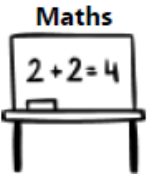


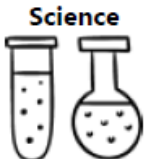


EYFS and KS1 Yearly Overview 2026-2027



		Cycle B					
		Autumn Term 2026		Spring Term 2027		Summer Term 2027	
 English	EYFS and year 1	Mr Gumpy's Outing by John Burningham Narrative Lost by Mariajo Ilustrajo Narrative	Moon Girl by Thomas Docherty Night time story sentences Ning Nang and the Night Spirits by Adriana Fong Poster sentences	How to Hide a Lion by Helen Stephens Instruction sentences Ruby's Worry by Tom Percival Worry sentences	The River by Tom Percival River story sentences Mixed by Arree Chung Community story sentences	Stuck by Oliver Jeffers Stuck story sentences There is a Tiger on the Train by Mariesa Dulak Diary sentences	Saving Mr Hoot by Helen Stephens Environment story sentences Ready Steady Mo By Mo Farrah and Kes Grey Olympic story sentences
	Year 2	Old Bear by Jane Hissey Finding story sentences The Bog Baby by Jeannie Willis Finding narrative	The Bog Baby by Jeannie Willis Instructions Noah's New Home by Zeshan Akhter Overcoming fear narrative	Leo and the Octopus by Isabelle Marinov Friendship narrative The Search for Carmella by Chloe Savage Explorers Log	Flower Block by Lanisha Butterfield Diary Grandad's Camper by Harry Woodgate Memory narrative	Jack and the Baked Beanstalk Persuasive Letter and A twisted tale	Tidy by Emily Gravitt Environment Narrative Sportopedia by Adam Skinner An Olympic Sports Guide
 Maths	EYFS	- Identify when a set can be subitised and when counting is needed - subitise different arrangements, both unstructured and structured, including using the Hungarian number frame - make different arrangements of numbers within 5 and talk about what		- Continue to develop their subitising skills for numbers within and beyond 5, and increasingly connect quantities to numerals - begin to identify missing parts for numbers within 5 - explore the structure of the numbers 6 and 7 as '5 and a bit' and connect this		- Counting larger sets as well as counting actions and sounds - explore a range of representations of numbers, including the 10-frame, and see how doubles can be arranged in a 10-frame	

		they can see, to develop their conceptual subitising skills • spot smaller numbers 'hiding' inside larger numbers connect quantities and numbers to finger patterns and explore different ways of representing numbers on their fingers • 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 • 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 • compare sets of objects by matching • begin to develop the language of 'whole' when talking about objects which have parts • Match, Sort and compare • Measure and pattern	to finger patterns and the Hungarian number frame • focus on equal and unequal groups when comparing numbers • understand that two equal groups can be called a 'double' and connect this to finger patterns • sort odd and even numbers according to their 'shape' • continue to develop their understanding of the counting sequence and link cardinality and ordinality through the 'staircase' pattern • order numbers and play track games • join in with verbal counts beyond 20, hearing the repeated pattern within the counting numbers • Mass and Capacity • 3d shapes	• compare quantities and numbers, including sets of objects which have different attributes • 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 • begin to generalise about 'one more than' and 'one less than' numbers within 10 • continue to identify when sets can be subitised and when counting is necessary • develop conceptual subitising skills including when using a rekenrek • Manipulate, compose and decompose
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	Y1	• Previous Reception experiences and counting with 100. • Comparison of quantities and part-whole relationships. • Numbers 0 to 5	• Recognise, compose, decompose and manipulate 2D and 3D shapes. • Numbers 0-10 • Additive structures • Addition and subtraction facts with 10	• Numbers to 20 • Unitising and coin recognition • Position and direction • Time
	Y2	• Numbers 10 to 100. • Calculations within 20. • Fluently add and subtract within 10. • Addition and subtraction of two-digit numbers (1). • Introduction to multiplication.	• Introduction to multiplication. • Introduction to division structures. • Shape • Addition and subtraction of two-digit numbers (2).	• Money • Fractions • Time • Position and direction • Multiplication and division – doubling, halving, quotative and partitive division
	EYFS	Understanding the World – the Natural World linked to the topics: How can we help ourselves and others/Lights in the Sky	Understanding the World – The Natural World linked to the topics: Friendships and Our Wonderful World	Understanding the World – the Natural World linked to the topics: Adventures and Being Our Best
	KS1	Seasonal Changes (autumn and winter) Everyday Materials	New Life Cycles Seasonal Changes (spring and summer)	Living Things and their Habitats Introduction to food chains
	EYFS	Understanding the World – People, cultures and communities/Natural Word linked to the topics: How can we help ourselves and others/Lights in the Sky	Understanding the World People, cultures and communities/Natural Linked to the topics: Friendships and Our Wonderful World	Understanding the World - People, cultures and communities/Natural Word linked to the topics: Adventures and Being Our Best
	KS1	Describing Maps of the World: 1 The United Kingdom (Wales, Cardiff and Northern	Climate Weather	Australia

History 	EYFS	Understanding the World – Past and Present linked to the topics How can we help ourselves and others/Lights in the Sky	Understanding the World – Past and Present linked to the topics: linked to the topics: Adventures and Being Our Best
	KS1	The Gun Powder Plot Florence Nightingale	Moon Landing Neil Armstrong Queen Elizabeth II
Design Technology 	EYFS	Expressive Arts and Design linked to How can we help ourselves and others/Lights in the Sky	Expressive Arts and Design linked to the topics: Friendships and Our Wonderful World
	KS1	What is Design & Technology Levers – Litter grabbers	Couscous dish
Art & Design 	EYFS	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: linked to the topics: Adventures and Being Our Best
	KS1	The beauty of flowers – Georgia O'Keefe	Food – Paul Cezanne In the Jungle – Henri Rousseau
Music 	EYFS and KS1	Number Time Let's Keep Singing Christmas carols	Sounds and Pictures The Power of Community
Physical Education 	EYFS and KS1	Fundamentals Swimming Paceball	Swimming Circuits Gymnastics Hockey badminton

Religious Education 	EYFS	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?
	KS1	Who do Christians say made the world? What do Christians believe God is like?	What is the good news Christians believe Jesus brings? Why does Easter matter to Christians?	What does it mean to belong to a faith community? Who is Muslim and how do they live?
Computing 	EYFS	Children will be introduced to appropriate technology and use it within the provision linked to topics. They will be taught about staying safe online.		
	KS1	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)
Personal, Social, Health Education 	EYFS and KS1	Me and my relationships Valuing differences	Keeping myself safe Rights and responsibilities	Being my best Growing and changing