





EYFS Spring Term Overview (2025-2026)

Spring Possible WOW Experience: Musical Stories Performance



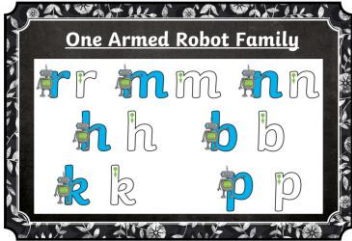
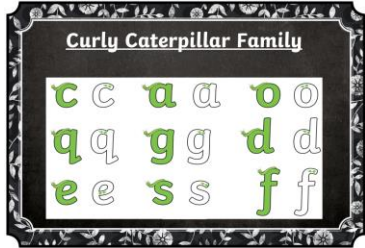
Spring Possible Trip: Bekonscot Model Village (*Transport/ Imagination link*)



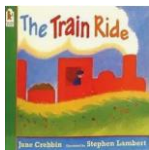
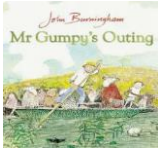

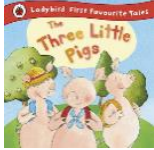
Spring Key Celebrations & Experiences: Valentine's Day, Chinese New Year, NSPCC Numbers day, World Book Day, Comic Relief, Mother's Day, Pancake Day, World Art Day, Easter

Over Arching Theme	
<p>Spring Term 1: On The Move</p> 	<p>Spring Term 2: Once Upon A Time</p> 
Apply, Build & Introduce New Skills (Spring 1)	Apply, Build & Introduce New Skills (Spring 2)
CL: Development of Listening, Attention & Understanding	
<ul style="list-style-type: none"> To ask questions to find out more. To begin to understand humour. To understand a range of complex sentence structures. 	<ul style="list-style-type: none"> To retell a story. To follow a story without pictures of props.
CL: Development of Speaking	
<ul style="list-style-type: none"> To develop confidence to talk to other adults they know at school. To talk in sentences using a conjunction e.g. and or because. 	<ul style="list-style-type: none"> To share their work with others. To use new vocabulary in a range of contexts. To engage in non-fiction books
PSED: Development of Self-Regulation	
<ul style="list-style-type: none"> To maintain their focus during longer whole class input sessions. To follow an instruction which involves more than one step. 	<ul style="list-style-type: none"> To manage their feelings and emotions. e.g. stop, take a deep breath, count to 10 and talk about the problem and their feelings. To continue to consider the needs and feelings of others.
PSED: Development of Managing Self	
<ul style="list-style-type: none"> To begin to show resilience and perseverance when faced with a challenge. 	<ul style="list-style-type: none"> To independently manage to fasten a zipper on a coat. To independently manage to fasten button. To understand the importance of healthy choices.
PSED: Development of Building Relationships	
<ul style="list-style-type: none"> To begin to work as a group with support from adults. To take turns during group work and when playing games together. 	<ul style="list-style-type: none"> To listen to the ideas of others. To find solutions to disagreements, with support from adults.
Learning for Life: Spring Term 1	Learning for Life: Spring Term 2
<p>Managing Self: My Wellbeing</p> <ul style="list-style-type: none"> Lesson 1 (What is exercise?) - Learning about the importance of exercise and exploring how exercise affects different parts of the body. Lesson 2 (Yoga and Relaxation) - Exploring yoga, guided meditation and relaxation. Lesson 3 (Looking after Ourselves) - Understanding why it is important to be able to take care of oneself. Lesson 4 (Being a Safe Pedestrian) - Exploring what it means to be a safe pedestrian. Lesson 5 (Eating Healthy) - Exploring what it means to eat healthily. Lesson 6 (A Rainbow of Food) - Understanding the importance of healthy food choices and what a balanced diet is. 	<p>Self-Regulation: Listening and Following Instructions</p> <ul style="list-style-type: none"> Lesson 1 (Simon Says) - Learning the importance of listening carefully by playing recall games. Lesson 2 (Listening to a Story) - Listening attentively to a story; answering questions and retelling parts of a story. Lesson 3 (Pass the Whisper) - Understanding the importance of listening carefully, telling the truth and thinking of others' feelings. Lesson 4 (Obstacle Races) - Following instructions or actions and persevering when things get difficult. Lesson 5 (Blindfold Walk) - Learning to follow instructions involving several ideas or actions and giving simple instructions. Lesson 6 (Treasure Hunt) - Learning to listen and respond to phrases and instructions.

Persona, Social & Emotional Development

Learning for Life (Kapow)

Over Arching Theme	
Spring Term 1: On The Move	Spring Term 2: Once Upon A Time
	
Apply, Build & Introduce New Skills (Spring 1)	
Apply, Build & Introduce New Skills (Spring 2)	
PD: Development of Gross Motor Skills	
<ul style="list-style-type: none"> To demonstrate control over their body when moving around the hall or the outdoor environment. 	<ul style="list-style-type: none"> To throw and catch with a partner. To roll and track a ball. To dribble a ball using hands and then feet. To develop accuracy when throwing to a target.
PD: Development of Fine Motor	
<ul style="list-style-type: none"> To continue to use a tripod grip for mark making. To thread with small beads. To use small pegs. To write taught letters using correct letter formation. 	<ul style="list-style-type: none"> To hold scissors safely and correctly and cut out large shapes. To write letters using the correct letter formation and control the size of the letters formed.
Handwriting (Spring Term 1)	
Handwriting (Spring Term 2)	
<p>One Armed Robot Family</p> <ul style="list-style-type: none"> Week 1: The Letters 'm' and 'n' Week 2: The Letters 'h' and 'k' Week 3: The Letters 'b' and 'p' Week 4: The Letter 'r' and Assess Unit Week 5-8: Review Units and Interventions <div style="text-align: center;">  </div>	<p>Curly Caterpillar Family</p> <ul style="list-style-type: none"> Week 1: The Letters 'c' and 'a' Week 2: The Letters 'd' and 'e' Week 3: The Letters 's' and 'g' Week 4: The Letters 'f' and 'q' Week 5: The Letter 'o' and Assess Unit Week 6-8: Review Units and Interventions <div style="text-align: center;">  </div>
PE & Gross Motor Development (Spring Term 1)	
PE & Gross Motor Development (Spring Term 1)	
<p>Dance Till you Drop (Dance)</p> <ul style="list-style-type: none"> Lesson 1: Children will think about some songs with actions that they know. They will then learn some actions for the song 'I'm a Little Teapot'. They will practise this song and dance as a whole class and then learn how to change the style and the speed of the dance. Lesson 2: Children will learn and practise the simple song 'The Wheels on the Bus' and some accompanying dance moves. They will then try changing the speed and style of this song before dancing as a whole class Lesson 3: Children will learn and practise the simple song and dance 'Head, Shoulders, Knees and Toes'. They will work as a small group to think about how they could change the speed and style of the song and dance. Lesson 4: Children will learn the song and dance 'The Hokey-Cokey'. They will work as a group to change the speed and style of the dance and will also think about how they can adapt some of the words and movements in it to create a new dance. Lesson 5: Children will learn the song and dance 'Here We Go Round the Mulberry Bush'. They will work as a group to change the speed and style of the dance. They will also think about how they can adapt some of the words and movements in it to create a new dance. Lesson 6: Children will work in small groups to choose their favourite song and dance. They will think about how they can adapt it to make it their own, and perform this to the rest of the class. 	<p>Gym in the Jungle (Gymnastics)</p> <ul style="list-style-type: none"> Lesson 1: Children will use the jungle animal stimuli to practise and create movements which relate to different jungle animals. Lesson 2: Children will focus on being monkeys, climbing onto large equipment and moving around other equipment. They will also play 'Mirror That Monkey'. Lesson 3: Children will focus on being snakes, moving under a range of large equipment including a parachute. They will also play 'Find That Snake' Lesson 4: Children will focus on being lions, climbing onto large equipment and moving around other equipment. They will also play 'Lie Down, Lions'. Lesson 5: Children will focus on being jungle frogs going through large equipment and moving round other equipment. They will also play 'Frozen Frogs'. Lesson 6: Children will combine all the skills they have learnt throughout this unit and use some equipment to create a short sequence of movements.

Over Arching Theme			
Spring Term 1: On The Move		Spring Term 2: Once Upon A Time	
			
Apply, Build & Introduce New Skills (Spring 1)		Apply, Build & Introduce New Skills (Spring 2)	
L: Development of Comprehension Skills			
<ul style="list-style-type: none"> To role play and act out stories they have heard. To begin to understand the sequence of a story, identifying the beginning, middle and end. 		<ul style="list-style-type: none"> To begin to predict what might happen next in a story. To suggest what might happen at the end of a story. To retell a story they have heard. To follow a story without pictures of props. To identify and talk about the characters in books they are enjoying listening to or reading. 	
L: Development of Word Reading			
<ul style="list-style-type: none"> To read captions and sentences using taught sounds. 		<ul style="list-style-type: none"> To read captions and sentences using taught sounds. 	
L: Development of Writing Skills			
<ul style="list-style-type: none"> To form lower case letters correctly, from the correct starting point. To begin to write sentences using finger spaces. To spell words using taught sounds, including special friends. To spell some red words correctly. To continue to write captions using taught sounds 		<ul style="list-style-type: none"> To begin to form capital letters correctly. To understand that sentences start with a capital letter and end with a full stop. To write sentences using finger spaces and full stops. To spell words using taught sounds, including special friends. 	
Bug Club Phonics: Spring Term 1		Bug Club Phonics: Spring Term 2	
<p>Phase 3 Children build on the letter-sound correspondences learned in Phase 2. They learn consonant digraphs (sounds made up of two letters together such as 'ch' or 'll') and long vowel sounds (such as 'igh' or 'ai').</p> <ul style="list-style-type: none"> Set 6: j, v, w, x Set 7: y, z, zz, qu Set 8: ch, sh, th, ng Set 9: ai, ee, igh, oa, oo, oo Set 10: ar, or, ur, ow, oi Set 11: ear, air, ure, er Irregular Words: he, she, we, me, be, was, my, you, they, her, all, are 		<p><i>Spring Term 2 is used for Assessment and consolidation of Phase 3 Phonics before moving onto Phase 4 when secure:</i></p> <ul style="list-style-type: none"> Week 1: Phase 3 Assessment (Phonics Tracker) Week 2 – 8: Phase 3 Assess, Apply & Consolidate 	
Spring Term Literacy Core Story & Story Box			
<p>The Train Ride by June Crebbin & Stephen Lambert</p>  <p>Week 1: Book Talk & Oracy Week 2: Fiction (Setting) Week 3: Non-Fiction (Recount/Letter)</p>	<p>Mr. Gumpy's Outing by John Burningham</p>  <p>Week 1: Book Talk & Oracy Week 2: Fiction (Character & Setting) Week 3: Non-Fiction (Fact File)</p>	<p>The Gingerbread Man Retold by Alan Macdonald</p>  <p>Week 1: Book Talk & Oracy Week 2: Fiction (Character/Setting) Week 3: Non-Fiction (Instructions)</p>	<p>The Three Little Pigs by Nicola Baxter</p>  <p>Week 1: Book Talk & Oracy Week 2: Fiction (Character/Setting) Week 3: Non-Fiction (Advert/Persuasion)</p>
<p>On The Move Story Box: <i>Naughty Bus, Duck in a Truck, The Blue Balloon, Mrs. Armitage on Wheels, Whatever Next, Going on a Bear Hunt, We went Walking, Magic Train Ride, Room on the Broom, Mr. Gumpy's Motor Car, Terrific Trains</i></p>		<p>Once Upon a Time Story Box: <i>Red Riding Hood, Chicken Liken, Goldilocks and the Three Bears, The Magic Paintbrush, Elves and the Shoemaker, Jack and the Beanstalk, Three Billy Goats Gruff, The Ugly Duckling, The Enormous Turnip.</i></p>	

Over Arching Theme

Spring Term 1: On The Move



Spring Term 2: Once Upon A Time



Apply, Build & Introduce New Skills

M: Development of Number & Numerical Pattern Skills

Spring Block 1: Alive in 5

- Introduce zero
- Find 0 to 5
- Subitise 0 to 5
- Represent 0 to 5
- 1 more
- 1 less
- Composition
- Conceptual subitising to 5

Spring Block 2: Mass and Capacity

- Compare mass
- Find a balance
- Explore capacity
- Compare capacity

Spring Block 3: Growing 6, 7, 8

- Find 6, 7 and 8
- Represent 6, 7 and 8
- 1 more
- 1 less
- Composition of 6, 7 and 8
- Make pairs-odd and even
- Double to 8 (find a double)
- Double to 8 (make a double)
- Combine 2 groups
- Conceptual subitising

Spring Block 4: Length, Height, Time







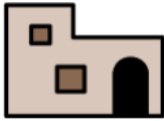





- Explore length
- Compare length
- Explore height
- Compare height
- Talk about time
- Order and sequence

Spring Block 5: Building 9 and 10

- Find 9 and 10
- Compare numbers to 10
- Represent 9 and 10
- Conceptual subitising to 10
- 1 more
- 1 less
- Composition to 10
- Bonds to 10 (2 parts)
- Make arrangements of 10
- Bonds to 10 (3 parts)
- Doubles to 10 (find a double)
- Doubles to 10 (make a double)
- Explore even and odd

Spring Block 6: Explore 3-D Shapes

- Recognise and name 3-D shapes
- Find 2-D shapes within 3-D shapes
- Use 3-D shapes for tasks
- 3-D shapes in the environment
- Identify more complex patterns
- Copy and continue patterns
- Patterns in the environment

		Over Arching Theme									
		Spring Term 1: On The Move					Spring Term 2: Once Upon A Time				
Understanding The World											
		Apply, Build & Introduce New Skills (Spring 1)					Apply, Build & Introduce New Skills (Spring 2)				
		UW: Development of Past & Present									
		<ul style="list-style-type: none"> To talk about the lives of people around them. 					<ul style="list-style-type: none"> To talk about past and present events in their lives and what has been read to them. 				
		UW: Development of People, Cultures & Communities									
		<ul style="list-style-type: none"> To know that people around the world have different religions. To talk about Chinese New Year 					<ul style="list-style-type: none"> To know that there are many countries around the world. To know that Christians celebrate Easter. 				
		UW: Development of The Natural World									
<ul style="list-style-type: none"> To identify minibeasts and microhabitats. To talk about the four seasons and seasonal change. To explore weather and has this effects animals. 					<ul style="list-style-type: none"> To identify different habitats. To make observations about plants discussing similarities and differences. To identify and recognise the features of Spring 						
		Key Themes: Spring Term 1					Key Themes: Spring Term 2				
		Key Theme 1: Types of Transport 	Key Theme 2: Transport from the Past 	Key Theme 3: Journeys 	Key Theme 4: Houses & Homes Around the World 	Key Theme 5: Houses & Homes from the Past 	Key Theme 1: Spring 	Key Theme 2: Traditional Tales Around the World 	Key Theme 3: Naming Everyday Materials 	Key Theme 4: Experimenting with Everyday Materials 	Key Theme 5: Easter 
Religion & Worldviews (Oxford Dinosaur)		Religion & Worldviews: Spring 1					Religion & Worldviews: Spring 2				
		<ul style="list-style-type: none"> Worldwide View: Christianity Strand: Beliefs and Questions Key Question: Who are Christians and what do they believe? Focus of Study: Focus on stories from the Bible that show what Christians believe. Establish that Christians live all over the world 					<ul style="list-style-type: none"> Worldwide View: Christianity Strand: Christian Worldviews Key Question: What is the church and who goes there? Focus of Study: Beliefs and faiths. Community and Identity 				

Over Arching Theme

Spring Term 1: On The Move



Spring Term 2: Once Upon A Time



Apply, Build & Introduce New Skills

EAD: Development of Creating with Materials

- To experiment with different mark making tools such as art pencils, pastels, chalk.
- To explore a range of materials.
- To continue to explore joining techniques for a range of materials.
- To use collage materials and different textures to create puppets.
- To use some cooking techniques – Easter nests, heart biscuits and pancakes.

EAD: Development of Being Imaginative & Expressive

- To join in with whole school singing assemblies.
- To create musical patterns using un-tuned instruments.
- To move in time to music and learn dance routines.
- To act out well-known stories.

Nursery Rhyme Basket: Spring Term 1

Counting Rhymes (Within 5)

- 5 little Speckled Frogs
- 5 little Ducks
- 5 little Men in a Flying Saucer
- Two little Dickie Birds
- Three Blind Mice Five Current Buns
- 5 Little Apples
- 5 Little Monkeys sitting on the Bed
- One Finger, One Thumb

Nursery Rhyme Basket: Spring Term 2

Counting Rhymes (Within 10)

- 1,2,3,4,5 Once I caught a Fish Alive
- 1,2 Buckle my Shoe (extended)
- 10 Green Bottles
- Ten in the Bed
- 10 Fat Sausages
- This Old Man
- One Potato, Two Potato
- Hickory Dickory Dock
- One Banana, Two banana

Music: Spring Term 1

Exploring Sound:

- **Lesson 1 (Vocal Sounds)** - Exploring using voices to make a variety of sounds, with relevant symbols.
- **Lesson 2 (Body Sounds)** - Exploring using body parts to make a variety of sounds.
- **Lesson 3 (Instrumental Sounds)** - Exploring using instruments to make a variety of sounds.
- **Lesson 4 (Environmental Sounds)** - Exploring sounds within the environment.
- **Lesson 5 (Nature Sounds)** - Listening to sounds in nature and recreating them.

Music: Spring Term 2

Big Band:

- **Lesson 1 (What Makes An Instrument)** - Learning about different musical instruments, children then use recyclable materials to create and play their own instruments
- **Lesson 2 (Introduction to Orchestra)** - Children learn about the four different groups of musical instruments, where they are positioned in the orchestra, their different sounds and the role of the conductor
- **Lesson 3 (Follow The Beats)** - Children follow a beat using an untuned instrument and play their instruments together to match the beat
- **Lesson 4 (Tune And Untuned Instruments)** - Experimenting with playing tuned and untuned instruments, children then play along and sing in time to familiar songs, changing the tempo (speed) or dynamic (volume) each time
- **Lesson 5 (Big Band Performance)** - Children select appropriate instruments to represent different parts of a song before performing a practised song to a small audience