



## MOORFIELD PRIMARY SCHOOL-YEARLY CURRICULUM OVERVIEW EYFS – Reception 2025-2026

	Term 1a	Term 1b	Term 2a	Term 2b	Term 3a	Term 3b
<b>Topic</b>	<b>Super Duper Me!</b> <i>Learning all about ourselves, each other and our new school environment through nursery rhymes, songs, and stories.</i>	<b>Bright Lights and Autumn Nights</b> <i>Exploring the changing seasons and finding out how different people celebrate special events through stories.</i>	<b>What's in the toy box?</b> <i>Finding out all about different toys that we play with, our parents played with and our grandparents played with.</i>	<b>Off we go!</b> <i>Finding out how we can travel around the earth and beyond through stories and non-fiction texts.</i>	<b>Once upon a time</b> <i>Enjoying a wide variety of traditional tales and using what we know to make up our own stories.</i>	<b>All creatures great and small</b> <i>Thinking about wild animals, minibeasts, plants and their habitats</i>
<b>Enhancements</b>	<b>Mystery readers</b> <b>Focus on PSHE</b> <b>Geography of the school and mapping skills</b>	<b>Nativity</b> <b>Diwali</b> <b>Bonfire night</b> <b>Hanukah</b> <b>Focus on RE</b>	<b>Art week Whole school/Focus on Art</b> <b>Chinese New Year</b> <b>Focus on History</b> <b>Parent toy project</b>	<b>Pilot visit</b> <b>Travel agent visit</b> <b>Geography focus</b>	<b>Local Area walk</b> <b>Focus on science/Geography</b> <b>STEAM week</b> <b>Design technology unit</b>	<b>Trip to the Farm</b> <b>PE week</b> <b>Music Week/Music service</b>
<b>Communication and Language</b>	Understand how to listen carefully and why listening is important. Understand a question or instruction that has two parts. Can start a conversation with an adult or a friend and continue it for many turns. Enjoy listening to longer stories and can remember much of what happens. Engage in story times. Learn new vocabulary. Use new vocabulary through the day.		Use a wider range of vocabulary and use it in different contexts. Ask questions to find out more. Understand 'why' questions. Learn and sing a large repertoire of songs and rhymes. Know many rhymes, be able to talk about familiar books and be able to tell a long story. Listen to and talk about stories. Listen to and talk about selected non-fiction. Be able to express a point of view and to debate when they disagree. Use talk to organize themselves and their play. Develop social phrases.		Articulate their ideas and thoughts in well-formed sentences. Connect one idea or action to another using a range of connectives. Describe events in some detail. Use talk to help work out problems and organize thinking and activities. Explain how things work and why they might happen. Listen to and talk about stories to build familiarity and understanding. Retell the story, once they have developed a deep familiarity with the text; some an exact repetition and some their own words. Learn poems. Use non-fiction to develop a deep familiarity with new knowledge and vocabulary.	
<b>Personal, Social and Emotional Development</b>	Select and use activities and resources, with help when needed. Develop their sense of responsibility and membership of a community. Become more outgoing with unfamiliar people, in the safe context of their setting. Play with other children, extending and elaborating play ideas. Express their feelings. Begin to manage their own needs.		Show more confidence in new social situations. Build constructive and respectful relationships. Increasingly follow rules understanding why they are important. Develop appropriate ways of being assertive. Talk with others to solve conflicts. Talk about their feelings and consider the feelings of others. Continue to manage their own needs.		Show resilience and perseverance in the face of challenge. Identify and moderate their own feelings socially and emotionally. Think about the perspectives of others.	
<b>Physical development</b>	Continue to develop their movement, balancing, riding. Skip, hop, stand on one leg and hold a pose for a game like musical statues. Start taking part in some group activities they make up for themselves or in teams. Use one-handed tools and equipment, for example making snips in paper with scissors. Use a comfortable pencil grip. Start to eat independently and learning how to use a knife and fork.		Go up steps and stairs, or climb up apparatus using alternate feet Use large-muscle movements to wave flags and streamers, paint and make marks. Are increasingly able to use and remember sequences and patterns. Choose the right resources to carry out their own plan. Collaborate with others to manage large items safely. Use a comfortable grip with good control when holding pens and pencils.		Revise and refine the fundamental movement skills they have already acquired for; rolling. Develop the overall body strength, co-ordination, balance and agility needed to engage successfully with future physical education sessions and other physical disciplines. Combine different movements with ease and fluency. Confidently and safely use a range of large and small apparatus indoors and outside, alone and in group. Develop overall body-strength, balance, co-ordination and agility.	



	<p>Show a preference for a dominant hand. Be increasingly independent as they get dressed. Revise and refine the fundamental movement skills they have already acquired for; walking, jumping, running, hopping, climbing. Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor. Continue to develop the skills they need to manage the school day successfully: lining up and queuing, mealtimes, personal hygiene.</p>		<p>Develop the foundations of a handwriting style. Be increasingly independent in meeting their own care needs. Make healthy choices about food, drink, activity and tooth brushing. Revise and refine the fundamental movement skills they have already acquired for; crawling, skipping. Progress towards a more fluent style of moving with developing control and grace. Develop their small motor skills so that they can use a range of tools competently. Further develop and refine a range of ball skills including: throwing, catching. Talk about being a safe pedestrian.</p>		<p>Further develop and refine a range of ball skills including: kicking, passing, batting and aiming. Develop confidence, competence, precision and accuracy when engaging in activities that involve a ball. Develop the foundations of a handwriting style which is fast, accurate and efficient. Know and talk about the different factors that support their overall health and wellbeing: regular physical activity, healthy eating, toothbrushing, sensible amounts of 'screen time', having a good sleep routine.</p>	
PE	Coordination and Manipulation	Gymnastics	Dance	Body Management	Cooperate and Problem Solve	Agility, Speed and Travel
Literacy	Phonics Phase 1/2	Phonics Phase 2	Phonics Phase 3	Phonics Phase 3/4	Phonics phase 3/4	Phonics Phase 3/5
	Our books for this half term will be: Starting School, Super Duper You, Once There Were Giants, The Growing Story, Martha Maps it out, So Much, Funny Bones	Our books for this half term will be: Room on the Broom, Tree: Seasons Come Seasons Go, Leafman, Kipper's Birthday, One Snowy Night, Where the Wild Things Are, The Jolly Christmas Postman	Our books for this half term will be: Lost in the Toy Museum Old Bear Izzy Gizmo The Dragon painter	Our books for this half term will be: The Naughty Bus, The Dreamies Whatever Next, The Night Pirates	Our books for this half term will be: The Three Little Pigs, Jack and the Baked Beanstalk The Enormous Turnip, Little Red	Our books for this half term will be: The Very Hungry Caterpillar, Superworm, Bee: Nature's Tiny Miracle, Handa's Hen Oi Frog
	<p>Understand the key principles about print: Print has meaning, we read English text from left to right and from top to bottom, the names of the different parts of the book, page sequencing. Spot and suggest rhymes. Engage in extended conversations about stories, learning new vocabulary. Read individual letters by saying the sounds for them. Use some of their print and letter knowledge in their early writing. Write some or all of their name. Write some letters accurately.</p>		<p>Understand the key principles about print: print can have different purposes. Develop their phonological awareness so that they can: count or clap syllables in a word, recognise words with the same initial sound. Blend sounds into words so they can read short words made up of known letter-sound correspondences. Read some letter groups that represent one sound and say sounds for them. Read a few common exception words match to the school's phonic programme. Read simple phrases and sentences made up of words with known letter-sound correspondences and where necessary a few exception words. Spell words by identifying the sounds and then writing the sound with letters. Write short sentences.</p>		<p>Blend sounds into words so they can read short words made up of known letter-sound correspondences. Read some letter groups that represent one sound and say sounds for them. Read a few common exception words match to the school's phonic programme. Read simple phrases and sentences made up of words with known letter-sound correspondences and where necessary a few exception words. Re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment. Form lower-case and capital letters correctly. Spell words by identifying the sounds and then writing the sound with letters. Write short sentences with words with known sound-letter correspondences using a capital letter and full stop. Re-read and check what they have written to check it makes sense.</p>	
Drawing Club	<p>Focus on letter formation/introducing the concept of character/setting/adventure time</p>		<p>Weaving in sounds we have covered in phonics/Phase3 digraphs building up to words Introduce Pobble/I wonder verbally</p>		<p>Children will start including captions in their writing building up to full sentences, understanding punctuation/writing/ using basic conjunctions/ writing more than one sentence/ introducing different types of sentence</p>	



Mathematics	White Rose Maths	Mastering Number	Mastering Number	Mastering Number	Mastering Number/White Rose	White Rose Maths
	<p>Pupils will build on previous experiences of number from their home and nursery environments, and further develop their subitising and counting skills. They will explore the composition of numbers within 5. They will begin to compare sets of objects and use the language of comparison.</p> <p>Pupils will:</p> <ul style="list-style-type: none"> <li>identify when a set can be subitised and when counting is needed</li> <li>subitise different arrangements, both unstructured and structured, including using the Hungarian number frame</li> <li>make different arrangements of numbers within 5 and talk about what they can see, to develop their conceptual subitising skills</li> <li>spot smaller numbers 'hiding' inside larger numbers</li> <li>connect quantities and numbers to finger patterns and explore different ways of representing numbers on their fingers</li> <li>hear and join in with the counting sequence, and connect this to the 'staircase' pattern of the counting numbers, seeing that each number is made of one more than the previous number</li> <li>develop counting skills and knowledge, including: that the last number in the count tells us 'how many' (cardinality); to be accurate in counting, each thing must be counted once and once only and in any order; the need for 1:1 correspondence; understanding that anything can be counted, including actions and sounds</li> <li>compare sets of objects by matching</li> <li>begin to develop the language of 'whole' when talking about objects which have parts</li> </ul> <p>Talk about and identify patterns around them. Extend and create ABAB patterns. Continue, copy and create repeating patterns. Notice and correct an error in a repeating pattern. Compare length, weight and capacity.</p>	<p>Pupils will continue to develop their subitising and counting skills and explore the composition of numbers within and beyond 5. They will begin to identify when two sets are equal or unequal and connect two equal groups to doubles. They will begin to connect quantities to numerals.</p> <p>Pupils will:</p> <ul style="list-style-type: none"> <li>continue to develop their subitising skills for numbers within and beyond 5, and increasingly connect quantities to numerals</li> <li>begin to identify missing parts for numbers within 5</li> <li>explore the structure of the numbers 6 and 7 as '5 and a bit' and connect this to finger patterns and the Hungarian number frame</li> <li>focus on equal and unequal groups when comparing numbers</li> <li>understand that two equal groups can be called a 'double' and connect this to finger patterns</li> <li>sort odd and even numbers according to their 'shape'</li> <li>continue to develop their understanding of the counting sequence and link cardinality and ordinality through the 'staircase' pattern</li> <li>order numbers and play track games</li> <li>join in with verbal counts beyond 20, hearing the repeated pattern within the counting numbers</li> </ul> <p>Talk about and explore 2D and 3D shapes. Begin to describe a sequence of events, real or fictional using words such as first, then.</p>			<p>Pupils will consolidate their counting skills, counting to larger numbers and developing a wider range of counting strategies. They will secure knowledge of number facts through varied practice.</p> <p>Pupils will:</p> <ul style="list-style-type: none"> <li>continue to develop their counting skills, counting larger sets as well as counting actions and sounds</li> <li>explore a range of representations of numbers, including the 10-frame, and see how doubles can be arranged in a 10-frame</li> <li>compare quantities and numbers, including sets of objects which have different attributes</li> <li>continue to develop a sense of magnitude, e.g. knowing that 8 is quite a lot more than 2, but 4 is only a little bit more than 2</li> <li>begin to generalise about 'one more than' and 'one less than' numbers within 10</li> <li>continue to identify when sets can be subitised and when counting is necessary</li> <li>develop conceptual subitising skills including when using a rekenrek</li> </ul> <p>Talk about and explore 2D and 3D shapes. Select shapes appropriately. Select, rotate and manipulate shapes in order to develop spatial reasoning skills. Compose and decompose shapes so children recognize a shape can have other shapes within it. Combine shapes to make new ones.</p>	
<p><b>Understanding of the World</b></p>	<p>Begin to make sense of their own lie-story and family's history. Talk about members of their immediate family and community. Name and describe people who are familiar to them. Show an interest in different occupations. Recognise that people have different beliefs and celebrate special times in different ways. Explore the natural world around them.</p>	<p>Begin to make sense of their own lie-story and family's history. Continue to develop positive attitudes about the differences between people. Know that there are different countries in the world and talk about the differences they have experienced or seen in photos. Comment on images of familiar situations in the past. Compare and contrast characters from stories including figures from the past.</p>			<p>Understand that some places are special to members of their community. Recognise similarities and difference between life in this country and life in other countries. Explore collections of materials with similar and/or different properties. Talk about the differences between materials and changes they notice. Plant seeds and care for growing plants.</p>	



	Use all their senses in hands on exploration of natural materials. Describe what they see, hear and feel whilst outside. Understand the key features of the life cycle of a plant and an animal. Understand the effect of changing seasons on the natural world around them. Draw information from a simple map.		Recognise some environments that are different to the one in which they live. Explore how things work. Explore and talk about different forces they can feel.		Understand the key features of the life cycle of a plant and an animal. Begin to understand the need to respect and care for the environment and all living things.			
<b>Expressive Arts and Design</b>	Take part in simple pretend play, using a object to represent something else even though they are not similar. Make imaginative and complex 'small worlds' with blocks and construction kits. Develop their own ideas and then decide which materials to use and express them. Create collaboratively sharing ideas, resources and skills. Create closed shapes with continuous lines, and begin to use these shapes to represent objects. Draw with increasing complexity and detail. Explore colour mixing. Listen with increased attention to sounds. Remember and sing entire songs. Sing the pitch of a tone sung by another person. Play instruments.		Begin to develop complex small world stories using small world equipment. Develop storylines in their pretend play. Explore, use and refine a variety of artistic effects. Explore different materials freely, in order to develop their ideas about how to use them and what to make. Join different materials and explore different textures. Show different emotions in their drawings and paintings. Respond to what they have heard, expressing their thoughts and feelings. Listen attentively, move to and talk about music, expressing their feelings and responses. Sing the melodic shape of familiar songs. Play instruments with increasing control. Explore and engage in dance.		Explore, use and refine a variety of artistic effects to express their ideas and feelings. Return to and build on their previous learning, refining ideas and developing their ability to represent them. Sing in a group or on their own, increasingly matching the pitch and following the melody. Create their own songs or improvise a song around one they know. Watch and talk about dance performance art, expressing their feelings and responses. Explore and engage in music making and dance, performing solo or in groups. Play instruments with increasing control to express their feelings and ideas.			
<b>Music</b>	Me!	My Stories	Everyone!	Our World	Big Bear Funk	Reflect, Rewind and Replay		
<b>PSHE</b>	Autumn: Relationships		Spring: Living in the wider world		Summer: Health and Wellbeing			
<b>Resources:</b>	<b>Change &amp; Transitions</b>	<b>Relationships</b>	<b>Feelings &amp; Emotions</b>	<b>Being Responsible</b>	<b>Computing &amp; Online Safety</b>	<b>Our World</b>	<b>Keeping/ Staying Safe</b>	<b>Keeping/ Staying Healthy</b>
<b>Animations/ Read-to-me</b>								
<b>Storybooks</b>	Managing new experiences Taking on new challenges	Managing friendships and social interactions	Understanding emotions Develop strategies for managing feelings	Understand that sometimes we have to do things that we don't like doing	Understand the risks and how to stay safe when using technology	Understand similarities and differences  Identify people who help us in our local community Respecting the local environment	Identifying risks to keep ourselves and others safe  Understand that rules help to keep ourselves and others safe	Develop an understanding of the importance of making healthy choices (for example: health, allergies, diet, sleep, screentime, germs, oral health)
<b>Mindfulness Videos</b>								
<b>Dilemma Drops</b>	Building confidence	Being aware of our own needs and having empathy for and understanding of others	Understand that it is OK to ask for help	Developing a sense of responsibility				
<b>Talking/ Sorting Cards</b>	Managing changes at home							
<b>Extra Activities/ Posters</b>								