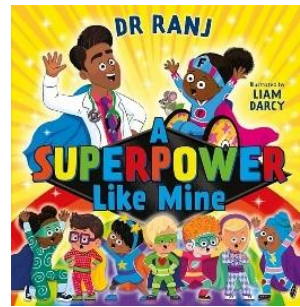
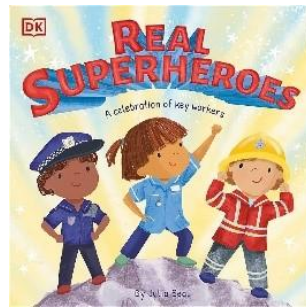
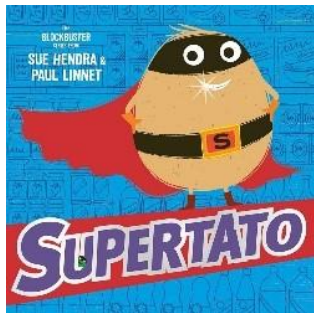


Early Years Curriculum Overview 2025-26

Spring 1

Spring 1 – Superheroes

This half term our learning theme is ‘Superheroes’. The children will learn about real life and make-believe superheroes. They will be learning about people who do important jobs such as the police, firefighters, doctors and nurses. They will be thinking about the different types of jobs that people do and why they are important.



These are our key texts that we will be using as a basis to plan activities from. Children will be encouraged to talk about and retell these stories.

At Home:

Do you know any superheroes?
Do you have post delivered to your house?

Key Vocabulary

hero
real
pretend
help
rescue
safe
job
danger
emergency
uniform

At Home:

Do you know anyone who wears a uniform?
Who are your heroes?


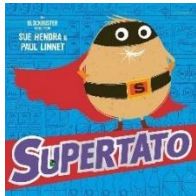
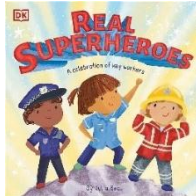
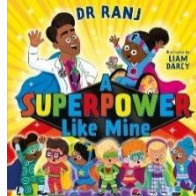

















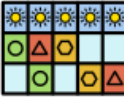


Key Knowledge

- To know how different people help us
- To know who we can speak to if we are worried about anything
- To understand the different roles people play in society
- To understand the term ‘Superhero’
- To understand the difference between real life and pretend heroes
- To know about the different roles people play in keeping us safe and healthy

At Home:










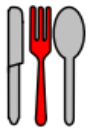



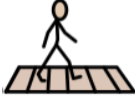











Who helps us when we are hurt?
Which pretend superheroes do you like?


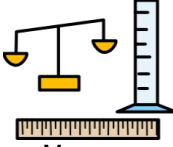















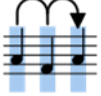

Spring 1 - Superheroes

| Area of Learning | Learning Overview | | | | |
|---|---|--|--|---|--|
|  <p>Key Texts</p> |  | |  | |  |
|  <p>Communication & Language</p> |  <p>Listen carefully for extended periods of time.</p> |  <p>Develop use of asking questions to find out more.</p> |  <p>Talk about superheroes real life and fiction.</p> |  <p>Use new vocabulary linked to superheroes and Winter.</p> |  <p>Add detail to the senses we use with increasing accuracy.</p> |
| |  <p>Develop use of social phrases.</p> |  <p>Listen to stories and make links between events and their own experiences.</p> |  <p>During play, begin to engage in conversation with others.</p> |  <p>Talk about different jobs that people who help us have.</p> |  <p>Recognise the patterns in rhymes and song.</p> |
|  <p>Personal, Social & Emotional Development</p> |  <p>Talk about people who help us and how we can help each other.</p> |  <p>Know who we can go to if we need help or support or feel worried about something.</p> |  <p>During all interactions, encourage children to listen to each other and respond.</p> |  <p>Identify and name a range of emotions and learn how to manage them effectively.</p> | |
| |  <p>Develop use of makaton signs.</p> |  <p>Embed use of visual timetables.</p> |  <p>Learn about how people celebrate in different ways.</p> |  <p>Discuss ways to keep healthy – including mental health.</p> | |

Early Years Foundation Stage Curriculum Overview



| | | | | | | |
|--|---|---|---|--|---|--|
|  <p>Physical Development</p> |  <p>Catch and throw balls of different sizes with increasing accuracy.</p> |  <p>Throw a ball at a target with some accuracy.</p> |  <p>Continue to develop a pencil grip which allows for accurate letter formation.</p> |  <p>Continue to develop good sitting postures on the carpet and at the table.</p> |  <p>Competently use scissors safely and confidently.</p> | |
| |  <p>Kick a ball at a target with increasing accuracy.</p> |  <p>Further develop the fundamental skills of walking, jumping, skipping and hopping.</p> |  <p>Develop coordination and balance to engage with throwing and kicking activities.</p> |  <p>Use knives and forks to cut through play dough in the malleable area.</p> | | |
|  <p>PE Gymnastics</p> |  <p>Movement and travel</p> |  <p>Balance</p> |  <p>Travel and balance</p> |  <p>Shapes</p> |  <p>Jumps</p> |  <p>Apparatus discovery</p> |
|  <p>Literacy</p> |  <p>Explore the meaning of new vocabulary.</p> |  <p>Recognise non-fiction books and talk about what they have learnt.</p> |  <p>Use new vocabulary during role play and discussions.</p> | <p>sh</p> <p>Read individual letters and begin to read digraphs.</p> | <p>abc</p> <p>Form lower case letters with increasing accuracy.</p> | |
| |  <p>Blend and segment words and consolidate letter-sound correspondence.</p> |  <p>Read CVC words and some harder to read and spell words independently.</p> |  <p>Write CVC words independently.</p> |  <p>Write own name independently and practise surname.</p> | | |

| | | | | |
|--|---|---|---|--|
|  <p>Power Maths</p> | <p style="font-size: 2em; color: red; text-align: center;">10</p> <p><u>Comparing numbers within 10</u> We are also learning to:</p> <ul style="list-style-type: none"> - Consolidate 1:1 correspondence with numbers up to 10 - Subitise to 5 using random patterns - Write numerals to 10 - Use apparatus to explore numbers up to 10 | <p style="font-size: 3em; text-align: center;">+</p> <p><u>Addition to 10</u> We are also learning to:</p> <ul style="list-style-type: none"> - Begin to notice patterns in numbers - Match quantities to numerals (to 10) - Compare quantities up to 10 |  <p><u>Measure</u> <u>(Length, weight and height)</u> We are also learning to:</p> <ul style="list-style-type: none"> - Begin to compare weight, length and capacity - Begin to make and test predictions linked to weight and capacity - Recall the days of the week | <p style="font-size: 2em; text-align: center;">10</p> <p style="text-align: center;"> $1+9$ $4+6$ $5+5$ </p> <p><u>Number bonds to 10</u> We are also learning to:</p> <ul style="list-style-type: none"> - Recite numbers to 20 and beyond - Begin to show a number of fingers without counting - Find one more or less than a given number to 10 |
|  <p>Understanding the World</p> |  <p>Recognise similarities and differences between Chinese New Year and other celebrations.</p> |  <p>Notice and talk about how Winter is different to other seasons.</p> |  <p>Recognise changes in the natural world that happen during Winter.</p> |  <p>To recognise the uniforms of different people who help and why they wear them.</p> |
| |  <p>Explore how the police, firefighters and doctors help us on a daily basis.</p> |  <p>To recognise a range of people who help us.</p> |  <p>Show an interest in different ways of life and occupations.</p> |  <p>Learn about animals that live in cold places.</p> |
|  <p>Expressive Arts & Design</p> |  <p>To join things successfully using different resources.</p> |  <p>Explore how to use voice and bodies to make sounds.</p> |  <p>Explore a range of different materials.</p> |  <p>Listen to a range of music and express preferences.</p> |
| |  <p>To move/clap in time to the music.</p> |  <p>Copy and join in with a simple beat.</p> |  <p>Take part in pretend play activities and begin to add own narratives.</p> | |