

EYFS Curriculum Overview 2026/2027

		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic		Me and My Community (Exploring Autumn)	Autumn / Once Upon a Time (Winter)	Dangerous Dinosaurs (Winter Wonderland)	Ready Steady Grow (Signs of Spring)	Long Ago	On The Beach (Summer)
Key Texts		When a Dragon Goes to School (F) Families, Families, Families (F) Lost and Found (F) People Who Help Us (F & NF) A Tail's Tale (F) (Manx) After the Storm (F) Dingle Dangle Scarecrow (S)	Zog (F) / Flying doctors (F) Goldilocks (F) Little Red Riding Hood (F) Three Little Pigs (F) Three Billy Goats Gruff (F) Cinderella (F) Autumn songs/Poems (S & P)	Little Kids First Big book of Dinosaurs (NF) The Girl and the Dinosaur (F) Tyrannosaurus Drip (F) Cave Baby (F) Dinosaurs – Action Poem by Nancy Klein. (P) Dinosaur songs (S)	Original explorers Plants / Farming (NF) The Enormous Turnip (F) Jack and the Beanstalk (F) Jasper's Beanstalk (F) Handa's Surprise (F) The Little Red Hen (F) Various Farm songs, e.g. Old McDonald, Farmers in his den (S)	The Baby Catalogue (NF) The Tiger who Came to Tea (F) Peepo (F) Rosie's Hat (F) The Big Alfie and Annie Rose Story Book (F) Major Glad, Major Dizzy (F) Classic Nursey Rhymes (R)	Who's hiding at the seaside (NF) Clem and Crab (F) Tiddler (F) My Granny is a Pirate (F) The Lighthouse Keeper's Lunch (F) Rhymes and songs, such as <i>She Sells seashells, I Do Like to Be Beside the Seaside</i> . (R & S)
C & L	Listening, Attention and Understanding	Reading and discussing stories above in small groups. Joining in with repeated refrains – When a dragon goes to school. Sequencing events from a story (Pictures). Following simple directions. (Linked to daily routines).	Reading and discussing stories above in small groups. Completing actions to stories – Little Pigs, Billy Goats Gruff, LRRH. Sequencing events from a story (Pictures) and making comments about them. Having back-and-forth conversations with their teacher.	Reading and discussing stories above in small groups. Sequencing events from a story (Pictures) and begin to retell story (in own words). Having back-and-forth conversations with their peers.	Reading and discussing stories above in small groups. • Answering simple questions about the story. Sequencing events from a story (Pictures) and begin to retell story (in own words). Having back-and-forth conversations with their peers.	Reading and discussing stories above as a whole class. • Asking questions about the story. Asking questions about the past to clarify understanding. Sequencing events from a story (Pictures) and begin to retell story (in own words with some exact repetition). Having back-and-forth conversations with their teachers and peers.	Reading and discussing stories above as a whole class. • Ask and answer questions Asking questions about the beach and beach safety to clarify understanding. Sequencing events from a story (Pictures) and begin to retell story (some own words and some exact repetition). Having back-and-forth conversations with their teachers and peers.
	Speaking	When speaking: Focus: • Using vocabulary that reflects the breadth of their experiences. • Using sentences of four to six words.	Participate in small groups discussions. Focus: • Using vocabulary focused on objects and people that are of particular importance to them.	Participate in small groups discussions. Focus: • Using recently introduced vocabulary. E.g. dinosaur names and related feature	Participate in small groups discussions. Focus: • Using recently introduced vocabulary. E.g. parts of a plant. • Offering explanations for why things have	Participate in small group and one-to-one discussions , Focus: • Using recently introduced vocabulary.	Participate in small group and one-to-one discussions , Focus: • Offering their own ideas, using recently introduced vocabulary.

PSSED	Self-Regulation	Answering simple why questions? Using talk in pretend play. Role play school.	- Commenting on things that they have observed – Changes in seasons. - Expressing their ideas and feelings about their experiences using full sentences, most of the time, including use of past tense with modelling and support from their teacher. Using props and puppets to retell a story – Puppet show linked to stories.	vocabulary, herbivore/carnivore. Expressing their ideas and feelings using full sentences consistently, including use of past and present tenses with modelling and support from their teacher. – comparing the world in the past to today. Using props and puppets to retell a story – Puppet show linked to stories.	happened – Plants growing or not in experiment. Expressing their ideas and feelings using full sentences consistently, including use of past and present tenses with modelling and support from their teacher. – making predictions in experiments of plant growth. Beginning to use connectives (and, because). Retell stories in role-play. Forest school	Offering explanations to solve a problem. - Expressing their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses with modelling and support from their teacher. Making use of simple conjunctions. Retell stories using their own words (some exact repetition). Forest school	Offering explanations for why things might happen. - Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses independently. Making use of conjunctions. Retell stories using their own words in more detail (some exact repetition). Forest school
		Complete a 'how are you feeling?' board every morning. (With pictures.)	Complete feelings board and explain feelings, Why do you feel? Work towards simple goals. Being able to wait for what they want.	Complete Feeling Board. Begin to regulate their behaviour. Work towards simple goals. – treasure game. Being able to wait for what they want. – treasure game.	Complete Feeling Board. Begin to regulate their behaviour. Beginning to control their immediate impulses when appropriate.	Feeling Board and group/pair discussions linked to events in own life/stories: Focus: - Show an understanding of their own feelings and those of others - Begin to regulate their behaviour accordingly. Set and work towards simple goals, being able to wait for what they want and control their immediate impulses	Feeling Board and group/pair discussions linked to events in own life/stories: Focus: - Show an understanding of their own feelings and those of others - Begin to regulate their behaviour accordingly. Set and work towards simple goals, being able to wait for what they want and control their immediate impulses

			Giving focused attention to what the teacher says and following instructions accurately – Focus on carpet time and transitions/daily routine. How should the troll in BBG behaved?	Give focused attention to what the teacher says, beginning to respond appropriately when engaged in activity, and show an ability to follow instructions involving ideas or actions.	Give focused attention to what the teacher says, beginning to respond appropriately when engaged in activity, and show an ability to follow instructions involving ideas or actions. Forest School	when appropriate. (during choose time) Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving ideas or actions. Forest School	when appropriate. (during choose time) Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions. – Captain's Orders game. Forest School
	Managing Self	Is outgoing towards unfamiliar people and confident in new social situations. Settling into school and new adults. Select and use resources and activities with support during continuous provision (CP).	Be confident to try new activities and show independence. Challenge to play in a different are in CP. Can explain the rules of the classroom, knowing right from wrong. – Class reward jar – form class rules. Puts on own clothing such as coat, cardigan, gloves etc. Usually dry and clean during the day. Can talk about and categorise the different food they eat. – Different toppings for porridge for Goldilocks (healthy / unhealthy. Joins in with physical education. Washes hands effectively.	Be confident to try new activities and show independence and resilience. Explain the reasons for rules, knowing right from wrong. In class discussions - Write class rules for Tyrannosaurus Drip. Zips own coat. Can talk about the different exercises they do (see Gross Motor Skills)	Be confident to try new activities and show independence and resilience. Explain the reasons for rules, knowing right from wrong - In class discussions. Safety on a farm. Zips own coat. Can name some of the food groups. – Healthy diet. Knows to wash hands before eating/drinking/cooking – Making smoothies. Forest school	Be confident to try new activities and show independence, resilience and perseverance. – games from the past. Explain the reasons for rules, know right from wrong and try to behave accordingly - In class discussions. Fasten and unfasten buttons. – dressing up in clothes from the past in role play area. Can talk about the foods which you should have more or less of. Can explain the importance of exercise, sleeping, hygiene. Forest school	Be confident to try new activities and show independence, resilience and perseverance in the face of challenge. – Forest school. Explain the reasons for rules, know right from wrong and try to behave accordingly. - Keeping beaches clean and safety at the beach. Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices. Forest school

			Toothbrushing Scheme.				
	Building Relationships	Plays in a group and can initiate play with others during continuous play activities.	Work and play cooperatively and take turns with others, board games. Form a positive attachment to an adult and friendships with peers. Demonstrate friendly behaviour towards others. Stickers/Reward jar/high five.	Work and play cooperatively and take turns with others – building dinosaur. Form positive attachments to adults and friendships with peers. Stickers/Reward jar/high five.	Work and play cooperatively and take turns with others. – Planting in groups. Form positive attachments to adults and friendships with peers. Show sensitivity to their own needs. Stickers/Reward jar/high five.	Work and play cooperatively and take turns with others. – play games from long ago. Form positive attachments to adults and friendships with peers. Show sensitivity to their own and to others' needs. Stickers/Reward jar/high five.	Work and play cooperatively and take turns with others. – group work creating models. Form positive attachments to adults and friendships with peers. Show sensitivity to their own and to others' needs. Stickers/Reward jar/high five.
PD	Gross Motor	Movement - Act out the Penguins Journey to the boys house: e.g. slithering, shuffling, rolling, crawling, walking, running, jumping, skipping, sliding and hopping. Move like different animals from the Families, Families, Families book. MSR	Magical movements. Learn ballroom dances – linked to castles. Free dancing to music. MSR	Move like a dinosaur around an obstacle course including jumping. Move like the different animals from Cave baby. MSR	Gymnastics Ball skills Play 'Beans' MSR	Games Athletics (Sports Day) MSR	Under the sea dance MSR
	Fine Motor	Drawing/Writing: Focus: - Find dominant hand. - Copy a cross, circle, horizontal and vertical straight lines and square from pre- writing shapes.	Drawing/Writing: Focus: - Finger grip. - Form some recognisable letters. Playdough Various construction. Painting, drawing, glue, Sellotape, scissors.	Drawing/Writing: Focus: - Finger/tripod grip. - Form some recognisable letters. Make a moving dinosaur using hole punch/Split pins to create a moving puppet.	Drawing/Writing: Focus: - Finger/tripod grip. - Form recognisable letters. Make clay/playdough fruits/vegs. Create representations of characters from the story: - Collage	Construction and playdough. Drawing/Writing: Focus: - Tripod grip. - Form recognisable letters. Make old fashions puppets.	Drawing/Writing: Focus: Tripod grip. Use a range of small tools, including scissors, paint brushes. Focus cutlery in dining hall. Begin to show accuracy and care when drawing.

			Create representations of characters from the story: - Collage - Draw face.		Draw people with at least 8 features.	Creates simple representations of events, people and objects.	
Literacy	Comprehension	Read key texts. Question children about story. Order events from story – pictures.	Read key texts. Question children about story. Sequencing events from a story (Pictures) and making comments about them. Use and understand recently introduced vocabulary during role-play / recall.	Read key texts. Sequencing events from a story (Pictures) and discuss story. Use and understand recently introduced vocabulary during role-play / recall.	Read key texts. Sequencing events from a story (Pictures) and discuss story. Use and understand recently introduced vocabulary during role-play / recall.	Read and discuss key texts. Sequencing events from a story (Pictures) and begin to retell story (in own words with some exact repetition and introduced vocabulary). Use Vocab in role Play Area.	Read and discuss key texts. Sequencing events from a story (Pictures) and begin to retell story (in own words with some exact repetition and introduced vocabulary). Predict what is going to happen in a story. Use Vocab in role Play Area.
	Word Reading	Recognises own name – bags, emotion wall etc. Identify words with the same initial sounds. Rhyming words – When a Drogon Goes to School, Picture rhymes. Count or clap syllables in a word – Music with Mr Cross. Individual reading Monster Phonics: Sounds: s a t p l n m d g o c k c k e u r h b HFWs/CEWs	Hears and says initial sounds in words. Blending words. Segmenting the sounds in simple VC and CVC words Link sounds to letters. Name the letters of the alphabet. Autumn Poems - Continue a rhyming string. Guided/Individual reading Monster Phonics: Sounds: f f f l l l s s j v w x y z z z q u c h t h s h n g o o a r HFWs/CEWs	Segmenting the sounds in simple CVC, CCVC and CVCC words containing Guided/Individual reading Monster Phonics: Sounds: o o o w e e u r a i o r HFWs/CEWs	Segmenting the sounds in simple CVC, CCVC and CVCC words containing Guided/Individual reading Monster Phonics: Sounds: o a e r i g h a i r o i e a r u r e HFWs/CEWs	Segmenting the sounds in simple CVC, CCVC and CVCC words. Blending sounds together within a sentence. Guided/Individual reading Monster Phonics: Sounds: CVCC, CCVC, CVC+, CCVCC, HFWs/CEWs	Sounds and diagraphs. Reading 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. Guided/Individual reading Monster Phonics: Sounds: CVC + polysyllabic, CCC onset CVCC, CVC + HFWs HFWs/CEWs
	Writing	Use dominant hand. Drawing/copying shapes.	Free writing/drawing: - Ascribe meaning to marks. - Finger grip.	Free writing/drawing: - Ascribe meaning to marks. - Modified tripod grip.	Writing independently during play. Orders at farm shop.	Sit correctly at a table, holding pencil comfortably.	Write recognisable letters, most of which are correctly formed.

		cross, circle, horizontal and vertical straight lines and square Pencil control Worksheets / Sand writing. Writing their name. Write letters in phonics.	Write own name – on a morning. Labelling pictures. Begin writing words. Naming the letters of the alphabet. Write initial sounds of words.		Write CVC words Write labels and captions. Use modified tripod grip.	Use phonic knowledge to write words in way that matches spoken sounds. Labels and captions. Write simple sentences which can be re- read themselves. Write some common irregular words. Uses tripod grip in almost all cases.	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. Check what they have written makes sense. Full stops/Capital letters.
Maths	Number	White Rose: Block 3: It's Me 1, 2, 3. - Steps 1-6 Additional: Counting accurately to 5. - Jigsaws matching number to quantity. - Counting boats - Games with dice. - Hop tu Naa games. - Counting bears	White Rose: Block 5: 1, 2, 3, 4, 5. Steps 1-7. Additional: Compare quantities of two groups with identical objects.	White Rose: Block 7: Alive in 5. - Steps 1-8. Block 9: Growing 6, 7, 8. - Steps 1-10.	White Rose: Block 10: Building 9 and 10. Steps 1-13.	White Rose: Block 13: How many now - Steps 1-6. Additional: - number bonds up to 5 (including subtraction facts) - Number bonds to 10, including double facts.	Focus: - Numbers to 10. - Subitise up to 5. Objectives which need consolidation.
	Numerical Patterns	White Rose: Block 1: Match, sort compare. - Steps 1-7 Block 2: Talk about measure and pattern - Steps 4-6 - Repeating patterns (snails for display) Block 4: Circle and Triangles. - Steps 1-4. - Going on bear hunt.	White Rose: Block 5: 1, 2, 3, 4, 5. - Steps 1-7. Block 2: Talk about measure and patterns. - Steps 1-3 Block 6: Shapes with 4 sides. - Steps 1-4 Additional: Count to 10 confidently. Compare two sets of	White Rose: Block 8: Mass and Capacity - Steps 1-4. Block 9: Growing 6, 7, 8. - Steps 1-10.	White Rose: Block 9: Length, time and height. - Steps 1-6. Block 10: Building 9 and 10. - Steps 1-13. Block 11: Explore 3D shapes. - Steps 1-7. Additional: Count to 20 confidently.	White Rose: Block 12: To 20 and beyond. - Steps 1-6. Block 14: Sharing and grouping. - Steps 1-6. Additional: Use the language of 'greater than', 'less than' or 'equal to' to compare two sets of objects to 10.	White Rose: Block 14: Visualise build and map. - Steps 1-11. Block 15: Make connections. - Steps 1-2. Additional: Count beyond 20. Objectives which need consolidation.

			objects to 5 - using the language of 'greater than', 'less than' or 'equal to'. Copy a complex pattern on peg boards.		Uses the language of 'greater than', 'less than' or 'equal to' to compare two sets of objects to 10.	Make predictions about objects saying when they are heavy/light, full/empty, big/small.	
UtW	Past and Present	Draw a picture and describe their family and where they live. People who help us.	Goldilocks: Who is in your family? Where were the bears during the day? What do your parents do? / Their roles in society. Know some differences between things in the past and now. - Differences between the clothing we wear now and that in traditional tales. Including kings and queens. - Knights - Differences in homes from the past in fairytales. - Nativity / Christmas Story. Look at Castles in the past, The Knight in Zog and the Christmas story.	Know some similarities between things in the past and now, drawing on their experiences and what has been read in class. - Cave men. (Cave Baby) - Compare dinosaurs to animals that live today / Prehistoric relatives.	Talk about the lives of farmers in Maughold and their roles in society. Compare farming in the past and present – Linked to Little Red Hen. Make Butter.	Talk about the lives and roles of people in society e.g. police, fireman and compare modern day to past. Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class. – Looking after babies in Peepo / Grandparents lives. Stories based in the past.	RNLI and their role in beach safety. Beach Buddies – clean up our beaches. Lighthouse Keepers in the past. Beach holidays in the past.
	People, Culture and Communities	Talks about their own likes and dislikes. Draw a picture and describe their family and where they live. Draw maps of their journey to school. Explore their locality.	Observe and discuss the changes that happen in Autumn/Winter. Know some differences between different religious and cultural communities in this country. - Christmas / church - Other religions, Hanukkah / synagogue - Diwali	Observe and discuss the changes that happen in Winter. Chinese New Year – 29th Jan.	Observe and discuss the changes that happen in Spring. Describe their immediate environment and Farms in Maughold. Look at farming / growing food in other countries – rice paddies etc. Rosie Walk map	Compare our homes, toys and environments to those in the past. Explore the similarities and differences between life in this country and life in India – sharing my own experiences. (focus on homes and children/babies – linking to topic).	Describe the coastal environment in this locality and compare with others. Compare coastal life and activities that occur on, and wildlife found at, the beach in this locality with other localities/countries.

			The tale of Aladdin: Explore some differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts maps.		Festival of Holi in Hinduism.		
	The Natural World	Explore the changes that happen in Autumn. Explore our local area. Explore the animals we share our home/school with. Paint those animals. Compare environments in Lost and found – The boys home and the penguins home.	Explore the changes that happen in Autumn, moving into Winter. Drawing observational pictures of animals and plants found in outdoor area. Hedgehog house / wildlife camera. Use the Story 'Toot and Puddle' to identify differences between the natural world around them and contrasting environments and to introduce winter.	Talk about the changes that happen in Winter. Talk about changes in states of matter – snow and ice freezing/melting. Do paintings on ice. Build snowmen. Discuss similarities and differences between the natural world around them and contrasting environments – Volcanos – make an erupting volcano.	Use Handa's Surprise to discuss similarities and differences between the natural world around them and contrasting environments – Africa. Talk about changes in states of matter – cooking food e.g. pasta. Discuss the changes that occur in spring and draw plants/flowers that have grown. Discuss the birth of animals in the spring, e.g. lambs etc. Plant own beans Farm Visit?	Know some similarities and differences in their local area in the past and the present.	Explore the coastal environment, drawing pictures of animals and plants which are found there. Look at the similarities and differences in beaches in our locality and contrasting ones e.g. Thailand. Discuss the changes that occur in summer and draw plants/flowers that have grown.
EAD	Creating Materials	Free Choice junk modelling, collage, painting, playdough. Making boats out of Junk materials Making animal families out of playdough. Painting characters from stories. Making scarecrows out of collage materials.	<u>Drawing</u> drawing characters from the story and scenes from the stories above. Draw faces. <u>Colour</u> Introduce primary colour and pain pictures of dragons.	<u>Drawing</u> drawing characters from the story and scenes from the stories above. - A dinosaur with arms and legs. - Create our own dinosaur. <u>Colour</u> Name secondary colours and explores what happens when they mix	<u>Drawing</u> drawing characters from the story and scenes from the stories above. A person with at least 8 features – body, head, arms, legs, eyes, mouth, nose, hair <u>Colour</u> Funny coloured fruit / Painting fruit the correct colour – Handa's surprise.	<u>Drawing</u> drawing scenes from stories and pictures of homes/objects from long ago. Distinctive features. <u>Colour</u> Experiments with light and shade when drawing with pencils only.	Drawing scenes from stories Making sea creatures out of clay using different tools. Making your own pirate ship that floats. - Design / think about material choice. - Make and paint – including colour mixing.

			<u>Texture + Form</u> Collage different objects from Goldilocks house using descriptive language and selecting the correct material e.g. too rough, too soft, too shiny etc. <u>Design</u> Given various construction materials to create own models and some from the stories to replicate e.g. Castles (given pictures to copy), Little pigs houses, make bridges. Share their models with others. Role Play area: Castle with dressing up clothes, shields, goblets etc.	colours. – Making different coloured dinosaurs <u>Texture</u> Dinosaur collage – choosing appropriate materials for a purpose so show the texture of the dinosaurs skin – using rubbings. Make dinosaur shadow puppets. Role Play area: Dinosaurs / Archaeologists.	Printing with fruit and vegetables – mixing secondary colours. <u>Form</u> Hole punch and thread to combine – hungry caterpillars fruit. <u>Design</u> Make a basket for Handa's fruit. - Plan with reasoning <u>Function</u> Adapt an existing model Making shakers using beans. Talk with others about their creation and what they like about it. Role Play area: Farm Shop. - Given objects where they must adapt the intended purpose of an object e.g. banana is a phone.	<u>Texture</u> Combine different materials for a planned effect e.g. create a picture using feathers for a soft bed, lollipop sticks for the trees. <u>Form + Design + Function</u> Junk modelling – making old toys / a modern toy. - Select the most appropriate joining technique for the purpose of their model. - Explain their creation. - Adapt and improve what they have done. Role Play area: Home from long ago with props.	Sand collages / Star fish pictures. Make a lighthouse in pairs with Y1/Y2s Wax crayon fish. Share their creations, explaining the process they have used. Role Play area: Pirate ship/Coastal theme.
	Being imaginative and expressive	Role play area: Mini School / Hospital Sing songs: - Hurry hurry drive the fire truck. - Row row row your boat. - Dingle dangle scarecrow.	Role play area: Castle. Recount stories (key texts): - Sequencing events from a story (Pictures) and making comments about them. - Puppet shows.	Role play area: Dinosaur/archaeologist. Recount stories (key texts): - Sequencing events from a story (Pictures) and begin to retell story (in own words). - Puppet shows.	Role play area: Farm shop. Adapt narratives in role play: - The Enormous? - Handa's Surprise – What else could be in the basket? - The Little Red Hen – What if the animals	Role play area: House from long ago. Invent narratives in role play area based around a house from 'Long ago' / Looking after a baby in the past. Perform: Classic nursery rhymes	Role play area: Pirate ship/coastal theme. Invent narratives in role play area based around Pirate ship/coastal theme. Sing / Perform: Rhymes and songs, such as <i>She Sells</i>

			Watch performances of traditional tales and share our thoughts and feelings about them. Sing: - Autumn songs to well know tunes. - Songs from Christmas Play. Music with Mr Cross.	Recite: - Dinosaurs – Action Poem by Nancy Klein. (P) - Dinosaur songs (S) Music with Mr Cross.	were kind and helped? Sing: Various Farm songs, e.g. Old McDonald, Farmers in his den (S) Music with Mr Cross.	Music: Moving in time with music to express feelings. Music with Mr Cross.	<i>seashells, I Do Like to Be Beside the Seaside. (R & S)</i> Try to move in time with music. Dhooon’s Got Talent. Music with Mr Cross.
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