

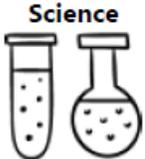


# EYFS and KS1 Yearly Overview 2025-2026



		Cycle B					
		Autumn Term 2025		Spring Term 2026		Summer Term 2026	
 <p>English</p>	<p><b>EYFS</b></p> <p><b>The Something</b> Narrative: A Friendship &amp; Animal Theme  Recount: Animal Information</p>	<p><b>Star in the Jar</b> Narrative: A Star Theme  Information: Poster to find a lost star</p>	<p><b>Juniper and Jupiter</b> Narrative: A Superhero Theme  Information: A letter wanting to be a sidekick</p>	<p><b>Little Red</b> Narrative: A Traditional Tale Theme  Instructions: How to trap an animal</p>	<p><b>The Extraordinary Gardener</b> Narrative: A Plant Growing Theme  Instructions: How to grow a garden plan /vegetable</p>	<p><b>The Storm Whale</b> Narrative: A Seaside Theme  Poems: Sea creature poems</p>	
	<p><b>KS1</b></p> <p><b>Rapunzel (Y1)</b> Narrative: A traditional Tale  Instructions: How to catch a witch</p>	<p><b>The Night Gardener (Y2)</b> Narrative: setting Narrative Purpose: To narrate  Recount: Diary Purpose: To recount</p>	<p><b>Hermelin (Y1)</b> Narrative: A Detective story Purpose: To narrate  Recount: Letters Purpose: To recount</p>	<p><b>Grandad's Island (Y2)</b> Narrative: Finding Narrative Purpose: To narrate  Information: Jungle animals Purpose: To inform</p>	<p><b>The Last Wolf (Y1)</b> Narrative: A Hunting Story Purpose: To narrate  Instructions: Recipes Purpose: To instruct</p>	<p><b>The King Who Banned the Dark (Y2)</b> Non-Fiction: Persuasive letter Purpose: To persuade  Narrative: Banning Narrative Purpose: To narrate</p>	
 <p>Maths</p>	<p><b>EYFS</b></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</li> </ul>	<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</li> </ul>	<ul style="list-style-type: none"> <li>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> </ul>				

	<p>they can see, to develop their conceptual subitising skills</p> <ul style="list-style-type: none"> <li>• spot smaller numbers 'hiding' inside larger numbers</li> </ul> <p>connect quantities and numbers to finger patterns and explore different ways of representing numbers on their fingers</p> <ul style="list-style-type: none"> <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> <li>•Match, Sort and compare</li> <li>•Measure and pattern</li> </ul>	<p>to finger patterns and the Hungarian number frame</p> <ul style="list-style-type: none"> <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> <li>•Mass and Capacity</li> <li>•3d shapes</li> </ul>	<ul style="list-style-type: none"> <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> <li>•Manipulate, compose and decompose</li> </ul>
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	<b>Y1</b>	<ul style="list-style-type: none"> <li>• Previous Reception experiences and counting with 100.</li> <li>• Comparison of quantities and part-whole relationships.</li> <li>• Numbers 0 to 5</li> </ul>	<ul style="list-style-type: none"> <li>• Recognise, compose, decompose and manipulate 2D and 3D shapes.</li> <li>• Numbers 0-10</li> <li>• Additive structures</li> <li>• Addition and subtraction facts with 10</li> </ul>	<ul style="list-style-type: none"> <li>• Numbers to 20</li> <li>• Unitising and coin recognition</li> <li>• Position and direction</li> <li>• Time</li> </ul>
	<b>Y2</b>	<ul style="list-style-type: none"> <li>• Numbers 10 to 100.</li> <li>• Calculations within 20.</li> <li>• Fluently add and subtract within 10.</li> <li>• Addition and subtraction of two-digit numbers (1).</li> <li>• Introduction to multiplication.</li> </ul>	<ul style="list-style-type: none"> <li>• Introduction to multiplication.</li> <li>• Introduction to division structures.</li> <li>• Shape</li> <li>• Addition and subtraction of two-digit numbers (2).</li> </ul>	<ul style="list-style-type: none"> <li>• Money</li> <li>• Fractions</li> <li>• Time</li> <li>• Position and direction</li> <li>• Multiplication and division – doubling, halving, quotative and partitive division</li> </ul>
 <p><b>Science</b></p>	<b>EYFS</b>	Understanding the World – the Natural World linked to the topics: It's All About Me/Lights in the Sky	Understanding the World – The Natural World linked to the topics: Superheroes and Traditional Tales	Understanding the World – the Natural World linked to the topics: Down in the Garden and A Journey to the Coast
	<b>KS1</b>	Human Body Parts Healthy Me	Uses of Everyday Materials Naming and Grouping Animals	Identifying Plants Growing Plants
 <p><b>Geography</b></p>	<b>EYFS</b>	Understanding the World – People, cultures and communities/Natural Word linked to the topics: It's All About Me/Lights in the Sky	Understanding the World People, cultures and communities/Natural Word linked to the topics: Superheroes and Traditional Tales	Understanding the World - People, cultures and communities/Natural Word linked to the topics: Down in the Garden and A Journey to the Coast
	<b>KS1</b>	Describing maps of the world: 2 Continents and Oceans	The United Kingdom (England, London, Scotland, Edinburgh)	Polar Regions

<b>History</b> 	<b>EYFS</b>	Understanding the World – Past and Present linked to the topics: It's All About Me/Lights in the Sky	Understanding the World – Past and Present linked to the topics: Superheroes and Traditional Tales	Understanding the World – Past and Present linked to the topics: Down in the Garden and A Journey to the Coast
	<b>KS1</b>	The Plague The Great Fire of London	Jethro Tull The Industrial Revolution	Steam Engines Queen Victoria
<b>Design Technology</b> 	<b>EYFS</b>	Expressive Arts and Design linked to the topics: It's All About Me/Lights in the Sky	Expressive Arts and Design linked to the topics: Superheroes and Traditional Tales	Expressive Arts and Design linked to the topics: It's All About Me/Lights in the Sky
	<b>KS1</b>	What is design and technology? Sliders – greetings card with a slider mechanism	Wheel and axle – wind power vehicle	Portable snack
<b>Art &amp; Design</b> 	<b>EYFS</b>	Expressive Arts and Design linked to the topics: It's All About Me/Lights in the Sky	Expressive Arts and Design linked to the topics: Superheroes and Traditional Tales	Expressive Arts and Design linked to the topics: It's All About Me/Lights in the Sky
	<b>KS1</b>	Weather – J.M.W. Turner	Time for Play – George Seurat	Scenes of the Sea – Ivan Aivazovsky At the Seaside – Claude Monet
<b>Music</b> 	<b>EYFS and KS1</b>	Units Hands, Feet, Heart. Rhythm in the way we walk and Banana Rap	Units Yoyo and the little Auk Round and Round	Units My Musical Heart Beat Reflect, Rewind, Replay
<b>Physical Education</b> 	<b>EYFS and KS1</b>	Skills/Games Football Swimming Hockey	Swimming Gymnastics Circuit Fitness Paceball	Dance Cricket Athletics Tennis

<b>Religious Education</b> 	<b>EYFS</b>	Why is the word God so Important to Christians. Why do Christians perform nativity plays at Christmas?	Being Special – Where do we Belong? Why do Christians put a cross in an Easter Garden?	Which Places are Special and Why? Which Stories are Special and Why?
	<b>KS1</b>	Who is Jewish and how do they live? (Y1) What is the Good News Christians say Jesus brings (part 2) (Y2)	Who is Muslim and how do they live? Part 2 (Y2) What festivals matter to Christians and why? (Y1)	What makes places sacred to believers? (Y2) How should we care for others and the world, and why does it matter? (Y1)
<b>Computing</b> 	<b>EYFS</b>	Children will be introduced to appropriate technology and use it within the provision linked to topics. They will be taught about staying safe online.		
	<b>KS1</b>	Computer systems and network: Information technology around us (Y2)  Creating media: digital painting (Y1)	Programming: Robot algorithms (Y2)  Creating media: Digital Music (Y2)	Data and information: grouping data (Y1) Programming: Programming Quizzes (Y2)
<b>Personal, Social, Health Education</b> 	<b>EYFS and KS1</b>	Me and my relationships  Valuing differences	Keeping myself safe  Rights and responsibilities	Being my best  Growing and changing