



EYFS Yearly Overview 2025-26



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

- * **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.

Over Arching Principles

- * **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.



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	Autumn 1 (7) Around the world	Autumn 2 (7) House and homes in the past	Spring 1 (6) Map Makers	Spring 2 (5) Intrepid explorers	Summer 1 (6) Seas and Coasts	Summer 2 (7) Holidays in the past
C A L Topic Vocab	EYFS Children in Reception <ul style="list-style-type: none"> 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>	<ul style="list-style-type: none"> 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	<ul style="list-style-type: none"> 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>	<ul style="list-style-type: none"> 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 Fargnor, 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: <ul style="list-style-type: none"> 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: <ul style="list-style-type: none"> 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	Meerkat Mail by Emily Gravett The Boy who sailed the world by Julia Green and Alex Latima	Our Tower by Joseph Coelho and Richard Johnson Mouse House by John Burningham	The Boy who Loved Maps by Kari Allen Martha Maps it out by Leigh Hodgkinson	The Great Explorer by Chris Judge Supertato—the great eggscapade by Sue Hendra and Paul Linnet	Stella and the Seagull by Georgina Stevens The Storm Whale by Benji Davies	Lucy and Tom at the Seaside by Shirley Hughes The Lighthouse Keeper's Lunch by Ronda Armitage and David Armitage
L	<ul style="list-style-type: none"> Phonics phase 2 LOs <ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> Phonics phase 2/beginning of phase 3 <ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> Phonics phase 3 <ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> phase 4 <ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> phase 4/Consolidate <ul style="list-style-type: none"> 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) 	<ul style="list-style-type: none"> Consolidate previous learning <ul style="list-style-type: none"> 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)

	Autumn 1 (7) Around the world	Autumn 2 (7) House and homes in the past	Spring 1 (6) Map Makers	Spring 2 (5) Intrepid explorers	Summer 1 (6) Seas and Coasts	Summer 2 (7) Holidays in the past
Maths <i>Mastering the Curriculum (White Rose Maths)</i>						
Understanding the World (RE, PSHE, Science and Forest School links)	<ul style="list-style-type: none"> ◆ 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 ◆ Explore the natural world around them ◆ Describe what they see, hear and feel when outside 	<ul style="list-style-type: none"> ◆ Comment on images of familiar situations in the past ◆ Compare and contrast characters from stories, including figures from the past ◆ Recognise that people have different beliefs and celebrate in different ways ◆ Explore the natural world around them ◆ Recognise similarities and differences between life in this country and others ◆ Describe what they see, hear and feel when outside ◆ Understand the changing seasons 	<ul style="list-style-type: none"> ◆ 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 ◆ ELG—understand the past through characters and events ◆ Explain some similarities between life in this country and life in other countries 	<ul style="list-style-type: none"> ◆ Comment on images of familiar situations in the past ◆ Recognise some environments that are different to the one they live in ◆ Draw information from a simple map ◆ Recognise that people have different beliefs and celebrate in different ways ◆ Explore the natural world around them ◆ ELGs <ul style="list-style-type: none"> ◆ Describe their immediate environment using knowledge from observation, discussion, stories and maps 	<ul style="list-style-type: none"> ◆ Know some similarities and differences between different religions and cultural communities in this country ◆ Understand the past through events ◆ Know the differences between things in the past and now ◆ Explore the natural world around them, making observations and drawing pictures of animals and plants ◆ Contrasting environments ◆ Understand some important processes—weather, seasons, natural world ◆ Understand the changing seasons ◆ Describe what they see, hear and feel when outside 	<ul style="list-style-type: none"> ◆ Talk about the lives of the people around them and their role in society ◆ 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 ◆ Contrasting environments ◆ Understand some important processes—weather, seasons, natural world
RE Units	EYFS/ Year 1 and 2- Creation - who made the world? Harvest		EYFS/Year 1 and 2 - Which stories are special and why? Who is Jewish and how do they live? (part one)		EYFS/Year 1 and 2 - Who is Jewish and how do they live? (part two) How should we care for others and the world?	
Science Focus	Autumn	Winter	Healthy Eating	Plants/growing	Spring/Animals	Healthy teeth



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EAD	<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> Explore, use and refine a range of artistic effects to express their ideas and feelings <p>Nativity:</p> <ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> Listen attentively, move to and talk about music, expressing their feelings and responses <p>ELGs</p> <ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> 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	<ul style="list-style-type: none"> See themselves a valuable individual Build constructive and respectful relationships Express their feelings and consider the feelings of others 	<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> 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



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PE	Body management	Gymnastics	Dance	Hit, catch and run	Cooperate and solve problems	Attack, defend and shoot
PD Fine/ Gross	<ul style="list-style-type: none"> ◆ 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) 	<ul style="list-style-type: none"> ◆ 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) 	<ul style="list-style-type: none"> ◆ 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 (healthy eating—Science links) 	<ul style="list-style-type: none"> ◆ 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 (tooth brushing) 	<ul style="list-style-type: none"> ◆ 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 	<ul style="list-style-type: none"> ◆ 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