

 **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
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| **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
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| **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
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| **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
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| **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
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| **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
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| **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
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| **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
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| **Computing** |  | * Introduction to algorithms
* Computational thinking
* Transferable skills
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| **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
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