



EYFS Yearly Overview 2026-27



LOVE, TRANSFORMATION, GROWTH

Our mission

At Offenham Church of England School our mission is to provide abundant opportunities for every member of our school community. We endeavour to build on the foundations of wisdom, hope, community and dignity, enabling all to thrive and flourish and to be the best they can be in the light of their unique God-given potential. We seek to provide an excellent education that considers the needs and aspirations of the whole child.

Our School Vision

To build a school community where everyone is committed to the ongoing pursuit of excellence – a place where, through the joy and hope of the resurrection there is transformation, growth and progress in children’s social, moral, spiritual, cultural and academic lives.

Our school motto

"Growing deep roots. Producing good fruit".

Our Values

- Roots** - Friendship, Perseverance, Respect, Responsibility and Truth.
Fruits - Love, joy, peace, patience, kindness, goodness, gentleness, faithfulness and self-control.

Our Root values can be seen in action across our school life together. We desire for all of our children to develop deep roots so that they are resilient, able to flourish and produce abundant fruit in their own lives and to serve the common good. Galatians 5:22 refers to the fruits as the visible signs of growth and transformation.

Characteristics of Effective Learning	Over Arching Principles
* Playing and exploring: - Children investigate and experience things, and ‘have a go’. Children who actively participate in their own play develop a larger store of information and experiences to draw on which positively supports their learning * Active learning: - Children concentrate and keep on trying if they encounter difficulties. They are proud of their own achievements. For children to develop into self-regulating, lifelong learners they are required to take ownership, accept challenges and learn persistence. * Creating and thinking critically: - Children develop their own ideas and make links between these ideas. They think flexibly and rationally, drawing on previous experiences which help them to solve problems and reach conclusions.	* Unique Child: Every child is unique and has the potential to be resilient, capable, confident and self-assured. * Positive Relationships: Children flourish with warm, strong & positive partnerships between all staff and parents/carers. This promotes independence across the EYFS curriculum. Children and practitioners are NOT alone – embrace each community. * Enabling environments: Children learn and develop well in safe and secure environments where routines are established and where adults respond to their individual needs and passions and help them to build upon their learning over time. * Learning and Development: Children develop and learn at different rates (not in different ways as it stated 2017). We must be aware of children who need greater support than others.

 Autumn 1 My Home and My Community		Autumn 2 When I was a Baby	Spring 1 Amazing Animals	Spring 2 People Who Help Us	Summer 1 Wonderful Weather	Summer 2 Kings, Queens and Castles
C A L Topic Vocab	EYFS Children in Reception - Learn new vocabulary - Use new vocabulary throughout the day - Engage in non-fiction books - Engage in story time - Understand how to listen carefully and why listening is important - Listen to and talk about stories (shared and guided reading) - Learn rhymes poems and songs <i>farm, town, village, rural, pasture, crops, compass, directions, keys, symbols, maps, urban</i>	- Learn and use new vocabulary - Learn and talk about selected non-fiction to develop a deep familiarity - Ask questions to find out more and check they understand what has been said - Articulate ideas through well formed sentences - Develop social phrases - Listen to and talk about stories (shared and guided reading) - Retell familiar story - Use new vocabulary in a variety of contexts Vocabulary: Travel, Transport, Vehicle, Invention, Railway Station, Platform, Carriages, Harbour, Marina, Conductor, Compare, Contrast	- Learn and use new vocabulary - Use talk to work out problems and organise thinking and activities, explain how things work and why they might happen - Listen to and talk about stories (shared and guided reading) - Retell familiar story - Use new vocabulary in a variety of contexts - Articulate ideas through well formed sentences - Describe events in some detail <i>compass, north, south, east, west, capital, hills, rivers, lakes, forest, parks,</i>	- Use new vocabulary in a variety of contexts - Articulate ideas through well formed sentences - Use talk to work out problems and organise thinking and activities, explain how things work and why they might happen Vocabulary: Thomas Farynor, baker, Pudding Lane, 1666, smoke, fire, flames, escape, window, climbed, Samuel Pepys, burning, wooden, buildings, Lord Mayor, River Thames, water, squirts, firehooks, burned, diary	ELG focus: - Listen attentively and respond to what they hear with relevant questions, comments and actions—<i>when being read to, in whole class discussions and small groups</i> - Make comments about what they’ve heard and ask questions to clarify their understanding - Participate in small group, class and 1:1 discussions offering their ideas using recently introduced vocabulary - Offer explanations for why things might happen—using new vocabulary - Express their ideas and feelings using full sentences—including use of correct tenses <i>continents, location, pole, equator, season, climate, forest, hill, mountain, sea, ocean, river, valley, vegetation, weather</i>	ELG focus: - Listen attentively and respond to what they hear with relevant questions, comments and actions—<i>when being read to, in whole class discussions and small groups</i> - Make comments about what they’ve heard and ask questions to clarify their understanding - Participate in small group, class and 1:1 discussions offering their ideas using recently introduced vocabulary - Offer explanations for why things might happen—using new vocabulary - Express their ideas and feelings using full sentences—including use of correct tenses Vocabulary: Communication technology, mobile phone, text messaging, instant messaging, video meetings, email, Internet, rock paintings, smoke signals, printing press, postal systems, Morse Code, telegraph, telephone, computer.
Key texts DRAWING CLUB	<i>Peace at Last</i> <i>We’re Going on a Bear Hunt – Michael Rosen</i> <i>The Three Little Pigs</i> <i>The Tiger Who Came to Tea</i>	<i>Once There Were Giants – Martin Waddell,</i> <i>Owl Babies – Martin Waddell,</i> <i>So Much – Trish Cooke</i> * Instructions—to give to a toddler (getting ready)	<i>Dear Zoo – Rod Campbell,</i> <i>Rumble in the Jungle – Giles Andreae,</i> <i>Giraffes Can’t Dance – Giles Andreae</i> *Fact Files—animals	<i>Zog and the Flying Doctors – Julia Donaldson</i> <i>, Superworm – Julia Donaldson,</i> <i>Real Superheroes – Julia Seal</i> * Fact Files—professions	<i>Naughty Bus – Jan Oke,</i> <i>The Storm Whale – Benji Davies,</i> <i>Maisy’s Wonderful Weather Book – Lucy Cousins</i> * Instructions	<i>The Queen’s Hat – Steve Antony,</i> <i>The Paper Bag Princess – Robert Munsch,</i> <i>The Princess and the Pea – Lauren Child version</i> *Fact Files—famous royals
L DRAWING CLUB	Phonics phase 2 LOs - To read individual letters by saying sounds for them. - Read a few common exception words. Form learned letters correctly. - To write initial sounds/CVC words by identifying the sound and writing the letter	Phonics phase 2/beginning of phase 3 - To write initial sounds/CVC words by identifying the sound and writing the letter - Blend sounds into words to read short words. Read some letter groups - Spell CVC words by identifying sounds and then writing the sound with letter/s - To form letters correctly - Read some letter groups that each represent one sound and say sounds for them - Read common exception words for phase 2/3	Phonics phase 3 - Read common exception words for phase 2/3 - Read simple phrases and sentences made up of words with known letter-sound correspondence - Spell CVC/CCVC/CVCC words by identifying sounds and then writing the sound with letter/s - To form letters correctly - Write short sentences with words with known letter-sound correspondences using capital letter and full stop	phase 4 - To form letters correctly - Spell CCVC/CVCC words by identifying sounds and then writing the sound with letter/s - Write short sentences with words with known letter-sound correspondences using capital letter and full stop - To re-read what they have written to check it makes sense. ELG—write recognisable letters most of which are correctly formed	phase 4/Consolidate - Demonstrate understanding of what has been read to them by retelling stories and narrative using their own words and new vocabulary - Anticipate key events in stories - Use and understand new vocabulary during discussions and during role play - Say a sound for each letter of the alphabet and at least 10 digraphs - Read words consistent with their phonics knowledge by sound blending - Read aloud simple sentences linked with phonic knowledge—including common exception words - Spell words by identifying sounds within them - Write simple sentences and phrases that can be read by others (with CL and FS)	Consolidate previous learning - Demonstrate understanding of what has been read to them by retelling stories and narrative using their own words and new vocabulary - Anticipate key events in stories - Use and understand new vocabulary during discussions and during role play - Say a sound for each letter of the alphabet and at least 10 digraphs - Read words consistent with their phonics knowledge by sound blending - Read aloud simple sentences linked with phonic knowledge—including common exception words - Spell words by identifying sounds within them - Write simple sentences and phrases that can be read by others (with CL and FS)



EYFS Yearly Overview 2026-27

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	My Home and My Community	When I was a Baby	Amazing Animals	People Who Help Us	Wonderful Weather	Kings, Queens and Castles
Maths <i>Maths</i> <i>Masters</i> <i>(White Rose Maths)</i>	- Baseline - Matching, sorting and comparing - Measure and patterns 1, 2, 3	1, 2, 3 - Circles and triangles 1 to 5 - Four sides shapes	- Zero to five - Mass and capacity 6, 7, 8	- Length, height and time - Building 9 and 10 3D shapes	- Numbers to 20 and beyond - Adding and subtracting - Manipulating, composing and decomposing shapes	- Sharing and grouping equally - Shape, position and direction - Making connections
Understanding the World (RE, PSHE, Science and Forest School links)	My Home and My Community Who is in my family My home Homes around the world Who helps us in our community? Our local community My community - Talk about members of their immediate family and community - Name and describe people who are familiar to them - Understand some places are special to members of their community - Recognise that people have different beliefs and celebrate in different ways - Recognise similarities and differences between life in this country and others - Describe their immediate environment using knowledge from observation, discussion, stories and maps	When I was a Baby Growing and Changing My Personal Timeline Toys Then and Now Clothes Then and Now Family Memories How Have I Changed? - Comment on images of familiar situations in the past - Compare and contrast characters from stories, including figures from the past - Explore the natural world around them - Understand the past through events - Know the differences between thing in the past and now	Amazing Animals Animals Around the World Hot and Cold Places Rainforests Oceans and Seas Endangered Animals Animal Habitat Exhibition - Draw information from a simple map - Recognise that people have different beliefs and celebrate in different ways - Compare and contrast characters from stories, including figures from the past - Explore the natural world around them - understand the past through characters and events - Explain some similarities between life in this country and life in other countries - Compare and contrast characters from stories, including figures from the past	People Who Help Us Helpers in Our Community Hospitals and Nurses Mary Seacole Firefighters Past and Present Lifeboats and Rescue Services Significant People Exhibition - Talk about the lives of the people around them and their role in society - Recognise some environments that are different to the one they live in - Compare and contrast characters from stories, including figures from the past	Wonderful Weather What is Weather? Seasons Measuring Weather Weather Around the World Extreme Weather Weather Reporters - Know some similarities and differences between different religions and cultural communities in this country - Explore the natural world around them , making observations and drawing pictures of animals and plants - Understand some important processes—weather, seasons, natural world - Understand the changing seasons - Describe what they see, hear and feel when outside - Explore the natural world around them - Explore the natural world around them , making observations and drawing pictures of animals and plants	Kings, Queens and Castles What is a Castle? Life in a Castle Kings and Queens Castles as Defence Famous Castles and Monarchs Castle Museum Day - Talk about the lives of the people around them and their roles in society, expanding this to understand the historical role of a monarch. - Know some similarities and differences between things in the past and things now, drawing on their experiences and what has been read in class. - Understand the past through settings, characters and events encountered in books, storytelling, and images (e.g., identifying that castles belong to the past). - Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps (e.g., describing where a castle is situated, such as on top of a hill for defense). - Explain some similarities and differences between life in this country and life in other countries/times, drawing on knowledge from stories and non-fiction.
RE Units	GOD—What do Christians believe God is like? What places are special and why?		JUDAISM—Who is Jewish and how do they live? SALVATION—Why do Christians put a cross in an Easter garden?		ISLAM—Who is Muslim and how do they live? What does it mean to belong to a faith community?	
Science Focus	Autumn	Winter	Healthy Eating	Plants/growing	Spring/Animals	Healthy teeth



EYFS Yearly Overview 2026-27

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	My Home and My Community	When I was a Baby	Amazing Animals	People Who Help Us	Wonderful Weather	Kings, Queens and Castles
EAD	- Explore, use and refine a range of artistic effects to express their ideas and feelings - Listen attentively, move to and talk about music, expressing their feelings and responses - Develop story lines in their pretend play	- Explore, use and refine a range of artistic effects to express their ideas and feelings Nativity: - Explore and engage in music making and dance, performing solo or in groups. - Sing in a group matching pitch and following a melody. - Explore and engage in making music, dance and performing solo or in groups	- Return to and build on previous learning, refining ideas and developing their ability to represent them - 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 making dance and performing solo or in groups - Safely use and explore a variety of materials, tools and techniques experimenting with colour, design texture	- Listen attentively, move to and talk about music, expressing their feelings and responses ELGs - Safely use and explore a variety of materials, tools and techniques experimenting with colour, design texture - Make use of props and materials when role playing characters in narratives and stories - Invent adapt and recount narratives - Sing a range of well known nursery rhymes and songs - Perform songs, rhymes, poems and stories with others	- Safely use and explore a variety of materials, tools and techniques experimenting with colour, design texture - Share their creations explaining the process they have used - Invent adapt and recount narratives - Sing a range of well known nursery rhymes and songs - Perform songs, rhymes, poems and stories with others	- Safely use and explore a variety of materials, tools and techniques experimenting with colour, design texture - Share their creations explaining the process they have used - Invent adapt and recount narratives - Sing a range of well known nursery rhymes and songs - Perform songs, rhymes, poems and stories with others
PSED	- See themselves a valuable individual - Build constructive and respectful relationships - Express their feelings and consider the feelings of others	- Show resilience and perseverance in the face of challenge - Identify and moderate their own feelings socially and emotionally - Think about the perspectives of others - Manage their own needs - ELG form positive attachments to adults and friendships with peers - ELG Explain the reasons for rules, know right from wrong and behave accordingly - ELG show sensitivity to their own needs and needs of others	Manage their own needs (science—healthy choices) - ELG work and play cooperatively and take turns with others - ELG form positive attachments to adults and friendships with peers - ELG Explain the reasons for rules, know right from wrong and behave accordingly - ELG show sensitivity to their own needs and needs of others	- Show an understanding of their own feelings and those of others and begin to regulate their behaviour accordingly - Give focussed attention to what the teacher says and show an ability to follow instructions involving several ideas - ELG work and play cooperatively and take turns with others - ELG form positive attachments to adults and friendships with peers - ELG Explain the reasons for rules, know right from wrong and behave accordingly - ELG show sensitivity to their own needs and needs of others	- Set and work towards simple goals and be able to wait for what they want and control their immediate impulses - ELG work and play cooperatively and take turns with others - ELG form positive attachments to adults and friendships with peers - ELG Explain the reasons for rules, know right from wrong and behave accordingly - ELG show sensitivity to their own needs and needs of others	- Set and work towards simple goals and be able to wait for what they want and control their immediate impulses - ELG work and play cooperatively and take turns with others - ELG form positive attachments to adults and friendships with peers - ELG Explain the reasons for rules, know right from wrong and behave accordingly - ELG show sensitivity to their own needs and needs of others
PSHE Units	My feelings - self-regulation	Building relationships/special relationships	Managing self - taking on challenges	Self regulation - listening and following instructions	Building relationships - My family and friends	Managing self - my well-being

EYFS Yearly Overview 2026-27

	Autumn 1 My Home and My Community	Autumn 2 When I was a Baby	Spring 1 Amazing Animals	Spring 2 People Who Help Us	Summer 1 Wonderful Weather	Summer 2 Kings, Queens and Castles
PE	Fundamentals	Dance	Ball skills	Fitness	Dance	Sending and receiving
PD Fine/ Gross	◆ Revise and refine the fundamental movement skills ◆ Use their core muscle strength to achieve good posture ◆ Develop small motor skills ◆ Know and talk about different factors that support their overall health and wellbeing (exercise/screentime)	◆ Progress towards a more fluent style of moving, ◆ Confidently and safely use a range of large and small apparatus ◆ Develop small motor skills ◆ Know and talk about different factors that support their overall health and wellbeing (exercise)	◆ Further develop and refine a range of ball skills ◆ Develop confidence competence and provision—ball ◆ Know and talk about different factors that support their overall health and wellbeing (healthy eating—Science links)	◆ Develop overall body strength, coordination, balance and agility ◆ Develop small motor skills ◆ Know and talk about different factors that support their overall health and wellbeing (tooth brushing)	◆ ELG Negotiate space and obstacles safely with consideration for themselves and others ◆ ELG Move energetically ◆ ELG Demonstrate strength, balance and coordination when playing ◆ Know and talk about different factors that support their overall health and wellbeing (pedestrian/bedtime) ◆ ELG Begin to show accuracy when drawing ◆ ELG Use a range of small tools, including scissors paintbrushes and cutlery	◆ Further develop and refine a range of ball skills ◆ Develop confidence competence and provision—ball ◆ ELG Demonstrate strength, balance and coordination when playing ◆ ELG Use a range of small tools, including scissors paintbrushes and cutlery