Wellstead Primary School
Sowing the Seeds of Success

EYFS Curriculum Overview 2026-27

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Communication and Language						
Listening, Attention and Understanding	To understand how to listen carefully and know why it is important. To engage in story times, rhymes and songs.	To listen for increasing periods of time, focussing their attention and participating in learning. To begin to understand and answer what, who and where questions.	To listen attentively in a range of situations. To answer who, what, where, and when questions.	To be able to focus their attention quickly. To understand a range of question words e.g., who, what, where, what happened next?	To hold a conversation on a topic of interest to them for a sustained period of time, listening carefully and responding appropriately.	To make comments about what they have heard and ask questions to clarify understanding; Hold conversation when engaged in back-and-forth exchanges with their teacher and peers.
Speaking	To talk in a small group and to adults in the class to share their ideas.	To use newly introduced vocabulary in play. To talk in a larger group, sharing their own ideas.	To talk in clear sentences to express their ideas.	Able to use simple conjunctions to link their ideas in sentences To hold a conversation with at least two back and forth exchanges, responding to what has been said	Begin to extend their answers to questions, giving more detail and using a widening vocabulary To begin to ask their own questions to find out more.	To offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems.

Personal, Social and Emotional Development						
Self-Regulation	Talks about own feelings. To begin to take turns and share resources with support.	To be able to focus their attention during short activities which are chosen by adults. Seeks support from adults in new or challenging situations	To be able to focus attention during longer group activities. With support, begin to name feelings in the moment and use self-regulation strategies.	To identify and modify their own feelings socially and emotionally.	To be able to control their emotions using a range of techniques.	Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions.
Managing Self	To be confident to explore the classroom and know where and how to access resources that they want to use. To be able to organise belongings independently.	Begin to develop and use strategies for cooperative play. Understands the need to have rules. Becoming more independent with self-care e.g., puts on own coat, washes hands correctly.	To use taught strategies to support turn taking.	To recognise that some actions and words can hurt others. To manage own basic needs. To show increasing resilience and perseverance in tasks they find challenging.	To dress and undress independently. To think about eating habits and how to keep healthy. To show resilience and perseverance in tasks that they find difficult	Be confident to try new activities and show independence, resilience and perseverance in the face of challenge. Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.
Building Relationships	To confidently separate from their carer at the beginning of the day. To spend increasing amounts of time alongside children with similar interests.	Seeks out companionship with adults or peers, sharing experiences or play ideas. Is increasingly flexible and cooperative during play.	To be able to work with a partner. To understand what friends do and do not do and behave accordingly, sometimes with support.	To independently show cooperative skills and back-and-forth conversation during play To listen to the ideas of other children and agree on a solution and compromise.	To be able to say how their actions affect others. To learn to work as part of a group.	To be able to cooperate and resolve conflicts peacefully. Form positive attachments to adults and friendships with peers; Show sensitivity to their own and to others' needs

RSHE	All about me	Valuing difference	Keeping safe	Being respectful	Being my best – making healthy choices	Growing and changing
Physical Development						
Gross Motor	To move safely in a space. To develop some core skills to enable sitting for 10 minutes. To use shoulder to elbow for mark making.	To continue to develop some core skills to enable sitting for longer periods of time. To develop movement from the wrist. To be able to lift and climb on large pieces of equipment, with support.	To use elbow to wrist for mark making To move in an increasing range of ways – crawl, slither, bunny hop, skip	To begin to control objects such and balls and bean bags To show increasing balance, core strength, agility and coordination when using large apparatus including outside.	To move safely with confidence and imagination, communicating ideas through movement. To use wrist to hand movement To show good control over objects e.g. ball, bean bags.	To negotiate space and obstacles safely, with consideration for themselves and others; To demonstrate strength, balance and coordination when playing; To move energetically, such as running, jumping, dancing, hopping, skipping and climbing.
Fine Motor Development	To use a dominant hand. To hold a mark making resource comfortably. To use large implements for Mark Making e.g. sticks, large w/b pens, tripod pencils, paintbrushes to make large marks.	To begin to use a range of tools e.g. rolling pins, cutters, glue sticks, glue spreaders. To draw on a large scale. Begin to develop a good scissor hold and make snips in paper or card.	To draw lines, circles and shapes to draw pictures. To use smaller mark making tools and work on a smaller area e.g. A3 boards and paper To hold scissors correctly and begin to cut more accurately in a straight line. To begin developing skills to form letters correctly.	To draw on a smaller area with more control and emerging pictures that are beginning to be recognisable. To use scissors to cut lines which are not straight.	To use cutlery appropriately. To use smaller mark making tools with and effective grip. To use tools effectively to effect changes to materials glue, split pins, stapler etc. To draw on a smaller area creating pictures that are identifiable and increasing in accuracy.	To hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases. To use a range of small tools, including scissors, paint brushes and cutlery; To begin to show accuracy and care when drawing.

					To use materials to collage including beads, sequins and smaller objects Able to form letters correctly	
Area of Learning: Literacy						
Comprehension	To independently look at a book, hold it correctly and turn pages. To listen to and enjoy a range of books	To listen carefully to stories and be able to answer what and who questions about what they have heard. To begin to tell their own stories using small world resources and role play.	To engage in an increasing range of books. To act out stories using recently introduced vocabulary. To talk about characters in the books they have read.	To answer questions about settings and the feelings of characters. To develop their own stories and begin to tell them with a beginning, middle and ending. To use a widening vocabulary in their play.	To listen to stories, retell them, change them and draw story maps to support retelling. To be able to predict the end of a story. To tell their own story with a clear beginning, middle and end.	To demonstrate a good understanding of what has been read to them by retelling. To anticipate key events in stories. To use and understand recently introduced vocabulary during discussions about stories, non-fictions and poems.
Word Reading	To hear general sound discrimination. To recognise some GPCs To begin to orally segment and blend CVC words.	To understand that words are read from left to right Begin to read CVC words by blending for reading. To begin to recognise tricky words.	To begin to recognise digraphs in words and blend the sounds together. To recognise a growing number of CEWs and HFWs.	To confidently segment and blend to read simple sentences with CVC words containing vowel digraphs. To have an increasing repertoire of CEWs and HFWs that are read on sight.	To quickly recall chapter 3 digraphs and trigraphs. To re-read sentences after decoding. To use knowledge of CEWs and HFWs to increase fluency when reading.	To read words consistent with their phonics knowledge by sound-blending. To read aloud simple sentences and books that are consistent with their phonics knowledge, including some CEWs.
Writing	To be confident mark making on vertical and horizontal surfaces.	To begin to write initial sounds. To begin to form letters correctly	To write the dominant sounds within words,	To make phonetically plausible attempts at writing words and	To make phonetically plausible attempts at writing simple sentences in	To write recognisable letters, most of which are correctly formed.

		To write their own name.	representing these with letters.	simple captions in meaningful contexts.	meaningful contexts. To form most letters correctly with an effective pencil grip.	To spell words by identifying the sounds in them and representing the sounds with letters or groups of letters. To write simple sentences which can be read by others.
Area of Learning: Mathematics						
Number	Subitising to 1,2 and 3 Explore composition of numbers to 4 by investigating how many 1s are in a number Pairing 1 item with 1 count word	Subitising to 5 Match numerals to amounts (1-5) Make amounts within 5. Explore composition of numbers to 5.	Subitising 6,7 and 8 Partition sets of 5 in different ways. To count out a set from a bigger group. Exploring composition of numbers 6,7 and 8.	Subitising 9 and 10 Explore addition and subtraction using practical resources. Match numerals to amounts (1-10) Explore subtraction facts to 5 Exploring composition of numbers 9 and 10.	Explore number bonds to 10. Tell addition and subtraction stories in playful contexts. Explore partitioning numbers with a wide range of representations. Deepen understanding of subtraction facts to 5	Automatic recall of number bonds to 5 Remember some number bonds to 10. Represent numbers to 10 and beyond using practical resources. Subitise quantities confidently.
Numerical Patterns	Join in with counting sequences to 5 e.g. in number rhymes Patterns – creating, copying and making AB patterns Match, sort and compare objects and amounts.	Recite numbers from 0-10 in sequence. Compare amounts up to 5 using more, fewer and equal to. . Identify the unit of repeat in a AB pattern.	To count confidently to 10 and beyond. Recite numbers backwards from 10-0 Order numerals 0-10. Understand 1 more, 1 less and when 2 sets are equal. Continue an ABC pattern.	To count confidently to 20 Exploring doubles Explore odd and even numbers. Create own ABB and ABBC patterns.	Verbally count beyond 20 Explore the concept of sharing Create a pattern which repeats around a circle.	Recall double facts Count beyond 20, recognising the pattern of the number system. Compare quantities up to 10 in different contexts/. Create a pattern around a border with a fixed number of spaces.

Shape, Space and Measure	Identifying, naming and sorting 2d shapes. Using positional language	Explore differences in length and height	Recognise and name common 3d shapes.	Explore differences in capacity and weight	Manipulate, rotate, compose and decompose 2d and 3d shapes.	Explore, order and sequence time.
Area of Learning: Understanding the World						
People, Culture and Communities	Geography: Talking about their own environment, their home, the outdoor space, places they know and are familiar with. Locating key familiar places on a map. Sequencing pictures of local walk	Geography: Compare Christmas in Hedge End to other places in the world.			Geography: Children build knowledge of their environment by looking at maps. Children can create their own maps of familiar environments. Children notice key places in their locality e.g. shops, school, park	Geography: Children begin to understand the impact their behaviour can have on the environment.
	RE: All about me. What is a Christian?	RE: Celebrating Birth. How do Christians celebrate the birth of Jesus?	RE: Special people. Who was Jesus and why is he special to Christians?	RE: Storytelling. What stories did Jesus tell?	RE: Special clothes – What clothes are special to Hindu people?	RE: Transition and moving on.
	Computing: Children explore using simple technological equipment.	Computing: Children use ICT hardware to interact with age-appropriate software	Computing: Children explore creating digital art using a paint package.	Computing: Children explore moving a robot. They begin to understand they can give a robot an instruction.	Computing: Children begin to explore word processing e.g., by typing their own name.	Computing: Children can create digital content e.g. a picture or video using appropriate devices.
Past and Present	History: Children become familiar with daily routines and can anticipate the structure of the day.	History: Children are able to talk about events in their own lives e.g. past celebrations	History: Children talk about their experience of people's roles in society e.g. going to the dentist / doctor	History: Children can sequence an event which is familiar to them.	History: Children know some similarities and differences between things in the past and now.	History: Children can talk about the lives of people around them.

		Children can comment on familiar situations in the past.				
The Natural World	Science: Identify parts of the body Know that we look different as we get older. Talk about how we take care of ourselves.	Science: Describe own environment Talk about seasonal changes in their own environment. Identify animals that hibernate and understand why this is important.	Science: Identify the people who can help us e.g., dentist. Understand the importance of cleaning teeth Observe changes in the natural world e.g., ice melting	Science: Identify simple materials Observe changes in materials e.g., when fabric has water poured on Observe and compare changes in weather and seasons	Science: Identify where animals live in the world Look for patterns between the animal and its environment Talk about why animals are suited to particular habitats	Science: Understand why objects float and sink. Identify animal habitats under the sea. Explain similarities and differences between the seasons.
		Geography: Children discuss the seasonal changes they observe. Focus tree observation– talk about how it changes in Autumn	Geography: Children begin to explore weather changes.	Geography: Children continue to discuss the seasonal changes they observe. Focus tree observation – talk about how it changes in Spring	Geography: Children notice similarities and differences in the world around them. Children begin to explore environments which are different to where they live.	Geography: Children continue to discuss the seasonal changes they observe. Focus tree observation – talk about how it changes in Summer.
Expressive Arts and Design						
Creating with Materials	Experiment with colour and making marks Use construction materials to join pieces, stack and balance	Use a range of tools when constructing, Use construction materials to make enclosures and create spaces.	To effect changes to materials to achieve their aims.	To make props and costumes for different role play scenarios.	To use smaller mark making tools and work on a smaller area to create art.	To express themselves and communicate using a range of art forms.
	Art: Making marks with paint	Art: Experimenting with clay	Art: Exploring digital art	Art: Exploring Printing	Art: Developing and refining drawing skills	Art: Exploring collage

	DT: Exploring a range of materials and tools freely, developing ideas about how to use them and what to make	DT: Exploring a range of materials and tools freely, developing ideas about how to use them and what to make	DT: Learn a range of joining skills and techniques when creating models.	DT: Learn a range of joining skills and techniques when creating models.	DT: Safely use and explore a variety of materials, tools and techniques experimenting with colour, design, texture, form and function. Share creations, explaining the process they have used.	DT: Safely use and explore a variety of materials, tools and techniques experimenting with colour, design, texture, form and function. Share creations, explaining the process they have used.
Being Imaginative and Expressive	Begin to join in with songs and rhymes. Enjoy movement and dancing Re-enact own experiences through role play.	Sing in a group Listen to and move to music. Explore musical instruments	To play a range of instruments and create their own ideas.	To sing and recite a larger range of songs and rhymes with others in a group	To work collaboratively as part of a group to create, tell or retell a narrative	Invent, adapt and recount narratives and stories with peer Sing a range of well-known nursery rhymes and songs
		Music: Incy Wincy Spider – Pitch and Texture	Music: Dragon Dance – Duration		Music: The Weather - Dynamics and Tempo	Music: On the Beach – Structure and Timbre