

Early Years Curriculum Overview 2025-26

Spring 2

Spring 2 – Keeping healthy & Keeping safe

This half term our learning theme is 'Keeping healthy & Keeping safe'. The children will learn how to maintain good physical health through healthy eating, exercise, hygiene practices and also understanding basic safety rules to protect themselves from potential hazards in their environment, including at home, in the classroom and outdoors.



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:

Which healthy foods can we eat?
How can I keep my body healthy?
How can I keep myself safe?


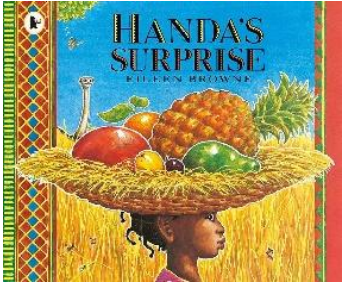
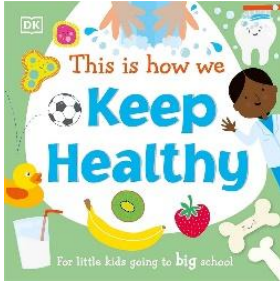
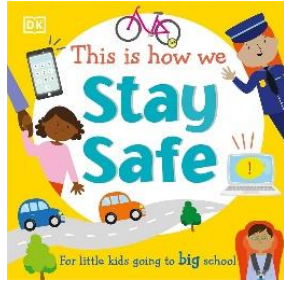





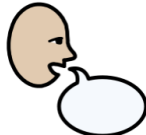







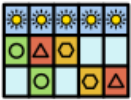


Key Vocabulary

fruit
vegetable
diet
eat
drink
water
hygiene
teeth
wash
exercise
safe
unsafe
medicine
healthy
doctor
sleep

Key Knowledge









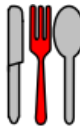











- I can talk about how to keep my body healthy and safe.
- I can name ways to stay safe around medicines.
- I know how to stay safe in my home, classroom and outside.
- I know age-appropriate ways to stay safe online.
- I can name adults in my life and those in my community who keep me safe.

Spring 2 – Keeping healthy & Keeping safe

Area of Learning	Learning Overview			
 <p>Key Texts</p>				
 <p>Communication & Language</p>	 <p>Listen carefully for extended periods of time and respond appropriately.</p>	 <p>Develop use of asking questions to find out more.</p>	 <p>Listen to stories and make links between events and their own experiences.</p>	
	 <p>Retell stories in the correct order and sequence events.</p>		 <p>Add detail to the senses we use with increasing accuracy.</p>	 <p>Use new vocabulary linked to topic work.</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 – Holi festival.</p>	 <p>Discuss ways to keep healthy – including mental health.</p>

Early Years Foundation Stage Curriculum Overview



 Physical Development	 Use a pedal bike and steer with increasing control.	 Fasten own coat and shoes independently.	 Secure a pencil grip which allows for accurate letter formation.	 Embed good sitting postures on the carpet and at the table.	 Competently use scissors safely and confidently.	
	 Kick a ball at a target with increasing accuracy.	 Further develop the fundamental skills of walking, jumping, skipping and hopping.	 Develop coordination and balance to engage with throwing and kicking activities.	 Use knives and forks to cut through play dough in the malleable area.		
 PE Outdoor and Adventurous Activities	 Exploration and discovery	 Teamwork	 Cross country running	 Nature trail	 Introduction to orienteering	 Orienteering
	 Explore the meaning of new vocabulary and use within own conversations.	 Recognise non-fiction books and talk about what they have learnt.	 Use new vocabulary during role play and discussions.	sh Read individual letters and begin to read digraphs.	abc Form lower case letters with increasing accuracy.	
 Literacy	 Apply phonic knowledge to read simple sentences independently.	 Read CVC words and some harder to read and spell words independently.	 Write CVC words independently.	 Write own name independently.		

<p>Power Maths</p>	<p><u>Numbers bonds to 10</u> We are also learning to:</p> <ul style="list-style-type: none"> - Consolidate 1:1 correspondence with numbers up to 10 - Match quantities to numerals (to 10) - Use apparatus to explore numbers up to 10. 	<p>$3-1-2=$</p> <p><u>Subtraction</u> We are also learning to:</p> <ul style="list-style-type: none"> - Subitise to 5 using random patterns - Write numerals to 10 - Use apparatus to explore numbers up to 10 - Find one more or one less of a given number to 10 	<p><u>Exploring patterns</u> We are also learning to:</p> <ul style="list-style-type: none"> - Begin to notice patterns in numbers - Make reasonable estimate of things that can be done in one minute 	<p><u>Counting on and counting back</u> We are also learning to:</p> <ul style="list-style-type: none"> - Recite numbers to 20 and beyond - Show a given number of fingers without counting - Order numbers to at least 10
<p>Understanding the World</p>	<p>Learn about Holi and Easter – how these celebrations are similar/different.</p>	<p>Notice and talk about how Spring is different to other seasons.</p>	<p>Recognise changes in the natural world that happen during Spring.</p>	<p>Compare houses that we live in now and long ago.</p>
	<p>Talk about own life story and anything that they know about their history.</p>	<p>Look at differences between water and ice and how these changes occur.</p>	<p>Explore lifecycles of plants and animals and the need to care for living things.</p>	<p>To learn about the celebration of Eid.</p>
<p>Expressive Arts & Design</p>	<p>Explore a range of different materials.</p>		<p>To join things successfully using different resources.</p>	<p>To talk about how music makes you feel.</p>
	<p>Know a range of rhymes and songs by heart.</p>		<p>Listen to a range of music and express preferences.</p>	