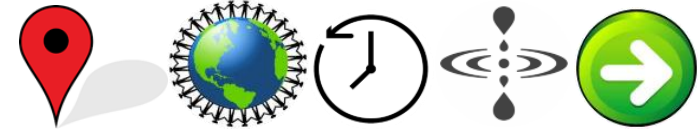


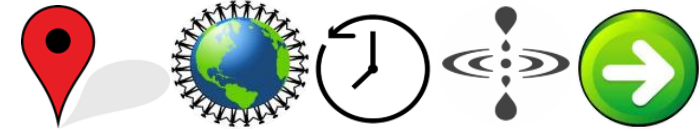
EYFS Curriculum Overview 2025-2026

Our EYFS curriculum is delivered through a balance of adult-led learning, child-initiated play, and carefully planned continuous provision. Alongside focused teaching and key texts, continuous provision provides daily opportunities for children to rehearse, extend and apply their skills. Enhanced provision is added in response to themes, seasons, and children's emerging interests, ensuring learning is always engaging and relevant. Story time is central to our daily practice. Children enjoy a rich variety of stories throughout each day, nurturing a love of reading, building language and imagination, and inspiring play and learning across the curriculum. Each half-term's theme and key texts create meaningful contexts that connect literacy, mathematics, the wider world, and expressive arts. Observations and interactions are central to our practice, helping us extend learning in the moment and support individual progress. The Characteristics of Effective Learning—Playing and Exploring, Active Learning, and Creating and Thinking Critically—are embedded throughout our provision and inform our interactions with children. By the end of Reception, children will be confident communicators, early readers and writers, secure in number sense, and curious about the world around them. They will be ready for the challenges of Year 1, having built positive relationships, resilience, and independence

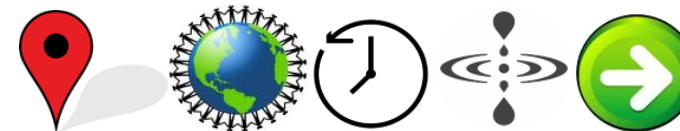
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Overarching Whole School Theme	Forces of Change	Connected Communities	Roots and Routes	Stories of the Earth	Our Cornish Past	Now and Next
Key Texts Each term we choose key texts, both fiction and non-fiction, to anchor learning. Alongside these, children enjoy a wide variety of books every day, fostering a love of reading, rich vocabulary, and curiosity about the world.	  	  	  	  	  	  



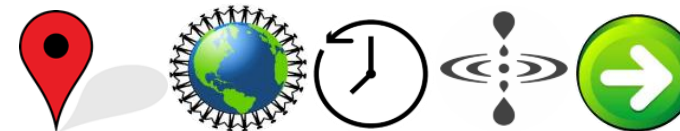
Communication & Language <i>Skills are revisited and embedded through continuous provision indoors and outdoors</i>	Understand how to listen carefully and why listening is important Engage in story times Ask questions to find out more and to check they understand what has been said to them Develop social phrases		Articulate their ideas and thoughts in well-formed sentences Connect one idea or action to another using a range of connectives Engage in non-fiction books Describe events in some detail Use talk to help work out problems and organise thinking and activities, and to explain how things work and why they might happen		Retell the story, once they have developed a deep familiarity with the text, some as exact repetition and some in their own words Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary	
	Learn new vocabulary Use new vocabulary through the day		Listen carefully to rhymes and songs, paying attention to how they sound Learn rhymes, poems and songs		Use new vocabulary in different contexts Listen to and talk about stories to build familiarity and understanding	
Literacy <i>Including Phonics (RWI) Drawing Club</i> <i>Skills are revisited and embedded through continuous provision indoors and outdoors</i>	RWI phonics – Set 1 Read individual letters by saying the sounds for them	<i>RWI phonics – complete Set 1 sounds, secure oral blending and sounding out and blending CVC words</i> Blend sounds into words so that they can read short words made up of known letter-sound correspondences	<i>RWI phonics – Ditties</i> Read some letter groups that each represent one sound and say sounds for them. Read a few common exception words matched to	<i>RWI phonics – Red</i> Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words. Re-read these books to build up their	<i>RWI phonics – Green</i> Form lower-case and capital letters correctly. Spell words by identifying the sounds and then writing the sound with letter/s	<i>RWI phonics – green/purple</i> Write short sentences with words with known letter-sound correspondences using a capital letter and full stop Re-read what they have written to



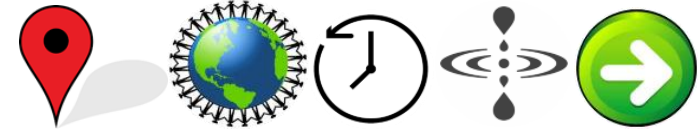
			the school's phonic programme.	confidence in word reading, their fluency and their understanding and enjoyment		check that it makes sense
Mathematics <i>Including Mastering Number</i> <i>Skills are revisited and embedded through continuous provision indoors and outdoors</i>	In Mastering Number sessions, pupils will build on previous experiences of number and further develop their subitising and counting skills. They will explore the composition of numbers within 5. They will begin to compare sets of objects and use the language of comparison.		In Mastering Number sessions, pupils will continue to develop their subitising and counting skills and explore the composition of numbers within and beyond 5. They will begin to identify when two sets are equal or unequal and connect two equal groups to doubles. They will begin to connect qualities to numerals.		In Mastering Number sessions, pupils will consolidate their counting skills, counting to larger numbers and developing a wider range of counting strategies. They will secure knowledge of number facts through varied practice.	
	Count objects, actions and sounds		Count beyond 10		Understand the 'one more than/one less than' relationship between consecutive numbers	
	Subitise		Compare numbers		Automatically recall number bonds for numbers 0-5 and some to 10	
	Link the number symbol (numeral) with its cardinal number value		Explore the composition of numbers to 10			
	Select, rotate and manipulate shapes to develop spatial reasoning skills					
Compose and decompose shapes so that children recognise a shape can have other shapes within it, just as numbers can						
Continue, copy and create repeating patterns						
Compare length, weight and capacity						
Personal, Social & Emotional Development	PSHE: Self-regulation: My feelings	PSHE: Building Relationships: special relationships	PSHE: Managing Self: Taking on challenges	PSHE: Self-regulation: listening and following instructions	PSHE: Building relationships: my family and friends	PSHE: Managing Self: My wellbeing



Including PSHE (Kapow) <i>Skills are revisited and embedded through daily interactions and continuous provision indoors and outdoors</i>	<div> <div>See themselves as a valuable individual</div> <div>Build constructive and respectful relationships</div> <div>Express their feelings and consider the feelings of others</div> </div> <div> <div>Show resilience and perseverance in the face of challenge</div> <div>Identify and moderate their own feelings socially and emotionally</div> <div>Think about the perspective of others</div> <div>Manage their own needs – personal hygiene</div> </div> <div> <div>Know and talk about the different factors that support their overall health and wellbeing including, regular physical exercise, healthy eating, toothbrushing, sensible amounts of ‘screen time’, having a good sleep routine, being a safe pedestrian</div> </div>					
	Weekly PE with Mr Warren: Playing Games	Weekly PE with Mr Warren: Rackets, Bats & Balls	Weekly PE with Mr Warren: Gymnastics	Weekly PE with Mr Warren: Ball Skills	Weekly PE with Mr Warren: Cricket	Weekly PE with Mr Warren: Intro to Hockey
Physical Development Including PE (Complete PE) <i>Skills are revisited and embedded through continuous provision indoors and outdoors</i>	Daily Fine & Gross Motor activities					
	Bikes & Scooters					
	Weekly Forest School with Mrs Ash					
	Further develop the skills they need to manage the school day successfully: lining up and queuing, mealtimes	Revise and refine the fundamental movement skills they have already acquired: rolling, crawling, walking, jumping, running, hopping, skipping, climbing	Further develop and refine a range of ball skills including throwing, catching, kicking, passing, batting and aiming.	Progress towards a more fluent style of moving, with developing control and grace	Combine different movements with ease and fluency Develop the foundations of a handwriting style which is fast, accurate and efficient	Confidently and safely use a range of large and small apparatus indoors and outdoors, alone and in a group Develop overall body strength, co-ordination, balance, and agility
	Develop the overall body strength, co-ordination, balance, and agility needed to engage successfully with future physical education sessions and other physical disciplines including dance, gymnastics, sport and swimming.					



	Develop their small motor skills so that they can use a range of tools competently, safely and confidently e.g. pencils for drawing and writing, paintbrushes, scissors, knives, forks, and spoon.					
	Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor					
	Develop confidence, competence, precision, and accuracy when engaging in activities that involve a ball					
Understanding the World <i>Including</i> Science (Plymouth Science) Computing (Barefoot Computing) RE (Cornwall Agreed Syllabus) History & Geography (Oak Academy)	Science: Changing Materials	Science: Changing Materials	Science: How does your garden grow?	Science: How does your garden grow?	Science: Animal Safari	Science: Animal Safari
	Technology: Awesome Autumn	Technology: Busy Bodies	Technology: Super Space	Technology: Springtime	Technology: Summer Fun	Technology: People who help us
	RE: Being special: where do we belong?	RE: Why is Christmas special for Christians?	RE: Why is the word ‘God’ so important to Christians?	RE: Why is Easter special to Christians?	RE: What places are special and why?	RE: What times/stories are special and why?
	History: Photographs from History	Geography: Our school and local area	History: Explorers	Geography: The World and Changing Seasons	History: Queen Victoria	Geography: Hot & Cold Places
	Talk about members of their immediate family and community		Recognise that some people have different beliefs and celebrate special times in different ways		Compare and contrast characters from stories, including figures from the past	
	Name and describe people who are familiar to them		Explore the natural world around them		Understand that some places are special to members of their community	
	Comment on images of familiar situations in the past		Recognise some environments that are different to the one in which they live		Recognise some similarities and differences between life in this country and life in other countries	
	Draw information from a simple map		Describe what they see, hear, and feel whilst outside			
	Understand the effect of the changing seasons on the natural world around them					



Expressive Arts & Design <i>Including Music (Kapow) Art & DT (Oak Academy)</i> <i>Skills are revisited and embedded through continuous provision indoors and outdoors</i>	Music: Exploring Sound	Music: Celebration Music	Music: Music and movement	Music: Musical Stories	Music: Transport	Music: Big Band
	Art & DT: Bridges	Art & DT: Our Spaces	Art & DT: Vehicles	Art & DT: Reflections on water	Art & DT: Cooking without heat	Art & DT: Paradise Island
	Explore, use and refine a variety of artistic effects to express their ideas and feelings Explore and engage in music making and dance, performing solo or in groups Create collaboratively, sharing ideas, resources and skills		Listen attentively, move to and talk about music, expressing their feelings and responses Watch and talk about dance and performance art, expressing their feelings and responses		Sing in a group or on their own, increasingly matching the pitch and following the melody Develop storylines in their pretend play Return to and build on previous learning, refining ideas and developing their ability to represent them	
Enrichment, trips and performance opportunities	Pendennis Castle	Tehidy Woods	Trebah Gardens	Easter Church visit	Geevor Mine	Elemental Beach trip
	Poetry Recital	Christmas Church visit	Wellbeing Wednesday - Orienteering & team building challenges	Wellbeing Wednesday - Planting, plants and nature	Wellbeing Wednesday - local walk	Wellbeing Wednesday – cooking & nutrition
	Wellbeing Wednesday – Outdoor Art	Nativity Play				
	Making Gingerbread Men	Wellbeing Wednesday - Survival skills & shelter building	Lyfta - Hannukah in LA (USA)	Lyfta - Home wasn't built in a day (Somaliland)	Lyfta - Last Child of Arki (Greece)	Sports Day
	Lyfta - Beekeepers Garden (Germany)	Lyfta - Daily Bread (Afghanistan)	Pancake Day	Swimming at Carn Brea		Lyfta - Building Imagination (China)
	Harvest Festival		Chinese New Year			
			Helston Library			