

## Curriculum Yearly Overview - 2025/2026

Robins Class	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Magical Me	Once Upon a Time / Christmas	Tiny Explorers: Wonders of Our World!	Space!	Brilliant Beasts!	Ahoy There!
Focus Texts	<p>The Colour Monster</p> <p>The Colour Monster Goes to School</p> <p>People who help us (Non-fiction)</p> <p>The Little Red Hen</p> <p>Owl Babies</p> <p>We're Going on a Bear Hunt</p> <p>Pumpkin Soup</p> <p>Room on the Broom</p>	<p>The 3 Little Pigs</p> <p>The Gingerbread Man (Repeated Refrains &amp; Poetry)</p> <p>Goldilocks and the 3 Bears</p> <p>Little Red Riding Hood</p> <p>Stickman</p> <p>The Jolly Christmas Postman</p>	<p>The Great Explorer (Arctic)</p> <p>Lost and Found (Antarctica)</p> <p>Natural Wonders of the World (Non-Fiction) - Northern Lights, The Great Barrier Reef, Mount Everest, Paricutin Volcano, Victoria Falls, The Grand Canyon, The Harbor of Rio de Janeiro</p> <p>We're Going on a Lion Hunt (Africa)</p> <p>Little Polar Bear (Contrasting Environments – Polar Regions V's The Tropics)</p>	<p>Whatever Next!</p> <p>Aliens love underpants</p> <p>How to catch a star</p> <p>La Luna</p> <p>The way back home</p> <p>Space Travel! (Non-fiction)</p>	<p>How to Train Your Dragon (Simplified Version)</p> <p>How to Grow a Dinosaur</p> <p>Little Doctor and the Fearless Beast</p> <p>Crocodiles (Non-fiction)</p> <p>The Ugly Five</p> <p>Rumble in the Jungle (Poetry)</p> <p>Dear Zoo (Suitable Pets)</p> <p>Little People, Big Dreams – David Attenborough (Non-fiction)</p> <p>The Hungry Little Caterpillar (Minibeasts)</p>	<p>The Snail and the Whale</p> <p>The Night Pirates</p> <p>On a Pirate Ship (Non-fiction)</p> <p>Tiddler</p> <p>Somebody swallowed Stanley</p> <p>Commotion in the Ocean (Poetry)</p> <p>The Lighthouse Keepers Lunch</p>
Lead Subjects	<p>English</p> <p><b><u>Reading:</u></b></p> <p>Recognise own name</p> <p>Order the letters of own name</p> <p>Hear and say initial sounds in words</p> <p>Learn to continue a rhyming string. (Julia Donaldson rhyming books)</p> <p>Blend some CVC words</p>	<p>English</p> <p><b><u>Reading:</u></b></p> <p>Looks at books independently</p> <p>Read CVC words and simple captions/ sentences (phase 2)</p> <p>Read phase 2 tricky words</p>	<p>English</p> <p><b><u>Reading:</u></b></p> <p>Use vocabulary and forms of speech that are increasingly influenced by experiences of books</p> <p>Developing understanding of what has been read</p> <p>Reads phase 2/3 CVC/ CVCC words</p>	<p>English</p> <p><b><u>Reading:</u></b></p> <p>Enjoys an increasing range of books</p> <p>Can discuss what they have read in books</p> <p>Reads phase 2/3 books including tricky words</p>	<p>English</p> <p><b><u>Reading:</u></b></p> <p>Learn and extend vocabulary relating to topics</p> <p>Has a good understanding of what they have read</p> <p>Read all phase 2 &amp;3 tricky words</p> <p><b><u>Writing:</u></b></p>	<p>English</p> <p><b><u>Reading:</u></b></p> <p>Say a sound for each letter in the alphabet and at least 10 digraphs.</p> <p>Read words consistent with their phonic knowledge by sound-blending.</p> <p>Read aloud simple sentences and books that are consistent with their phonic knowledge,</p>

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	<p><b>Writing:</b></p> <p>Give meaning to marks as they draw, write and paint</p> <p>Writing own name</p> <p>Initial Sounds</p> <p>Writing recognisable letter shapes</p> <p><b>Comprehension:</b></p> <p>Enjoys listening to stories</p> <p>Retells simple stories using visual clues and pictures (The Little Red Hen – Story spoons etc)</p> <p>Joins in with familiar rhymes and songs (Nursery Rhymes etc)</p> <p>Role play simple stories (Owl Babies)</p>	<p><b>Writing:</b></p> <p>Character traits (Gingerbread man/ fox)</p> <p>Write first name without aid.</p> <p>Writing initial sounds</p> <p>Writing CVC words</p> <p>Drawing and labelling</p> <p>Writes some lowercase letters correctly (phase 2)</p> <p>Uses some uppercase letters correctly e.g. for own name, I Mum and Dad</p> <p><b>Comprehension:</b></p> <p>Has a love of stories, listening attentively and joining in during story time</p> <p>Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories</p> <p>Recognises Rhyming Words (Gingerbread Man Rhyming Activity)</p> <p>Discuss main characters and events &amp; make predictions</p> <p>Sequence pictures form a familiar story</p> <p>Role play - Use appropriate story language to re-enact/</p>	<p>Reads phase 2 tricky words and some phase 3 tricky words</p> <p><b>Writing:</b></p> <p>Write facts (Contrasting Environments, Natural Wonders, Polar Regions)</p> <p>Write CVCC words</p> <p>Phase 2/3 phonics</p> <p>Write labels and simple captions (Phase 2/3 phonics) (Characters - thinking/ feeling/ saying)</p> <p>Write lists</p> <p>Spell some tricky words</p> <p>Forms most letters correctly using correct tripod grip</p> <p><b>Comprehension:</b></p> <p>Makes predictions based on the front cover/ actions of main characters &amp; events</p> <p>Remembers key facts from non-fiction texts (Natural Wonders of the World, Polar Regions)</p> <p>Create own versions of a story</p>	<p>Says the sound for phase 2/3 graphemes</p> <p><b>Writing:</b></p> <p>Writing a diary entry (whatever next!)</p> <p>Writes describing words) aliens love underpants)</p> <p>Writing instructions (how to catch a star)</p> <p>Uses finger spaces between words</p> <p>Write simple sentences in meaningful contexts</p> <p>Use phonic knowledge to aid spelling</p> <p><b>Comprehension:</b></p> <p>Use language to recreate roles and experiences in play situations (role-play/ small world)</p> <p>Remembers key facts from non-fiction texts (Space)</p> <p>Uses talk to organise, sequence and clarify thinking, ideas. Feelings and events</p> <p>Understands that stories have a clear structure e.g. beginning, middle and end</p>	<p>Writing facts (crocodiles/ dinosaurs)</p> <p>Writing instructions (looking after a pet)</p> <p>Poetry – Describing words</p> <p>Use phonic knowledge to write words in ways that match their spoken words</p> <p>Write phrases or simple sentences that can be read by others</p> <p>Forms most letters correctly</p> <p>Use some capital letters and full stops in a simple sentence</p> <p><b>Comprehension:</b></p> <p>Develop their own narratives and explanations by connecting ideas or events</p> <p>Answer 'how' and 'why' questions about experiences and in response to stories or events</p> <p>Listens and responds to ideas expressed by others in conversation or discussion</p>	<p>including some common exception words.</p> <p><b>Writing:</b></p> <p>Writing character descriptions</p> <p>Poetry – Writing rhymes &amp; poems</p> <p>Writing predictions (Night Pirates)</p> <p>Write recognisable letters, most of which are correctly formed.</p> <p>Use some capital letters and full stops in a simple sentence</p> <p>Spell words by identifying sounds in them and representing the sounds with a letter or letters.</p> <p>Write simple phrases and sentences that can be read by others.</p> <p><b>Comprehension:</b></p> <p>Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.</p> <p>Anticipate (where appropriate) key events in stories.</p> <p>Use and understand recently introduced vocabulary during discussions about stories,</p>
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		retell simple and familiar stories				nonfiction, rhymes and poems and during role play.
	<p>Maths - NCETM</p> <p>Subitising within 3</p> <p>Counting Skills</p> <p>Composition of numbers to 4</p> <p>Comparison using more than and fewer than.</p> <p>Patterns</p>	<p>Maths - NCETM</p> <p>Counting skills to 5</p> <p>Comparison using more than, fewer than and equal</p> <p>Explore part and whole.</p> <p>Composition of numbers to 5</p> <p>Count beyond 20</p> <p>Positioning</p>	<p>Maths - NCETM</p> <p>Subitising numbers to 5 and matching to numerals</p> <p>Number bonds to 5</p> <p>Looking at composition of numbers 6 -10. How can we make each number? What does each number look like? How can we represent each number?</p> <p>Comparing numbers to 10, using more than, fewer than, equal to</p> <p>Looking at 2D shapes</p>	<p>Maths - NCETM</p> <p>Ordering numbers to 10</p> <p>More and Fewer numbers to 10</p> <p>1 more and 1 less</p> <p>Explore composition of numbers to 10</p> <p>Explore how doubles can be made with 2 equal parts</p> <p>Sorting numbers into odd and even</p> <p>Patterns</p> <p>Explore length, weight and capacity</p>	<p>Maths - NCETM</p> <p>Number bonds to 10</p> <p>Sharing amounts</p> <p>Doubles</p> <p>Odd and Even</p> <p>Addition to 10</p> <p>Counting larger sets</p> <p>Subitising larger arrangements</p> <p>Recap 2D shapes and manipulating them to develop special reasoning</p> <p>Compose and decompose shapes</p>	<p>Maths - NCETM</p> <p>Subtraction to 10</p> <p>Comparison of numbers to 10</p> <p>Recall number bonds to 5 and 10</p> <p>Explore number patterns</p> <p>Composition of numbers to 10</p>
	<p>UTW</p> <p>All about me - Parts of the body</p> <p>Changes as we grow</p> <p>Families</p> <p>Where we live – Great Harwood</p> <p>Emotions (The Colour Monster) 5 Senses</p> <p>Different Occupations &amp; ways of life (People who help us)</p>	<p>UTW</p> <p>Historical events – Bonfire Night/ Guy Fawkes, Remembrance Day, Christmas</p> <p>Celebrations (Bonfire Night, Advent, Christmas, Eid)</p> <p>Collective Worship – Part of the school community</p>	<p>UTW</p> <p>Comparisons between where we live and the wider world – The Polar regions, Africa and England</p> <p>Contrasting Environments/ Cultural Differences: Little Polar Bear (Polar Regions V's Tropics), We're Going on a Lion Hunt (Africa V's England), Natural Wonders of the World</p> <p>Developing an understanding of growth, decay and changes over time.</p>	<p>UTW</p> <p>Historical Events – Space travel</p> <p>Comparisons between where we live and the wider world – The solar system/ Space</p> <p>Describes a journey within local environment</p> <p>Makes a simple map of local environment (Local area walk)</p> <p>Exploring Light and Dark</p>	<p>UTW</p> <p>Fantasy vs real animals. Where might dragons live? Talk about volcanoes and caves (link to previous learning Paricutin volcano etc)</p> <p>Extinction – Dinosaur fossils</p> <p>Changes in the environment due to human activity (Recycling/ climate change)</p> <p>Talk about the lives of people around them and their lives in</p>	<p>UTW</p> <p>Seasonal changes – Summer - Local walk – signs of summer journey boards</p> <p>History of pirates and pirate ships</p> <p>Comparing the seaside – Then &amp; Now</p> <p>Healthy lifestyle/ eating (Make a healthy lunchbox for the pirates)</p>

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<p>Healthy food/ lifestyle – Making bread, planting garlic, harvesting tomatoes from school greenhouse</p> <p>Autumn - Pumpkins</p>	<p>Seasonal Changes – Autumn Local Walk – Signs of Autumn journey boards</p> <p>Sorting Materials</p> <p>Cooking – Gingerbread men &amp; Christmas biscuits</p>	<p>(Life cycle of a penguin)</p> <p>Similarities and Change – Melting and freezing (Hot v/s Cold Climates, Ice Experiments), (Contrasting animals, homes, weather, transport)</p> <p>Seasonal Changes – Winter- Local Walk – Signs of winter journey boards</p> <p>Floating and sinking (Lost and Found – Make a boat for the Penguin)</p> <p>Discusses some features of a Christian Church and knows that school is connected to the church</p>	<p>Seasonal Changes – Signs of spring journey boards</p>	<p>society (David Attenborough) – Nature conservation, endangered animals and what we can do to help</p> <p>Plants &amp; Animals - Life Cycles (Frog, Butterfly, Chicken, Bean Plant)</p> <p>Habitats - Mini-beasts (Nature &amp; Minibeast Hunts)</p> <p>Classifying/ Sorting – Animals &amp; their habitats (Farm, Forest, Ocean, Arctic)</p> <p>Jungle animals, animal sounds, layers of the rainforest</p> <p>Caring for animals/ plants – Suitable Pets (Dear Zoo)</p>	
<p>EAD</p> <p>Use a range of media</p> <p>Drawing/ painting - Self portraits</p> <p>Loose Parts – Pebble Families</p> <p>Mixing colours – Monster potions</p> <p>3D junk Modelling – Fire Engines</p> <p>Nursery rhymes</p> <p>Role play – Owl babies, Hospital, Home Corner, Different Occupations</p>	<p>EAD</p> <p>Paintings – Fireworks/ Bonfire Night</p> <p>Cutting and sticking – Collage (Poppies – Remembrance Day, Paper Plate Bears)</p> <p>Salt Dough – Christmas Decorations</p> <p>Christmas Cards</p> <p>Nursery rhymes/ familiar songs</p> <p>Percussion instruments</p> <p>Performing the Nativity</p>	<p>EAD</p> <p>Printing: Bubble wrap reef printing, sea stencils.</p> <p>Ice Art – Natural winter objects</p> <p>3D junk modelling (penguins and own creations)</p> <p>Resistance Art – Snowflakes paintings</p> <p>3D Puffy paint – Textures</p> <p>Clay modelling - Volcanoes</p> <p>Water colour painting – African sunset &amp; black animal silhouettes</p> <p>Role Play – Explorers: Polar Regions</p>	<p>EAD</p> <p>3D rockets – Joining techniques</p> <p>Drawing – Design a pair of pants</p> <p>Oil Pastels - Van Gough – Starry Night</p> <p>Paper plate flying saucer &amp; alien</p> <p>Role play – Space Station</p> <p>Simple tunes on percussion instruments</p> <p>Sing Songs (Space Themed)</p>	<p>EAD</p> <p>Collage – Masks (Dragons)</p> <p>Dinosaur Skeletons – Pasta Craft</p> <p>Sketching – Real life objects (Minibeasts)</p> <p>Clay tiles – Nature tiles</p> <p>Nature Loose Parts – Collage (Minibeasts)</p> <p>Printing – Jungle inspired – Polystyrene tiles &amp; printing ink</p> <p>Role play – On Safari</p> <p>Simple tunes on percussion instruments</p>	<p>EAD</p> <p>Design, Make, Evaluate – 3D Papier Mache puffer fish</p> <p>Andy Goldsworthy - Natural Elements Art – Large Scale</p> <p>Texture – Salt paintings</p> <p>Split pin join – Sea creatures</p> <p>Drawing &amp; Tea staining - Treasure maps</p> <p>Performing – Songs and dances</p> <p>Role play – Pirate ship/Treasure Island or Seaside Café &amp; Shop</p>

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		Moving to music	Exploring different instruments – African music			
	<p>PSED</p> <p>Making Relationships - New beginnings</p> <p>School rules &amp; values</p> <p>Sharing interests &amp; hobbies</p> <p>Identifying feelings</p> <p>Importance of healthy lifestyle</p> <p>Oral hygiene (link with people who help us - dentist)</p> <p>Personal hygiene (washing hands/ body, toileting)</p>	<p>PSED</p> <p>Managing Feelings &amp; Behaviour + 1 Week anti-bullying (Nov)</p> <p>Calming techniques</p> <p>Having different opinions</p> <p>Making the right choices</p> <p>Effects of behaviour</p> <p>Being kind/ helping others</p>	<p>PSED</p> <p>Self-Confidence &amp; Self-Awareness</p> <p>Confidence &amp; Independence</p> <p>Setting goals</p> <p>Perseverance &amp; resilience</p> <p>Screen time</p> <p>Internet safety</p>	<p>PSED</p> <p>Self-Confidence &amp; Self-Awareness</p> <p>Listening to others</p> <p>Responsibility</p> <p>Being unique</p> <p>Being proud of their achievements</p> <p>Keeping healthy (Importance of sleep, balanced diet, exercise)</p>	<p>PSED</p> <p>Building Relationships</p> <p>Being a good friend</p> <p>Co-operation</p> <p>Identifying feelings and responding appropriately</p> <p>Trying new things</p> <p>Healthy eating</p> <p>Personal hygiene</p>	<p>PSED</p> <p>Self-Regulation and Managing Self</p> <p>Sun safety</p> <p>Problem solving</p> <p>Resolving conflicts – Link to The Rainbow Fish Story</p> <p>Getting ready for year 1 - Look what I can do now!</p>
	<p>C&amp;L</p> <p>Listening and attention skills</p> <p>Asking and answering 'what' questions</p> <p>1:1 discussions</p> <p>Retelling stories: The little Red Hen, Owl Babies, Pumpkin Soup</p>	<p>C&amp;L</p> <p>Joining in with repeated refrains in stories</p> <p>Asking and answering 'who' questions'</p> <p>1:1 discussions</p> <p>Retelling well known stories (Traditional Tales)</p>	<p>C&amp;L</p> <p>Identifying main characters in a story</p> <p>Asking and answering 'when' questions</p> <p>Small group discussions</p> <p>Using present tense.</p>	<p>C&amp;L</p> <p>Discussing key events in a story</p> <p>Asking and answering 'where' questions</p> <p>Small group discussions</p> <p>Using connectives to join ideas</p>	<p>C&amp;L</p> <p>Linking events in a story to own experiences</p> <p>Asking and answering 'why' questions</p> <p>Whole class discussions</p> <p>Using past tense</p>	<p>C&amp;L</p> <p>Sequence story/real life events in detail</p> <p>Hot seating</p> <p>Whole class discussions</p> <p>Using future tense</p>
	<p>Music</p> <p>Charanga</p> <p>Sings familiar songs (nursery rhymes)</p>	<p>Music</p> <p>Charanga</p> <p>Begins to build a repertoire of songs and dances</p>	<p>Music</p> <p>Charanga</p> <p>Taps out simple repeated rhythms (percussion instruments)</p>	<p>Music</p> <p>Charanga</p> <p>Sing songs, make music and dance, and experiment with ways of changing them</p>	<p>Music</p> <p>Charanga</p> <p>Explores the different sounds of instruments</p>	<p>Music</p> <p>Charanga</p> <p>Begins to build a repertoire of songs and dances</p>

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	Explores and learns how sounds can be changed (percussion instruments)	Nursery rhymes & Nativity songs	Explores and learns how sounds can be changed (loud/ quiet, fast/ slow)		Compose own music using various instruments	Perform songs, rhymes/ stories Move in time to music
Additional Subjects	RE					
	<b>EYFS 1 I am Special 5 (4+1)</b> Why are we all different and special? <b>EYFS 2 Harvest 4</b> Why do people of faith say thank you to God at Harvest time?	<b>EYFS 4 Christmas 6 (4+2)</b> How do Christians celebrate Jesus' Birthday? <b>Hinduism</b> Why do Hindus light candles at Diwali?	<b>EYFS 6 Stories Jesus Told 4</b> Why did Jesus tell stories?	<b>EYFS7 – Easter 5</b> Why do Christians believe that Easter is all about love?	<b>EYFS 9 Special Places 6 (4+2)</b> What makes a place holy? <b>Hinduism or Islam</b>	<b>EYFS 11 Special Times 6 (4+2)</b> How do you celebrate special times? <b>Hinduism, Islam, Judaism and Sikhism</b>
	<i>Computing - Information Technology (IT), Computer Science (CS), Digital Literacy (DL)</i>					
	Rules and safety	Creating images (fireworks)	Screen time Online Safety	Exploring the world and how things work (space videos) QR Codes	Instructions Artistic designs	Beebots – Position and direction
	PE (Units)					
	Superworm/ Transport	Castles/ Jack and the beanstalk	Rosie's Walk	Space/ How to catch a star	Minibeasts/ Rumble in the Jungle	Seaside/ Hungry Caterpillar Sports Day
Enrichment	Road Safety Programme	School Trip Pantomime	Winter Walk	Spring Walk	Visit local church and mosque	Summer Walk
	Autumnal Walk – Collecting natural elements of different colours, shapes and sizes	Christmas Show (Nativity) <b>Bonfire Night (5<sup>th</sup> Nov)</b>	<b>RSPB's Big Schools Birdwatch (Jan-Feb)</b>  <b>Chinese New Year (17<sup>th</sup> Feb)</b>	Easter egg hunt  <b>Pancake Day/ Shrove Tuesday (4<sup>th</sup> March)</b>	Mini beast hunt Planting own beanstalks, sunflowers, fruit and vegetables	Forest School  School trip- Trip to the zoo
	Visit from a dental nurse/ fire fighter/ police officer	<b>Outdoor classroom day (6<sup>th</sup> Nov)</b>	<b>National Story Telling Week (30<sup>th</sup> Jan -7<sup>th</sup> Feb)</b>	<b>Ash Wednesday (5<sup>th</sup> March)</b>	<b>Earth Day (22<sup>nd</sup> April)</b>	Teddy bears picnic (parents invited)
	Emergency Services Day (9 <sup>th</sup> Sept)	<b>World Science Day (10<sup>th</sup> Nov)</b>	<b>Safer Internet Day (11<sup>th</sup> Feb)</b>	<b>World Book Day (6<sup>th</sup> March)</b>	<b>Walk to School Week (18-22<sup>th</sup> May)</b>	Sports Day
	National Fitness Day (18 <sup>th</sup> Sept)	<b>Remembrance Day (11<sup>th</sup> Nov)</b>	<b>Valentines Day (14<sup>th</sup> Feb)</b>	<b>Holi (14<sup>th</sup> March)</b>	<b>Animals in school e.g. – Ducks/chickens/ tadpoles/butterflies</b>	<b>Eid (6<sup>th</sup>-7<sup>h</sup> June)</b>
	Black History Month (Oct)	<b>World Nursery Rhyme Week (10<sup>th</sup>-14<sup>th</sup> Nov)</b>		<b>Mother's Day (30<sup>th</sup> March)</b>		<b>World Ocean ay (8<sup>th</sup> June)</b>
	World Animal Day (4 <sup>th</sup> Oct)	<b>Anti-Bullying Week (10<sup>th</sup>-14<sup>th</sup> Nov)</b>		<b>Eid (30<sup>th</sup>-31<sup>st</sup> March)</b>		<b>Father's Day (15<sup>th</sup> June)</b>
	Harvest Festival (5 <sup>th</sup> Oct)					
	World Mental Health Day (10 <sup>th</sup> Oct)	<b>Road Safety Week (19<sup>th</sup>-25<sup>th</sup> Nov)</b> <b>Bike Ability Week</b>				
	Diwali (20 <sup>th</sup> Oct)	<b>Visit from Father Christmas</b>  <b>Christingle</b>				

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