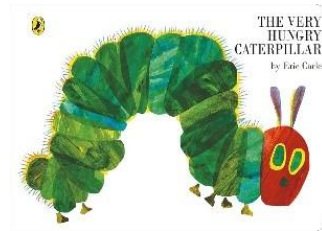
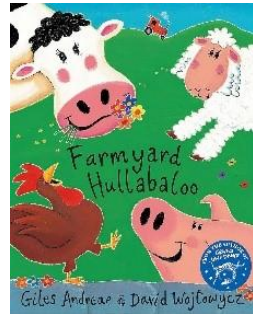
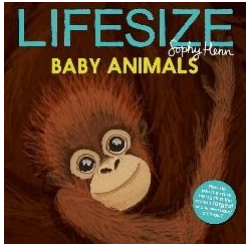


# **Early Years Curriculum Overview 2025-26**

## **Summer 1**

## Summer 1 – All Creatures Great and Small

This half term our learning theme is 'All Creatures Great and Small'. The children will be looking at different habitats and the animals that live there, as well as their diets. They will also learn about different farm animals and their produce.



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:

Can you find any minibeasts in your garden?  
How many animals can you name?  
What do animals eat?


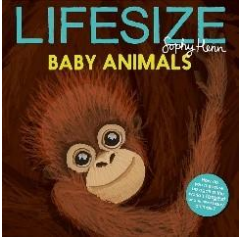
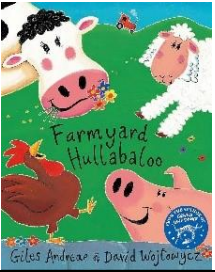
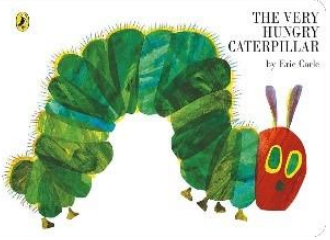




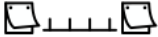















### Key Vocabulary

habitat  
animal  
diet  
minibeast  
farm  
location  
environment  
food  
water  
shelter  
old  
young  
similar  
different  
group

### Key Knowledge








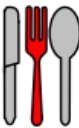

















- To know the names of familiar animals (e.g., farm animals, pets and animals seen in storybooks.)
- To know animals, including humans, use their senses to explore the world.
- To know animals need food and water to survive
- To know animals live in a range of different places (land, sea, air).
- To know some different places where animals live on the school site.
- To know what is meant by the terms environment and habitat.

Summer 1 – Minibeasts and Farm Animals

Area of Learning	Learning Overview				
 <p>Key Texts</p>					
 <p>Communication &amp; Language</p>	 <p>Listen carefully for extended periods of time in different contexts.</p>	 <p>Be aware of times to talk and times to listen.</p>	 <p>Follow instructions independently and accurately.</p>	 <p>Describe events in detail and use tenses correctly.</p>	
	 <p>Use varied vocabulary in different contexts and express themselves using full sentences.</p>	 <p>Volunteer own ideas in a range of situations.</p>	 <p>Hold a two-way conversation, responding appropriately to what the other person says.</p>	 <p>Listen to, and respond to, fiction and non-fiction texts. Respond with relevant questions to clarify understanding.</p>	
 <p>Personal, Social &amp; Emotional Development</p>	 <p>Talk about and name a range of emotions and identify them in others.</p>	 <p>Know how to respond to different emotions – both their own and others.</p>	 <p>Talk about ways they can calm down and relax. Identify activities that make them happy.</p>	 <p>Know that there is a trusted adult to speak to.</p>	 <p>To know that if anything makes you feel uncomfortable you need to speak to a trusted adult.</p>
	 <p>Develop use of makaton signs.</p>	 <p>Embed use of visual timetables.</p>	 <p>Complete a range of activities independently.</p>	 <p>Learn about Eid and find out about how people celebrate.</p>	 <p>Work cooperatively with others.</p>

# Early Years Foundation Stage Curriculum Overview



 <p><b>Physical Development</b></p>	 <p>Use a pedal bike and manoeuvre safely.</p>	 <p>Fasten own coat and shoes independently.</p>	 <p>Secure a pencil grip which allows for accurate letter formation.</p>	 <p>Embed good sitting when working at a table or sitting on the carpet.</p>	 <p>Competently use scissors safely and confidently.</p>	
	 <p>Kick a ball at a target with increasing accuracy.</p>	 <p>Use a knife and fork to cut own lunch independently.</p>	 <p>To move with confidence and control and put sequences of movement together.</p>	 <p>Get changed and unchanged independently, including putting clothes the right way around.</p>	 <p>To be able to create detailed pictures.</p>	
 <p><b>PE Athletics</b></p>	 <p>Skipping</p>	 <p>Running</p>	 <p>Jumping</p>	 <p>Shapes</p>	 <p>Obstacles</p>	 <p>Throwing</p>
 <p><b>Literacy</b></p>	 <p>Explore the meaning of new vocabulary and use within own conversations.</p>	 <p>Recognise non-fiction books and talk about what they have learnt.</p>	<p>sh</p> <p>Recall all single letter sounds and digraphs taught so far.</p>		<p>abc</p> <p>Form lower case letters and capital letters using phonic rhymes to support.</p>	
	 <p>Apply phonic knowledge to read simple sentences independently.</p>	 <p>Write short captions with increased independence.</p>	 <p>Write some high frequency words accurately.</p>		 <p>Re-read what is written to check it makes sense.</p>	

<p><b>Power Maths</b></p>	<p><u>Counting on and counting back</u> We are also learning to:</p> <ul style="list-style-type: none"> <li>- Count back from 10, then 20</li> <li>- Use apparatus to explore numbers to 10</li> <li>- Find and recall one more or one less than a given number to 10.</li> </ul>	<p><b>20</b></p> <p>Numbers to 20</p> <p>We are also learning to:</p> <ul style="list-style-type: none"> <li>- Recite numbers to 20 and beyond</li> <li>- Count back from any given number</li> <li>- Write numerals to at least 10</li> <li>- Compare quantities up to 10.</li> </ul>	<p><u>Numerical patterns</u> We are also learning to:</p> <ul style="list-style-type: none"> <li>- Subitise to 5 using random patterns</li> <li>- Solve simple addition and subtraction problems</li> <li>- To understand the concept of halving, sharing and doubling</li> </ul>
<p><b>Understanding the World</b></p>	<p>Learn about minibeasts and find out what an insect is.</p>	<p>Notice and talk about changes they see around them. Recognise changes in the natural world that happen during Spring.</p>	<p>To learn about what happens on a farm.</p>
<p><b>Expressive Arts &amp; Design</b></p>	<p>Know a range of rhymes and songs by heart.</p>	<p>Experiment with different sounds – creating sound makers.</p>	<p>To plan what they are going to create and be proud of their achievements.</p>
	<p>Create a plan before starting to make something – explaining techniques and materials used.</p>	<p>Act out and re-tell own stories.</p>	