Burradon Community Primary School

Early Years Foundation Stage Curriculum Overview 2025-2026

EYFS FS2: Green FS1: Grey 0-3: Blue	Connections and Contexts	Personal, Social and Emotional Development	Communication and Language	Physical Development
Summer 2	**FS1 FS2 topic: Somebody swallowed Stanley** **Pre-school topic: Let's grow**	Identify and moderate their own feelings socially and emotionally. Think about the perspectives of others. Show resilience and perseverance in the face of challenge. Show more confidence in new social situations. Find solutions to conflicts and rivalries. Understand gradually how others might be feeling. Talk with others to solve conflicts. Remember rules without needing an adult to remind them. Talk about their feelings in more elaborated ways: "I'm sad because…" or "I love it when …". Learn to use the toilet with help, and then independently.	Learn new vocabulary. Use new vocabulary through the day. Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary. Enjoy listening to longer stories and can remember much of what happens. Develop their pronunciation but may have problems saying: multi-syllabic words – pterodactyl. Develop their communication, but may continue to have problems with irregular tenses and plurals such as 'runned' for 'ran'. Understand a question or instruction that has two parts such as 'get your coat and wait at the door'. Know many rhymes, be able to talk about familiar books and be able to tell a long story. Be able to express a point of view and to debate when they disagree with an adult or a friend, using words as well as actions. Understand and act on longer sentences like 'make teddy jump' or 'find your coat' Understand simple questions about 'who', 'what' and 'where' (but generally not 'why').	Develop overall body strength, co-ordination, balance and agility needed to engage in future physical education sessions. Confidently and safely use a range of large and small apparatus indoors and outside. Know and talk about the different factors that support their overall health and wellbeing. Develop the foundations of a handwriting style which is fast, accurate and efficient. Continue to develop their movement, balancing, riding and ball skills. Be increasingly independent in meeting their own care needs. Be increasingly independent as they get dressed and undressed. Develop manipulation and control. Explore different materials and tools.
Summer 1	**FS1 FS2 topic: Eggs** **Pre-school topic: Under the sea**	Identify and moderate their own feelings socially and emotionally. Think about the perspectives of others. Show resilience and perseverance in the face of challenge. Show more confidence in new social situations. Talk with others to solve conflicts. Understand gradually how others might be feeling. Develop their sense of responsibility and membership of a community. Remember rules without needing an adult to remind them. Notice and ask questions about differences, such as skin colour, types of hair, gender, special needs and disabilities, religion and so on. Safely explore emotions beyond their normal range through play and stories.	Learn new vocabulary. Use new vocabulary through the day. Use talk to help work out problems and organise thinking and activities, and to explain how things work and why they might happen. Retell a story, once they have developed a deep familiarity with the text; some as exact repetition and some in their own words. Understand 'why' questions like 'Why do you think the caterpillar got so fat?' Develop their pronunciation but may have problems saying: some sounds – r, j, th, ch, sh. Develop their communication, but may continue to have problems with irregular tenses and plurals such as 'runned' for 'ran'. Understand a question or instruction that has two parts such as 'get your coat and wait at the door'. Know many rhymes, be able to talk about familiar books and be able to tell a long story. Be able to express a point of view and to debate when they disagree with an adult or a friend, using words as well as actions. Use the speech sounds p, b, m, w. Pronounce: l/r/w/y, f/th, s/sh/ch/dz/j, multi-syllabic words such as 'banana' and 'computer'	Provide opportunities to move that require quick changes of speed and direction. Combine different movements with ease and fluency. Confidently and safely use a range of large and small apparatus indoors and outside. Know and talk about the different factors that support their overall health and wellbeing. Continue to develop their movement, balancing, riding and ball skills. Use a comfortable grip with good control when holding pens and pencils. Be increasingly independent as they get dressed and undressed. Show an increasing desire to be independent, such as wanting to feed themselves and dress or undress. Start eating independently and learning how to use a knife and fork.

			Listen to simple stories and understand what is happening, with the help of the pictures. Identify familiar objects and properties for practitioners when they are described: for example: 'Katie's coat', 'blue car', 'shiny apple'.	
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Spring 2	**FS1 FS2 topic: Outdoor Explorers** **Pre-school topic: Terrific tales**	Build constructive and respectful relationships. Become more outgoing with familiar people, in the safe context of their setting. Play with one or more other children, elaborating play ideas. Understand gradually how others might be feeling. Begin to show 'effortful control'. For example, waiting for a turn and resisting the strong impulse to grab what they want or push their way to the front. Develop friendships with other children.	Learn new vocabulary. Use new vocabulary through the day. Describe events in some detail. Ask questions to find out more and to check they understand what has been said to them. Articulate their ideas and thoughts in well formed sentences. Use longer sentences of four to six words. Use talk to organise themselves and their play. Develop their communication, but may continue to have problems with irregular tenses and plurals such as 'runned' for 'ran'. Understand a question or instruction that has two parts such as 'get your coat and wait at the door'. Start to develop conversation, often jumping from topic to topic. Develop pretend play: 'putting the baby to sleep' or 'driving the car to the shops'.	Provide opportunities for children to spin, rock, tilt, fall, slide and bounce. Combine different movements with ease and fluency. Confidently and safely use a range of large and small apparatus indoors and outside. Continue to develop their movement, balancing, riding and ball skills. Start taking part in some group activities which they make up for themselves, or in teams. Be increasingly independent as they get dressed and undressed. Use large and small motor skills to do things independently, for example manage buttons and zips, and pour drinks.
Spring 1	**FS1 FS2 topic: Terrific tales** **Pre-school topic: Outdoor explorers**	See themselves as a valuable individual. Build constructive and respectful relationships. Express their feelings and consider the feelings of others. Show more confidence in new social situations. Develop appropriate ways of being assertive. Understand gradually how others might be feeling. Feel strong enough to express a range of emotions. Grow in independence, rejecting help ("me do it"). Sometimes this leads to feelings of frustration and tantrums. Be increasingly able to talk about and manage their emotions.	Learn new vocabulary. Use new vocabulary through the day. Connect one idea or action to another using a range of connectives. Engage in non-fiction books. Listen to and talk about stories to build familiarity and understanding. Sing a large repertoire of songs. Start a conversation with an adult or a friend and continue it for many turns. Develop their communication, but may continue to have problems with irregular tenses and plurals such as 'runned' for 'ran'. Understand a question or instruction that has two parts such as 'get your coat and wait at the door'. Listen to other people's talk with interest but can easily be distracted by other things. Make themselves understood and can become frustrated when they cannot. Start to say how they are feeling, using words as well as actions.	Allow for time to be still and quiet. Encourage children to conclude movements in balance and stillness. Confidently and safely use a range of large and small apparatus indoors and outside. Combine different movements with ease and fluency. Further develop and refine a range of ball skills. Continue to develop their movement, balancing, riding and ball skills. Match their developing physical skills to tasks and activities in the setting. Collaborate with others to manage large items. Choose the right resources to carry out their own plan. Use one handed tools and equipment. Show a preference for a dominant hand. Start taking part in some group activities which they make up for themselves, or in teams. Spin, roll and independently use ropes and swings (for example, tyre swings). Sit on a push-along wheeled toy, use a scooter or ride a tricycle.

EYFS FS2: Green FS1: Grey 0-3: Blue	Connections and Contexts	Personal, Social and Emotional Development	Communication and Language	Physical Development
Autumn 2	**FS1 FS2 topic:** **People who help us** **Pre-school topic:** **Amazing me**	Express their feelings and consider the feelings of others. Talk about their feelings using words like 'happy', 'sad', 'angry' or 'worried'. Show more confidence in new social situations. Play with one or more other children, elaborating play ideas. Understand gradually how others might be feeling. Thrive as they develop self-assurance. Look back as they walk away from their key person. Look for clues about how to respond to something interesting. Play with increasing confidence on their own and with other children, because they know their key person is nearby and available. Feel confident when taken out around the local neighbourhood and enjoy exploring new places with their key person.	Understand how to listen and why listening is important. Learn new vocabulary. Use new vocabulary through the day. Use new vocabulary in different contexts. Engage in story times. Use a wider vocabulary. Develop their communication, but may continue to have problems with irregular tenses and plurals such as 'runned' for 'ran'. Understand a question or instruction that has two parts such as 'get your coat and wait at the door'. Reach or point to something they want while making sounds. Copy your gestures and words. Constantly babble and use single words during play. Use intonation, pitch and changing volume when 'talking' Understand single words in context – 'cup', 'milk', 'daddy'. Understand frequently used words such as 'all gone', 'no' and 'bye-bye'. Understand simple instructions like "give to nanny" or "stop". Recognise and point to objects if asked about them. Generally focus on an activity of their own choice and find it difficult to be directed by an adult.	Progress towards a more fluent style of moving, with developing control and grace. Combine different movements with ease and fluency. Confidently and safely use a range of large and small apparatus indoors and outside. Continue to develop their movement, balancing, riding and ball skills. Skip, hop, stand on one leg and hold a pose for a game like musical statues. Increasingly be able to remember sequences and patterns of movements which are related to music and rhythm. Gradually gain control of their whole body through continual practice of large movements, such as waving, kicking, rolling and walking. Clap and stamp to music. Walk, run, jump and climb – and start to use the stairs independently.
Autumn 1	**FS1 FS2 topic:** **Amazing me** **Pre-school topic:** **People who help us**	Build constructive and respectful relationships. Understand how to listen and why listening is important. Manage their own needs. Select and use activities and resources, with help when needed. Talk about their feelings using words like 'happy', 'sad'. Become more outgoing with familiar people, in the safe context of their setting. Increasingly follow rules, understanding why they are important. Understand gradually how others might be feeling. Find ways to calm themselves, through being calmed and comforted by their key person. Establish their sense of self. Express preferences and decisions. They also try new things and start establishing their autonomy. Engage with others through gestures, gaze and talk. Use that engagement to achieve a goal. For example, gesture towards their cup to say they want a drink. Find ways of managing transitions, for example from their parent to their key person.	Learn new vocabulary Use new vocabulary through the day Develop social phrases Listen carefully to rhymes and songs, paying attention to how they sound Learn rhymes, poems and songs. Pay attention to more than one thing at a time. Understand a question or instruction that has two parts such as 'get your coat and wait at the door'. Develop their communication, but may continue to have problems with irregular tenses and plurals such as 'runned' for 'ran'. Watch someone's face as they talk. Copy what adults do, taking 'turns' in conversations (through babbling) and activities. Try to copy adult speech and lip movements. Enjoy singing, music and toys that make sounds. Recognise and are calmed by a familiar and friendly voice. Listen and respond to a simple instruction.	Develop confidence, competence, precision and accuracy when engaging in activities that involve a ball. Further develop the skills they need to manage the school day successfully. Use their core muscle strength to achieve a good posture when sitting at a table or on the floor. Develop their fine motor skills so that they can use a range of tools competently, safely and confidently (pencils, paintbrushes, scissors, knives, forks and spoons). Continue to develop their movement, balancing, riding and ball skills. Go up steps or stairs, or climb apparatus, using alternate feet. Use large-muscle movements to wave flags and streamers, paint and make marks. Start eating independently and learning how to use a knife and fork. Make healthy choices about food, drink, activity and toothbrushing. Enjoy moving when outdoors and inside. Reach out for objects as co-ordination develops.

			Make sounds to get attention in different ways (for example, crying when hungry or unhappy, making gurgling sounds, laughing, cooing or babbling). Babble, using sounds like 'baba', 'mamama'. Use gestures like waving and pointing to communicate.	Pass things from one hand to the other. Let go of things and hand them to another person, or drop them.

EYFS FS2: Green FS1: Grey 0-3: Blue	Connections and Contexts	Literacy	Mathematics	Understanding the World	Expressive Arts and Design
Summer 2	**FS1 FS2 topic: Somebody swallowed Stanley** **Pre-school topic: Let's grow**	Re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment. Write short sentences with words with known sound-letter correspondences using a capital letter and a full stop. Re-read what they have written to check that it makes sense. Write some letters accurately. Write some or all of their name. Add some marks to their drawings, which they give meaning to. For example: "That says mummy." Make marks on their picture to stand for their name.	Count objects, actions and sounds. Subitise. Explore the composition of numbers to 10. Compare numbers. Automatically recall bonds to numbers 0-10. Experiment with their own symbols and marks as well as numerals. Solve real world mathematical problems with numbers up to 5. Compare quantities using language: 'more than,' 'fewer than.' Begin to describe a sequence of events, real or fictional, using the words 'first,' 'then'. Describe a familiar route. Compare sizes, weights etc. using gesture and language - 'bigger/little/smaller', 'high/low', 'tall', 'heavy'. Notice patterns and arrange things in patterns.	Draw information from a single map. Recognise some similarities and differences between life in this country and life in other countries. Explore the natural world around them. Describe what they see, hear and feel whilst outside. Recognise some environments that are different to the one in which they live. Explore collections of materials with similar and/or different properties. Talk about what they see, using a wide vocabulary. Use all your senses in hands-on exploration of natural materials. Begin to understand the need to respect and care for the natural environment and all living things. Know that there are different countries in the world and talk about the differences they have experienced or seen in photos. Explore and respond to different natural phenomena in their setting and on trips.	Explore and use and refine a variety of artistic effects to express their ideas and feelings. Begin to develop complex stories using small world equipment like animal sets, dolls and dolls houses. Make imaginative and complex 'small worlds' with blocks and construction kits, such as a city with different buildings and a park. Create their own songs, or improvise a song around one they know. Play instruments with increasing control to express their feelings and ideas. Manipulate and play with different materials. Use their imagination as they consider what they can do with different materials.
Summer 1	**FS1 FS2 topic: Eggs** **Pre-school topic: Under the sea**	Write short sentences with words with known sound-letter correspondences using a capital letter and a full stop. Re-read what they have written to check that it makes sense. Develop their phonological awareness, so that they can: -recognise words with the same initial sound Write some or all of their name.	Count objects, actions and sounds. Subitise. Explore the composition of numbers to 10. Compare numbers. Understand the 'one more that/one less than' relationship between consecutive numbers. Count beyond ten. Select, rotate and manipulate shapes in order to develop spatial reasoning skills. Experiment with their own symbols and marks as well as numerals.	Understand that some places are special to members of their community. Explore the natural world around them. Describe what they see, hear and feel whilst outside. Plant seeds and care for growing plants. Begin to understand the need to respect and care for the natural environment and all living things.	Explore and use and refine a variety of artistic effects to express their ideas and feelings. Join different materials and explore different textures. Show different emotions in their drawings and paintings, like happiness, sadness, fear etc. Sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs.

		Notice some print, such as the first letter of their name, a bus or door number, or a familiar logo. Enjoy drawing freely.	Solve real world mathematical problems with numbers up to 5. Understand position through words alone eg 'The bag is under the table' without pointing. Discuss routes and location, using words like 'in front of' and 'behind.' Count in everyday contexts, sometimes skipping numbers – '1-2-3-5'.	Know that there are different countries in the world and talk about the differences they have experienced or seen in photos. Understand the key features of the life cycle of a plant and an animal. Explore natural materials, indoors and outside.	Play instruments with increasing control to express their feelings and ideas. Explore different materials, using all their senses to investigate them. Make simple models which express their ideas.
EYFS FS2: Green FS1: Grey 0-3: Blue	**Connections and Contexts**	**Literacy**	**Mathematics**	**Understanding the World**	**Expressive Arts and Design**
Spring 2	**FS1 FS2 topic: Outdoor Explorers** **Pre-school topic: Terrific tales**	Form lower case and capital letters correctly Read some letter groups that each represent one sound and say the sounds for them (sh, ch th) Develop their phonological awareness, so that they can: -spot and suggest rhymes Repeat words and phrases from familiar stories. Ask questions about the book. Make comments and shares their own ideas. Develop play around favourite stories using props.	Explore the composition of numbers to 10. Compare numbers. Compose and decompose shapes so that children recognise a shape can have other shapes *within* it, just as numbers can. Understand the 'one more that/one less than' relationship between consecutive numbers. Select, rotate and manipulate shapes in order to develop spatial reasoning skills. Show 'finger numbers' up to 5. Link numerals and amounts: for example, showing the right number of objects to match the numeral, up to 5. Select shapes appropriately: flat surfaces for building, a triangular prism for a roof etc. Combine shapes to make new ones - an arch, a bigger triangle etc. Climb and squeeze themselves into different types of spaces. Build with a range of resources. Complete inset puzzles.	Compare and contrast characters from stories, including figures from the past. Draw information from a single map. Explore the natural world around them. Describe what they see, hear and feel whilst outside. Understand the effect of changing seasons on the natural world around them. Explore collections of materials with similar and/or different properties. Talk about what they see, using a wide vocabulary. Use all your senses in hands-on exploration of natural materials. Explore natural materials, indoors and outside.	Return to and build on their previous learning, refining ideas and developing their ability to represent them. Draw with increasing complexity and detail, such as representing a face with a circle and including details. Sing the pitch of a tone sung by another person (pitch match). Express ideas and feelings through making marks, and sometimes give a meaning to the marks they make. Start to develop pretend play, pretending that one object represents another. For example, a child holds a wooden block to her ear and pretends it's a phone.
Spring 1	**FS1 FS2 topic: Terrific tales** **Pre-school topic: Outdoor explorers**	Form lower case and capital letters correctly Read some letter groups that each represent one sound and say the sounds for them (sh, ch th) Develop their phonological awareness, so that they can: -count or clap syllables in a word Enjoy sharing books with an adult. Pay attention and respond to the pictures or the words. Have favourite books and seek them out, to share with an adult, with another child, or to look at alone.	Explore the composition of numbers to 10. Compare numbers. Link the number symbol (numeral) with it's cardinal number value. Compare length, weight and capacity. Show 'finger numbers' up to 5. Link numerals and amounts: for example, showing the right number of objects to match the numeral, up to 5. Make comparisons between objects relating to size, length, weight and capacity. Extend and create ABAB patterns - stick, leaf, stick, leaf. Notice and correct an error in a repeating pattern. Compare amounts, saying 'lots', 'more' or 'same'.	Understand the effect of changing seasons on the natural world around them. Comment on images of familiar situations in the past. Plant seeds and care for growing plants. Explore and talk about different forces they can feel. Understand the key features of the life cycle of a plant and an animal. Explore and respond to different natural phenomena in their setting and on trips.	Create collaboratively, sharing ideas, resources and skills. Develop storylines in their pretend play. Use drawing to represent ideas like movement or loud noises. Respond to what they have heard, expressing their thoughts and feelings. Notice patterns with strong contrasts and be attracted by patterns resembling the human face. Start to make marks intentionally. Explore paint, using fingers and other parts of their bodies as well as brushes and other tools.

			Develop counting-like behaviour, such as making sounds, pointing or saying some numbers in sequence.		
EYFS FS2: Green FS1: Grey 0-3: Blue	**Connections and Contexts**	**Literacy**	**Mathematics**	**Understanding the World**	**Expressive Arts and Design**
Autumn 2	**FS1 FS2 topic: People who help us** **Pre-school topic: Amazing me**	Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words Read a few common exception words matched to the school's phonic programme. Spell words by identifying the sounds and then writing the sound with the letter/s Engage in extended conversations about stories, learning new vocabulary. Understand the five key concepts about print: -print has meaning -page sequencing Join in with songs and rhymes, copying sounds, rhythms, tunes and tempo. Say some of the words in songs and rhymes. Copy finger movements and other gestures. Sing songs and say rhymes independently, for example, singing whilst playing.	Explore the composition of numbers to 10. Compare numbers. Say one number for each item in order 1,2,3,4,5. Know that the last number reached when counting a small set of objects tells you how many there are in total (cardinal principle). Talk about and explore 2D and 3D shapes using informal and mathematical language: sides, corners, straight, flat, round. Take part in finger rhymes with numbers. React to changes of amount in a group of up to three items.	Recognise that people have different beliefs and celebrate special times in different ways. Understand the effect of changing seasons on the natural world around them. Use all your senses in hands-on exploration of natural materials. Explore collections of materials with similar and/or different properties. Talk about what they see, using a wide vocabulary. Begin to make sense of their own life-story and family's history. Show interest in different occupations. Make connections between the features of their family and other families. Explore natural materials, indoors and outside. Notice differences between people.	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. Explore and engage in music making and dance, performing solo or in groups. Explore different natural materials freely, in order to develop their ideas about how to use them and what to make. Develop their own ideas and then decide which materials to use to express them. Listen to increased attention to sounds. Remember and sing entire songs. Join in with songs and rhymes, making some sounds. Make rhythmical and repetitive sounds. Explore a range of soundmakers and instruments and play them in different ways. Enjoy and take part in action songs, such as 'Twinkle, Twinkle Little Star'.
Autumn 1	**FS1 FS2 topic: Amazing me** **Pre-school topic: People who help us**	Read individual letters by saying the sounds for them. Blend sounds into words, so that they can read short words made up of known letter-sound correspondence. Use some of their print and letter knowledge in their early writing (shopping lists) Understand the five key concepts about print: -we read English text from left to right, top to bottom -the names of the different parts of a book Enjoy songs and rhymes, tuning in and paying attention.	Count objects, actions and sounds. Subitise. Continue, copy and create repeating patterns. Compare length. Develop fast recognition of up to 3 objects, without having to count them individually (subitising). Recite numbers past 5. Make comparisons between objects relating to size, length, weight and capacity. Talk about and identify the patterns around them. Combine objects like stacking blocks and cups. Put objects inside others and take them out again.	Talk about members of their immediate family and community. Name and describe people who are familiar to them. Talk about the differences between materials and changes they notice. Continue developing positive attitudes about the differences between people. Repeat actions that have an effect. Explore materials with different properties. Explore natural materials, indoors and outside.	Sing in a group or on their own, increasingly matching the pitch and following the melody. Take part in simple pretend play, using an object to represent something else even though they are not similar. Create closed shapes with continuous lines, and begin to use these shapes to represent objects. Explore colour and colour mixing. Show attention to sounds and music. Respond emotionally and physically to music when it changes. Move and dance to music. Anticipate phrases and actions in rhymes and songs, like 'Peepo'. Explore their voices and enjoy making sounds.