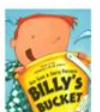
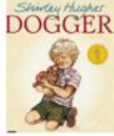
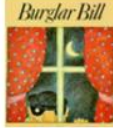
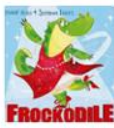
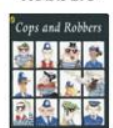




Curriculum Overview EYFS 2026-27

	Term 1 All About me! What makes me special?	Term 2 Let's Celebrate! How do we celebrate in our community and around the world?	Term 3 Journeys Where can a journey take us?	Term 4 Come Outside! What makes a place special?	Term 5 Wonderful World How can we look after our world?	Term 6 Healthy Heroes How can we stay healthy?
Writing Texts	Someone just like you by Helen Docherty  All Bodies are Good Bodies by Charlotte Barkla  Being You by Daniel Thompson	Festivals by Jane Bingham  A Bundle of Rhymes by Mother Goose 	Sunny and the Birds  Step Back in Time: A Poetry Anthology by the Literacy Company 	A Walk in the Woods by Flora Martyn  I Am the Seed that Grew the Tree by Fiona Waters  The Farmyard by A. A. Attwood	The Whale Who Wanted More by Rachel Bright  I Wonder by Margarita Eagle 	Supertato  Eat Your Peas, Louise! by Pegeen Snow  Dinner-time Rhyme by June Crebbin

						
Talk through stories texts	Ruby's Worry  Owl Babies  Perfectly Norman  Ravi's Roar  My Monster and Me  The Squirrels Who Squabbled 	Can't You Sleep, Little Bear?  Room on the Broom  Anna Hibiscus' Song  Handa's Hen  Love  Stick Man 	Hugless Douglas  The Wall and the Wild  Farmer Duck  Sonya's Chickens  Gecko's Echo  Slow Samson 	Lost and Found  On the Way Home  Billy's Bucket  Max and the Tag-Along Moon  Fly, Tiger, Fly!  Small's Big Dream 	Tiddler  Leo and the Octopus  Billy and the Beast  Giganotosaurus  Aliens Love Underpants  Click, Clack, Moo 	Dogger  Burglar Bill  Frockodile  Cops and Robbers  I am Nefertiti  I'm in Charge 
Memorable Events and Trips	- Family stay-and-play and reading session - Local walk in Snodland - Invite people that help us into our school (vet/ doctor/ police/nurse) - Visit Kent Firefighter Museum - Invite members of the local community to	- Family stay-and-play and reading session - Christmas craft afternoon with families - Visit to a church - Nativity Recorded Performance. - Post letters to Father Christmas	- Family stay-and-play and reading session - Local walk using maps - Bus or train journey - Visit from a pilot, bus driver or train conductor - Chinese New Year celebrations. - Seasons walk in Local Community	- Family stay-and-play and reading session - Planting day in allotment - Woodland visit - Rarebreeds school trip - Music at Malling Workshop	- Family stay-and-play and reading session - Seaside visit - Earth Day including recycling workshop; - Animal encounter; - Passport around the world day.	- Communigrow Trip - Supermarket Visit - Sports Week - Mini Olympics - Chef visit for food tasting. - Cooking and Nutrition Sessions

	talk about celebrations.	- Diwali workshop- Make Diya lamps. - Church visit for Christmas Celebrations - Monkey Bizz (start of term) - Local Library Visit	- Local Library Visit - Visit to Snodland Train Station and local walk -			
Role Play Areas	- <i>School</i>	- <i>Post office</i> - <i>Santa's workshop</i>	- <i>Train Station</i>	- <i>Garden centre</i>	- <i>Restaurant/ beach café</i>	- <i>Co-Op</i>
Nursery Rhymes (Rhyme Time Little Wandle)	- Twinkle, Twinkle Little Star - Wind the Bobbin Up - Row, Row, Row Your Boat - The Wheels on the Bus	- Baa, Baa, Black Sheep - 1, 2, 3, 4, 5, Once I Caught a Fish Alive - Hickory, Dickory, Dock - Hey Diddle Diddle	- Humpty Dumpty - Incy Wincy Spider - Jack and Jill	- A Sailor Went to Sea - Down at the Station - The Grand Old Duke of York	- Mary, Mary, Quite Contrary - Miss Molly Had a Dolly - Pat-a-cake	- One, Two, Buckle My Shoe - Ring-a-ring-a-roses - Round and Round the Garden - Rhyme Time Favorites
Parental Engagement	- Friday Reading Afternoons/ Mornings - Food Tasting with child- healthy lunch led by Kitchen - FS phonics session and use of Class Dojo - FS Reading Session - Parents invited in to talk about jobs and how they help in the community	- Singing Performance - Stay and Play (New prospectus parents) - Friday Reading Afternoons - Parents invited in to talk about celebrations	- Phonics Workshop - Friday Reading Afternoons - Invite in for Forest School Session connected to new book - FS phonics session and use of Class Dojo - FS Reading Session -	- Friday Reading Afternoons - Stay and Play	- Friday Reading Afternoons - Stay and Play - FS phonics session and use of Class Dojo - FS Reading Session	- Stay and Play - Stay and Play (New prospectus parents) - FS transition to Year One talk-how can I get my child Year One ready? -

Phonics

Reception Autumn 1	
	Phase 2 graphemes
Week 1	s a t p
Week 2	i n m d
Week 3	g o c k
Week 4	ck e u r
Week 5	h b f l

New tricky words	
is	
I	
the	

Reception Autumn 2	
	Phase 2 graphemes
Week 1	ff ll ss j
Week 2	v w x y
Week 3	z zz qu words with s /s/ added at the end (hats sits) ch
Week 4	sh th ng nk
Week 5	• words with s /s/ added at the end (hats sits) • words ending s /z/ (his) and with s /z/ added at the end (bags)

New tricky words	
put* pull* full* as and has his her go no to into	
she push* he of we me be	

Reception Spring 1	
	Phase 3 graphemes
Week 1	ai ee igh oa
Week 2	oo oo ar or
Week 3	ur ow oi ear
Week 4	air er words with double letters: dd mm tt bb rr gg pp ff
Week 5	longer words

New tricky words	
was you they	
my by all	
are sure pure	

Reception Spring 2	
	Phase 3 graphemes
Week 1	review Phase 3: ai ee igh oa oo ar or ur oo ow oi ear
Week 2	review Phase 3: er air words with double letters longer words
Week 3	words with two or more digraphs
Week 4	longer words words ending in -ing compound words
Week 5	longer words words with s in the middle /z/ s words ending -s words with -es at end /z/

No new tricky words	
Review all taught so far	
Secure spelling	

Reception Summer 1	
	Phase 4
Week 1	short vowels CVCC
Week 2	short vowels CVCC CCVC
Week 3	short vowels CCVCC CCVC CCVC CCVC longer words
Week 4	longer words compound words
Week 5	root words ending in: -ing, -ed /t/, -ed /d/ /ed/ -est

New tricky words	
said so have like	
some come love do	
were here little says	
there when what one	
out today	

Reception Summer 2	
	Phase 4 graphemes
Week 1	long vowel sounds CVCC CCVC
Week 2	long vowel sounds CCVC CCVC CCV CCVC
Week 3	Phase 4 words ending -s /s/ Phase 4 words ending -s /z/ Phase 4 words ending -es longer words
Week 4	root word ending in: -ing, -ed /t/, -ed /d/ /ed/ -ed /d/
Week 5	Phase 4 words ending in: -s /s/, -s /z/, -es longer words

No new tricky words	
Review all taught so far	
Secure spelling	

Maths	- Copy and continue simple patterns - Create simple patterns - Explores a simple pattern - Compare size and mass - Compare capacity - Identify and name circles and triangles - Compare circles and triangles - Identify shapes in the environment - Describe position - Identify and name shapes with four sides - Combine shapes with four sides - Understand day and night - Construction and 3-D Shapes - 2-D shapes and 2-D shape puzzles	- Keeps one-to-one correspondence for small groups of objects in a line. - Answers 'How many?' by counting again. - Accurately counts to five and can answer 'How many?' by using the last number (e.g. 'One, two, three, four. There are four.'). - Is beginning to demonstrate cardinality. - Recognises, describes and builds more complex patterns, e.g. A A B, A B C and A B B C. - Fills in the missing elements of a pattern. - Extends a pattern if it ends with a whole unit within the pattern, e.g. Red, Red, Blue ; Red, Red, Blue ; Red, Red, Blue (where Red, Red, Blue is a whole unit). - Compare mass - Find balance - Explore and compare capacity - Explore and compare length - Explore and compare height - Talk about time - Order and sequence time - Recognise and name 3-D shapes - Find 2-D shapes within 3-D shapes - Use 3-D shapes for tasks - 3-D shapes in the environment - Spatial reasoning including symmetry	- Explore sharing - Explore grouping - Even and odd sharing - Play with and build doubles - Identify units of repeating patterns - Create own pattern rules - Explore own pattern rules - Replicate and build scenes and constructions - Visualise from different positions - Describe positions - Give instructions to build - Patterns and relationships including odd and even numbers - Equal distribution - Describes measurable attributes of objects. - Enjoys predicting and discussing comparisons of attributes. - Focuses on fairness and accuracy. - Uses a variety of measuring tools. - Compares the length of two objects by using a third object (a measuring tool). - Estimates how many cubes will fill a space. - Sequences and orders events. - Is beginning to use a timer and a calendar. - Uses an increasing amount of measurement vocabulary. - Is beginning to use some indirect comparison, e.g. turning a circumference into a length using string. - Special reasoning maps and plans - Select shapes for a purpose - Rotate shapes - Manipulate shapes - Explain shape arrangements - Compose shapes - Decompose shapes - Copy 2-D shape pictures - Find 2-D shapes within 3-D shapes
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Handwriting g	<u>Unit 1: Practising patterns</u> - Horizontal lines, Vertical lines, Wavy lines, Circles (Week 1) - Up curves, Down curves, Mixed-height curves, Letter C (Week 2) - Spirals, Crosses, Turrets, Diagonals (Week 3) - Zig-zags, Sideways V, Letter X, Triangles (Week 4) <u>Teach lower-case letter formation</u> <u>Unit 2: Curly Letter Family</u> - c, a, d (Week 5) - g, o, q (Week 6) - e, s, f (Week 7) <u>Unit 3: Long Letter Family</u> - l, i, t (Week 8) - j, u, y (Week 9) <u>Unit 4: Bouncy Letter Family</u> - m, n, r (Week 10) - b, p, h (Week 11) <u>Unit 5: Zig zag letter family</u> - v, w, x (Week 12) - z, k (Week 13)		<u>Teach capital letter formation</u> <u>Unit 6: Capital letters</u> - Cc, Aa, Dd - Gg, Oo, Qq - Ee, Ss, Ff - Ll, Ii, Tt - Jj, Uu, Yy - Mm, Nn, Rr - Bb, Pp, Hh - Vv, Ww, Xx - Zz, Kk - Complete Year One Unit 3: Forming Digits		<u>Practise in digraphs, trigraphs and words</u> <u>Unit 7: Digraphs and trigraphs</u> - ff, ll, ss - zz, ck, qu - ch, sh, th - ng, nk, ai - ee, igh, oa - oo, ar, or - ur, ow, oi - ear, air, er	
	PSED	Being me in my world	Celebrating differences	Dreams and goals	Healthy me	Relationships
Internet Safety	<u>Self-image and identity:</u> - Recognise, online or offline, that anyone can say ‘no’, ‘please stop’, ‘I’ll tell’, ‘I’ll ask’ to somebody who makes them feel sad, uncomfortable, embarrassed or upset. <u>Online Relationships:</u> - Recognise some ways in which the internet can be used to communicate.	<u>Online Bullying:</u> - Describe ways that some people can be unkind online <u>Online reputation</u> Identify ways they put information on the internet.	<u>Managing online information:</u> - Talk about how to use the internet as a way of finding information online. - Identify devices I could use to access information on the internet.	<u>Health, wellbeing and lifestyle:</u> - Identify rules that help keep us safe and healthy in and beyond the home when using technology - Give some simple examples of these rules	<u>Privacy and Security:</u> - Identify some simple examples of my personal information (e.g. name, address, birthday, age, location). - Describe who would be trustworthy to share this information with; explain why they are trusted.	<u>Copyright and Ownership:</u> - Know that work I create belongs to me. - Name my work so that others know it belongs to me.

	Give examples of how I (might) use technology to communicate with people I know					
RE	God and Creation Why is the word 'God' so important to Christians?	Old Testament Stories Which stories are special and why? Incarnation Why do Christmas perform nativity plays at Christmas?	New Testament Stories Which stories are special and why?	Salvation Why do Christians put a cross in an Easter Garden?	World Faith Stories Which stories are special and why?	Word Faith Stories Which stories are special and why?
PE	BEAM and Movement Development	Dance	Throwing and Catching	Ball Skills	Fun and Games	Working with others