

**EYFS Curriculum Overview - Summer Term 2025**

|  | **NURSERY** | **RECEPTION** |
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| **Personal, Social and Emotional Development**  **Self Regulation**  **Managing Self**  **Building Relationships** | * Strengthening friendship bonds between a wider group of friends. * Initiating play, offering cues to peers to join in. * Enjoying the responsibility of carrying out small tasks. * Adapting behaviour to different events and social situations. * Finding a compromise, taking steps to resolve a conflict. * Looking after each other on our Summer Term trip. | * I can persevere * I believe in me * Setting goals * Going for goals * Looking at our world * Looking after our world * Me and my world |
| **Communication and Language**  **Listening, Attention, and Understanding**  **Speaking** | * Developing questioning skills. * Playing games with two or three part instructions. * Rhyme games and Sounds games, differentiating sounds in the environment. * Learning to listen to our friends and respond with relevant questions. * Hold conversations with a back and forth exchange. | * Listening skills * Following verbal instructions * Show and tell * Circle time activities * Learning and discussing weekly topic vocabulary |
| **Physical Development**  **Gross and Fine Motor Skills** | * Daily use of the nursery garden, climbing, negotiating space when running, and riding bikes. * PE lessons and Forest School sessions. * Experimenting with moving in different ways. * Developing fine motor skills in preparation for pencil control, learning how to hold a pencil using ‘froggy fingers’. * Developing scissor skills. * Beginning to show some accuracy and care when drawing. | * Daily use of outdoor areas, riding bikes, and balancing equipment. * Forest School * Twice weekly Games and Gymnastic lessons, * Dough disco, finger gym, cutting, tweezer games, tennis ball monsters, and pegging activities * Pencil and scissor skills * Handwriting |
| **Literacy**  **Comprehension, Word Reading and writing.** | * Looking in detail at The books of Julia Donaldson. * Silly soup, introducing a sound per week * Daily stories to help develop children's understanding of what they have been read, retelling stories. * Beginning to segment and blend cvc words. * Promoting pencil control and grip and forming the letters of our names. | * Daily Phonics Level 4 consolidation and assessment. * Individual and group reading activities * Continue to revise and improve letter formation. * Enjoy daily stories and answering questions about content of book. * Writing for different purposes - To include sentences, lists, speech bubbles, labels and stories * Factual writing about life cycles * Adjectives * Alphabetical order * Writing captions |
| **Maths**  **Number and Numerical Patterns** | * Using 5 & 10 frames, noticing the composition of number. * simple addition and subtraction. * Positional language, describing relative position of themselves and objects. * Experimenting with measure, capacity and length. * Measuring the class, drawing around our bodies. * Everyday language relating to money, using shopping tills. | * Manipulate, compose and decompose 2D shapes   + Select shapes for a purpose   + Copy 2D shape pictures   + Find 2D shapes within 3D shapes * Sharing and grouping   + Explore sharing with even and odd numbers   + Play with and build doubles * Visualise, build and map   + Identify units of repeating patterns   + Create and explore own pattern rules   + Visualise from different positions   + Describe positions   + Explore mapping |
| **Understanding the World**  **Past and Present, People, Culture and Communities** | * Developing an interest in the lives of people who are familiar to us * Watching our caterpillars grow and develop. * Showing care for the environment and living things * Seasons Spring to Summer * Summer trip to Wendover Woods, looking at the flora and fauna of the area. * Planting activity | * Learning about animals and their young * Looking at life cycles * Learning about what plants need to grow * Naming parts of a bean plant * Learning about butterflies * Weekly Forest School * Learning about creatures that live under the sea * Floating and sinking investigations * Floating and sinking challenge - make a pirate ship * Looking after our oceans and seas |
| **Expressive Arts and Design**  **Creating with materials,**  **Being imaginative and Expressive** | * Sand, dough and water play * Free painting * Cutting and sticking with a variety of materials * Creating our own books * Flower Pressing | * Model magic fish * Weaving * Mermaid collage starfish sand pictures * Plastic bottle turtles * Under the sea paper plates * Painting rainbow fish * Making a seascape on canvas |



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| **Spanish** | * Colours * Describing Peppa pig’s pet, dresses and hats * Likes and dislikes * Numbers 1 - 10 | * Food and drinks * Sports * Like and dislike |
| **French** | * Discreet learning of greetings & colours * Numbers 1-10 * Farm Animals * Ice cream flavours: ‘I like…/ I don’t like…’ | * Discreet learning of greetings & colours * Numbers 1-20 * Farm Animals * Ice cream flavours: ‘I like…/ I don’t like…’ |
| **Music** | * Musical counting * Sea-side and under the sea - songs, chants and rhythms * Summer songs | * Musical mini -beasts - songs, chants and rhythms * Summer songs * Carnival of the Animals and Pulse |
| **Computing** |  | * Introduction to algorithms * Computational thinking * Transferable skills |
| **P.E** | * Fundamental movement skills (gross and fine) * Simple game based activities * Instruction and listening based games * Passing and Receiving * Sports Day based activities | * Learn about different ways of travelling safely * Changing direction * Throwing and receiving * Aiming * Sports Day based activities |
| **Swimming** |  | * Entering/Exiting the water safely * Water confidence * Aquatic skills to develop their kicking * Submersion * Floatation |