EYFS Overview 2026-2027

Nursery	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Trip Ideas/ experiences	Story Cafe	Christmas Concert Christmas party	Story Cafe	Caterpillars? Ewe and lambs?		Sports day Transition Days
Literacy - Core texts	Brown Bear, It's not a Stick, Shark in the Park, Books on Autumn, Dear Zoo, Peace at Last, Five Little Pumpkins, Whizz, Bang, Wheee, Lighting a Lamp, Christmas Stories, Books on Winter, A Busy Day for Birds, Chinese New Year books, Owl Babies, Hooray for Fish, Books on Spring, Jasper's Beanstalk, Hungry Caterpillar, Duck in the Truck, We're Going on a Bear Hunt, Handa's Surprise, Three Little Pigs, Hippo has a Hat, Little Red Hen, Three Billy Goats Gruff, Whiffy Wilson					
Literacy link activities	Sound Lotto with animal sounds Make animal shortbread biscuits Use sticks to create pictures Move in different ways (different animals) Baskets with props from stories Make telescopes - what can we see?	Sound lotto with animal sounds from Dear Zoo Use different resources to create animals from Dear Zoo Move in different ways - animals in story Make Diwali lamps Firework pictures Explore Autumn resources Make apple crumble Baskets with props from stories Make mince pies	Bird Watching (Tally chart) Different resources to create birds Make bird feeders Make chinese lanterns Taste Chinese food Patterns	Bug Hunt Assault Course (positional) Maps Plant beans Taste fruit from story	Re-enact Bear Hunt outside Make sound shakers to use when retelling story Create story map Make fruit kebabs for snack	Create dens Create story map
Songs	Key Rhymes - Happy and You Know It, Wheels on the Bus, Twinkle Twinkle, Miss Polly had a Dolly, Little Miss Muffet, Five Little Ducks, 1, 2, 3, 4, 5, I'm a Little Teapot, Five Currant Buns, Hickory Dickory Dock, Hey Diddle diddle, Wind the Bobbin up, Row Row, London's Burning, Baa Baa Black Shhep, Humpty Dumpty, Old McDonald					
Speech and Language	**Box Time from week 3 Make it up Monday**	**Box Time Make it up Monday**	**Listening & Attention Make it up Monday**	**Listening & Attention Make it up Monday**	**Letters & Sounds Make it up Monday**	**Letters & Sounds - rhyming and alliteration Make it up Monday**
Concept Cat Word Aware focus	**Words to be discussed across Seedlings and Saplings based on Wellcomm results, assessments and needs of the cohort.**					
Communication and language	Listens to and enjoys rhythmic patterns in rhymes and stories, trying to join in with actions or vocalisations Enjoys rhymes and demonstrates listening by trying to join in with actions or vocalisations Start to spend longer periods of time with activities of choice. Use gestures with limited speech	Understands simple sentences and follows simple instructions Listen to and recognise familiar sounds Sit and listen at carpet time for short periods of time (5 mins) Shows interest in play with songs, instruments, rhymes Start to ask simple questions Putting two to three words together	Listen to and engage with stories Sit and listen to others one to one, or in small groups Sit and listen to stories with increased attention and recall Start to talk about things around them Start to understand two part instructions	Start to join in with repeated refrains when listening to stories. Joins in with words and actions of songs/rhymes Start to use longer sentences Use and understand different questions - what, where, who	Enjoys rhythmic patterns in stories, songs and rhymes. Able to remember and retell simple stories using props/book Start to hear and identify syllables in words Hold a conversation Talk about feelings and experiences	Start to hear and recognize rhyming words. Start to hear initial sounds of words Talk about what they are doing, using action words as part of longer sentences

Personal, social and emotional development	Start to learn and follow simple routines and boundaries in class Explores the environment, interacts with others and plays confidently Enjoys playing alone and alongside others and is also interested in being together and playing with other children Is aware of and interested in their own and others' physical characteristics, pointing to and naming features such as noses, hair and eyes Starts to talk about and express different feelings	Start to show empathy to peers Watch others play - sometimes joining in, putting forward their ideas, following the ideas of others Asserts their own ideas and preferences and takes notice of other people's responses Talk about and express a wider range of feelings and emotions	Starts to understand that their actions could hurt or upset others. Show concern for others. Starts to feel a sense of belonging in class, and start to increasingly follow the rules. Be willing to try new experiences. Become more aware of similarities and differences between themselves and those around them.	Increasingly follow rules without an adult reminding them. Start to be able to manage and find solutions to conflict. Express a wide range of emotions in their interactions Be confident in new situations
Physical Development	Participates in finger and action rhymes, songs and games, imitating the movements and anticipating actions Shows interest, dances and sings to music rhymes and songs, imitating movements of others When holding crayons, chalks etc,talk about the marks they make - what do they represent? Start to identify different parts of their bodies Help with their clothing when getting ready to go outside/inside		Start to get waterproofs on and off independently. Able to maintain balance and hold poses Use large motor movements to make marks, use streamers etc. Name different parts of their body Run with spatial awareness Use one-handed tools to create with. Can create lines and circles using gross motor skills Use the toilet with some support if required	Throw and catch a ball/beanbag Continue to develop bike/scooter skills Manipulate a large range of one-handed tools and equipment Get themselves dressed/undressed for outside/inside independently Use the toilet independently
	Strengthening activities - Finger gym activities, dough disco, squeeze and manipulate Hand-eye coordination activities-threading,, puzzles, duplo etc Using tools to make marks, including writing using palm, fist grip Refining grip, pressure and control using chubby pencils/pencil grips, felts, white boards and pens Using one handed tools - loop scissors and sprung scissors Yoga, Tummy Time, Scarf Dancing, Movement to Music			