
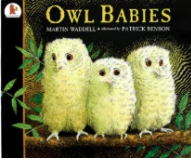

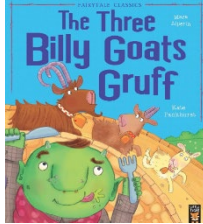
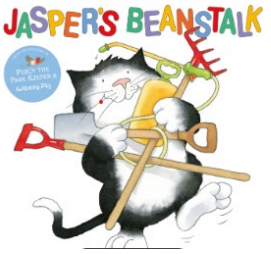
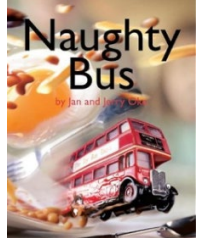


Key: **Reception** **Nursery** **All**

Trinity All Saints CE Primary School

EYFS Overview 2025- 2026

Subject	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Theme	Me and My Family	Into the Woods	Winter Wonderland	Once upon a time	Gardens and Growing	Let's go on an adventure...
Possible Celebrations and Experiences	Starting school, Harvest, Halloween, Autumn, Black History month.	Diwali, Bonfire Night, Children in Need, Remembrance Day, Advent, Christmas, Nativity	Valentines Day, Pancake Day, Chinese New Year,	World Book Day, Comic Relief, Mother's Day, Easter	Father's Day,	Sports Day, Summer Transition,
Possible Texts						
Authors in the Spotlight	Oliver Jeffers	Atinuke	Karl Newson	Mini Grey	Sean Taylor	Alex T Smith

Communication and Language is a prime area of learning. It is also developed through the year through high-quality interactions in provision through using the SHREC approach, daily story time, singing, role play, circle times and magic bag sessions. Children's back and forth interactions from an early age form the foundations for language and cognitive development.

<p>Communication and Language</p>	<p>To begin to listen to longer stories. To recall some key events from a story. To retell familiar nursery rhymes. To retell number rhymes.</p> <p>To be able to understand how to listen carefully and know why it is important. To begin to understand how and why questions. To be able to talk in front of small groups and their teacher offering their own ideas. To be able to use new vocabulary throughout the day.</p>	<p>To begin to pay attention to more than one thing at a time. To understand two step simple instructions. To be able to speak using sentences with between four to six words. Take turns speaking and listening during a conversation.</p> <p>To be able to ask questions to find out more. To retell a story and follow a story without pictures or props. To talk in sentences using conjunctions e.g. because, and. To engage in non-fiction books and to use new vocabulary in different contexts.</p>	<p>To understand and answer why questions. To respond appropriately during a conversation. To ask why questions during a conversation. To respond appropriately with a conversation.</p> <p>To understand questions that include who, what, where, when, why and how. To be able to have conversations with adults and peers with back-and-forth exchanges. To use talk to organise, sequence and clarify thinking, ideas, feelings and events. To be able to talk in sentences using a range of tenses.</p>
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<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Physical Development</p>	<ul style="list-style-type: none"> • To explore moving their body in different ways. • Squiggle whilst you wiggle movement 1 • Begin to use one handed tools. • To move safely in a space. • Begin to use tripod grip when using mark making tools. 	<ul style="list-style-type: none"> • To move their body to music showing when they can stop and start. • Squiggle whilst you wiggle movement 2 • Make snips in paper using scissors. • Explore different ways to travel using equipment. • To accurately draw lines, circles and shapes to draw pictures. 	<ul style="list-style-type: none"> • To begin to throw and catch a ball. • Squiggle whilst you wiggle movements 3 and 4 • Begin to show a preference for a dominant hand. • To be able to control a ball in different ways, balance on a variety of equipment and climb. • To use scissors appropriately and competently. 	<ul style="list-style-type: none"> • Squiggle whilst you wiggle movements 5 and 6 • Begin to hold a pencil with a modified tripod grip to show control. • To jump and land safely from a height. • To be able to use cutlery appropriately and independently. 	<ul style="list-style-type: none"> • Squiggle whilst you wiggle movements 7 and 8 • Demonstrate a growing independence putting on a coat and shoes, begin to do zips. • To move safely with confidence and imagination, communicating ideas through movement. • To form most letters correctly using a tripod grip 	<ul style="list-style-type: none"> • Can follow instructions in simple races, running at speed and an obstacle course. • Squiggle Whilst you wiggle movement 9 • To use a knife and fork independently. • To negotiate space and obstacles independently. • To form all letters correctly using a tripod grip.
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<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Personal, Social and Emotional Development</p>	<p><u>Self Regulation</u> To begin to follow a one-step instruction. To need some reminders and support for good sitting at group times. To be able to follow two step instructions. To recognise different emotions. To remain focussed during whole class carpet times. To talk about how they are feeling and consider others' feelings.</p> <p><u>Managing Self</u> To begin to follow rules. Start to understand feelings (happy, sad). To manage basic hygiene needs independently.</p> <p><u>Building Relationships</u> To begin to take turns. Play with at one child extending and contributing during play. To seek support from adults and gain confidence to speak to peers and adults. To develop new friendships with their peers.</p> <p>SCARF: Me and My Relationships SCARF: Valuing Difference</p>	<p><u>Self Regulation</u> To sit independently at group time for at least 10 minutes. To be able to focus during longer whole class carpet times. To identify and moderate their own emotions socially and emotionally.</p> <p><u>Managing Self</u> To show they can follow the Nursery rules independently. To begin to show resilience and perseverance in the face of a challenge.</p> <p><u>Building Relationships</u> Able to take turns during role play. Play with one and more children extending and contributing during play. To be able to use strategies to support independent turn taking. To listen to the ideas of other children and agree on a solution and compromise.</p> <p>SCARF: Keeping myself safe SCARF: Rights and Responsibilities</p>	<p><u>Self Regulation</u> To share how they are feeling with a member of staff and begin to regulate their own emotions. To sit during circle time and join in during a whole class session. To be able to control their emotions using a range of techniques. To follow instructions of three steps or more.</p> <p><u>Managing Self</u> To start to understand feelings including happy, sad, tired, worried and angry. To be able to choose resources to help them achieve. To demonstrate a positive, 'can do' attitude.</p> <p><u>Building Relationships</u> To begin to understand how someone else might feel. Show confidence with other adults in school from outside the classroom. To work as part of a group without adult support. To have the confidence to communicate with different adults from around school.</p> <p>SCARF: Being my best SCARF: Growing and Changing</p>
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<p>Writing</p>	<p>Mark making: Straight lines (up, down and horizontal)</p> <p>Focus on correct letter formation Name writing Phase 2 sounds – use initial sounds to label</p>	<p>Mark making: Circles Ascribe meaning to the marks they make</p> <p>Focus on correct letter formation CVC words Tricky words that have been taught Begin to write captions dependent on phonics knowledge</p>	<p>Begin to write letter like shapes. Write some or all their name.</p> <p>Focus on independent writing Tricky words that have been taught Write captions dependent on phonics knowledge In preparation for Year 1 – capital letter, finger spaces, full stops</p>

Rhyme Time

Focus on building up listening and attention skills ready to start two 5 minute a day session in Autumn 2.

Tuning into sounds: Sound Progression: s a t p i n
Phonemic awareness focus: Teach children to hear the same initial sound for words and names of objects. Oral blending awareness focus: Teach children to blend CVC words using oral blending and objects.

Reception

Autumn 1 Phase 2 graphemes

s a t p i n m d g o c k c k e u r h b f l

New tricky words

is I the

Autumn 2 Phase 2 graphemes

ff ll ss j v w x y z zz qu ch sh th ng nk

- words with -s /s/ added at the end (hats sits)
- words ending in s /z/ (his) and with -s /z/ added at the end (bags sings)

New tricky words

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

Tuning into sounds: Sound Progression: m d g o c k e
Phonemic awareness focus: Teach children to identify initial sounds of words and names of objects. Teach children to distinguish different sounds.

Tuning into sounds: Sound Progression: u r h b f l j
Phonemic awareness focus: Teach children to identify initial sounds of words and names of objects. Teach children to articulate sounds correctly – including playing with voice sounds.

Oral blending awareness focus: Teach children to blend a wider range of CVC words using oral blending.

Reception

Spring 1 Phase 3 graphemes

- ai ee igh oa oo oo ar or ur ow oi ear air er
- words with double letters
 - longer words

New tricky words

was you they my by all are sure pure

Spring 2 Phase 3 graphemes

Review Phase 3

- words with double letters, longer words, words with two or more digraphs, words ending in -ing, compound words
- words with s /z/ in the middle
- words with -s /s/ /z/ at the end
- words with -es /z/ at the end

No new tricky words

Review all taught so far

Tuning into sounds: Sound Progression: v w y z qu ch
Phonemic awareness focus: Teach children to identify initial sounds of words and objects. Oral blending awareness focus: Teach children to blend a wider range of words using oral blending.

Tuning into sounds: Sound Progression: ck x sh th ng nk

Phonemic awareness focus: Teach children to identify the final sounds of words and objects. Oral blending awareness focus: Teach children to blend a wide range of words using oral blending when playing:

Reception

Summer 1 Phase 4

- Short vowels with adjacent consonants
- CVCC CCVC CCVCC CCCVC CCCVCC
 - longer words and compound words
 - words ending in suffixes: -ing, -ed /t/, -ed /id/ /ed/, -est

New tricky words

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

Summer 2 Phase 4 graphemes

- Phase 3 long vowel graphemes with adjacent consonants
- CVCC CCVC CCCVC CCV CCVCC
 - words ending in suffixes: -ing, -ed /t/, -ed /id/ /ed/, -ed /d/ -er, -est
 - longer words

No new tricky words

Review all taught so far

Maths White Rose Maths	<p>Colours – recognising, naming and matching colours.</p> <p>Sorting by size, colour and shape.</p> <p>Number 1</p> <p>Getting to know you</p> <p>Match sort and compare</p> <p>Talk about measure and pattern</p> <p>It's me 1,2,3</p>	<p>Repeating Patterns</p> <p>Number 2</p> <p>Subitising 2</p> <p>Circles and triangles</p> <p>1, 2, 3, 4, 5</p> <p>Shapes with 4 sides</p> <p>Alive in 5</p>	<p>Positional language</p> <p>Number 3</p> <p>Subitising 3</p> <p>2d shape</p> <p>Mass and capacity</p> <p>Growing 6,7,8</p> <p>Length height and time</p> <p>Building 9 and 10</p>	<p>Length and height</p> <p>Creating own patterns</p> <p>Number 4</p> <p>Subitising 4</p> <p>Explore 3D shapes</p> <p>To 20 and beyond</p> <p>How many now?</p>	<p>Number 5</p> <p>Subitising 5</p> <p>Comparing amounts</p> <p>Manipulate compose and de compose</p> <p>Sharing and grouping</p> <p>Visualise build and map</p>	<p>Capacity</p> <p>Matching amounts to numerals (up to 5)</p> <p>Make connections</p> <p>Consolidation</p>
The Natural World	<p>Talk about changes in Autumn.</p> <p>To explore and ask questions about the natural environment around them.</p> <p>Understand the terms safe and different.</p>		<p>Talk about what happens on cold winter days.</p> <p>Talk about taking care of the world around us.</p> <p>Talk about features of the environment they are in and learn about the different environments.</p> <p>Make observations about animals discussing similarities and differences.</p>		<p>With support, plant a seed and talk about the basic things a seed needs to grow.</p> <p>Discuss different forces such as push and pull, floating and sinking.</p> <p>Make observations about plants discussing similarities and differences.</p> <p>Know some important processes and changes in the natural world including states of matter.</p>	
RE	<p>Key Question F4: Being special: where do we belong?</p>	<p>Incarnation F2</p> <p>Why do Christians Perform Nativity plays at Christmas?</p>	<p>F1 creation why is the word God so important to Christians?</p>	<p>(Salvation)</p> <p>Easter F3</p> <p>Why do Christians put a cross in an Easter garden?</p>	<p>Key question F5: Which places are special and why?</p>	<p>Key Question F6: Which stories are special and why?</p>

<p>Past and Present</p>	<p>To talk about their immediate family and their role in the family. To know about their own life story and know how they have changed. To know some similarities and differences between things in the past and now.</p>	<p>Share past family experiences. Talk about the lives of people around them. Talk about past and present events in their life and what has been read to them.</p>	<p>Share and understand how they have grown and changed. To know about the past through settings, characters and events.</p>
<p>People culture and Communities</p>	<p>Talk about family celebrations. Know about the features of their immediate environment. Know that there are many countries around the world.</p>	<p>Talk about events celebrated by different groups of people e.g. Eid, Easter. Know that people around the world have different religions. Know about people who help us within the local community.</p>	<p>Know about people who help us. Understand how people help us. To know that people in other countries may speak different languages. To know that simple symbols are used to identify features on a map.</p>

Expressive Arts and Design	<p>Join different materials together using glue and sellotape. Make choices about which materials to use when creating. Experiment with mixing colours. Experiment with different textures. Artist studied: Kumi Yamashita-exploring shadow paintings</p>		<p>Create closed shapes with continuous lines. Begin to include details in their drawings. Safely explore different techniques for joining materials. Make props and costumes for different role play scenarios. Artist studied: Adrienne Segur-fairytale illustrations-colour mixing</p>		<p>Represent feelings, noises and movements through drawing. Begin to colour mix independently. Explore and use a variety of artistic effects to express their ideas and feelings. To share creations, talk about process and evaluate their work. Artist studied: Miranda Sofroniou-illustrator-garden pictures</p>	
	Music	My musical classroom	My musical classroom	Musical Patterns and Performing	Musical Patterns and Performing	Sound stories

PE	Me and Myself	Movement and Development	Throwing and Catching	Ball Skills	Fun and Games	Working with others
British Values/ SMSC	International day of democracy Diwali	Hanukkah Christmas Anti – bullying week	Safer internet day World religion day Children's mental health week	Global recycling day Easter	Vaisakhi Eid World day of cultural diversity	Raising money for a charity of the children's choice (class vote)
My experiences	Meeting new friends Exploring the EYFS environment Harvest Festival	Autumn walk in school grounds Remembrance Day Christmas Nativity performance	Local area walk – Bingley centre	Spring walk in the local park Pancake Day Mother's Day Stay and Play World Book Day	Ducklings in class Farm trip	Visit new classroom EYFS graduation Sports Day