



## Yearly overview of EYFS objectives covered 2025-2026

Many of these areas will overlap between different terms and be revisited a number of times over the year. Statements may appear earlier or later depending on the needs of the children.

| RECEPTION                                                                                                              | Autumn 1                                                                                                 | Autumn 2                                                                                                                         | Spring 1                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | Spring 2                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | Summer 1                                                                                                                                                                                                                                                                                                                                                                                            | Summer 2                                                                                                                                                                                                                                                                                                                    |
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| <b>Suggested Topics</b><br>(These are only suggested and may change depending on the interests and needs of the class) | <b>All about me/Nursery Rhymes</b>                                                                       | <b>Autumn/Winter/Traditional Tales.</b>                                                                                          | <b>Dinosaurs</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | <b>Spring – Growth, new life.</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                 | <b>Space.</b>                                                                                                                                                                                                                                                                                                                                                                                       | <b>Summer – Under the Sea</b>                                                                                                                                                                                                                                                                                               |
| <b>Literacy</b><br>(Reading, Writing)                                                                                  | Read individual letters by saying the sounds for them.<br>Form lower-case and capital letters correctly. | Read some letter groups that each represent one sound and say sounds for them.<br>Form lower-case and capital letters correctly. | Blend sounds into words, so that they can read short words made up of known letter-sound correspondences.<br>Read a few common exception words matched to the school's phonic programme.<br>Spell words by identifying the sounds and then writing the sound with letter/s.<br><b>Anticipate (where appropriate) key events in stories.</b><br><b>Say a sound for each letter in the alphabet and at least 10 digraphs.</b><br>Read words consistent with their phonic knowledge by sound-blending. | Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words.<br>Re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment.<br><b>Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.</b><br>Read words consistent with their phonic knowledge by sound-blending. | Write short sentences with words with known letter-sound correspondences using a capital letter and full stop.<br>Re-read what they have written to check that it makes sense.<br><b>Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play.</b><br>Write recognisable letters, most of which are correctly formed. | <b>Write simple phrases and sentences that can be read by others. Spell words by identifying sounds in them and representing the sounds with a letter or letters. Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.</b> |
| <b>Communication &amp; Language</b><br>(Listening &)                                                                   | Understand how to listen carefully and why listening is important.<br>Engage in story times.             | Learn new vocabulary.<br>Use new vocabulary through the day.                                                                     | Ask questions to find out more and to check they understand what has been said to them.                                                                                                                                                                                                                                                                                                                                                                                                             | Articulate their ideas and thoughts in well-formed sentences.                                                                                                                                                                                                                                                                                                                                                                                                                     | Listen to and talk about selected non-fiction to develop a deep                                                                                                                                                                                                                                                                                                                                     | <b>Listening to others and responding appropriately</b><br><b>Hold conversation when engaged in back-and-forth</b>                                                                                                                                                                                                          |

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| attention, Understanding and speaking.) | Learn rhymes, poems and songs.                                                                                                                                                                                                                                                  | Describe events in some detail.<br>Listen to and talk about stories to build familiarity and understanding.<br>Listen carefully to rhymes and songs, paying attention to how they sound.<br>Learn rhymes, poems and songs.                                                                                                           | Use talk to help work out problems and organise thinking and activities, and to explain how things work and why they might happen.<br>Develop social phrases.<br>Retell the story, once they have developed a deep familiarity with the text, some as exact repetition and some in their own words.<br><b>Expressing their ideas whilst being aware of the listener.</b>                                           | Connect one idea or action to another using a range of connectives.<br>Use new vocabulary in different contexts.<br>Engage in non-fiction books.<br><b>Listening to others and responding appropriately.</b><br><b>Make comments about what they have heard and ask questions to clarify their understanding.</b><br><b>Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.</b> | familiarity with new knowledge and vocabulary.<br><b>Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions.</b><br>Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary.                         | <b>exchanges with their teacher and peers.</b><br><b>Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher</b>                                                                                                |
| <b>Mathematics</b><br>(Numbers and SSM) | Count objects, actions and sounds.<br><b>WR -</b><br>- <b>Matching the same</b><br>- <b>Comparing different</b><br>- <b>Sorting</b><br>- <b>Odd one out</b><br>- <b>Comparing amounts/size /mass/capacity</b><br>- <b>Using balance scales</b><br>- <b>Make simple patterns</b> | Subitise.<br>Link the number symbol (numeral) with its cardinal number value.<br>Continue, copy and create repeating patterns.<br><b>Subitise (recognise quantities without counting) up to 5.</b><br><b>WR -</b><br>- <b>Representing 1,2,3</b><br>- <b>Comparing 1,2,3</b><br>- <b>Composition of 1,2,3</b><br>- <b>Subitising</b> | Count beyond ten.<br>Compare numbers.<br>Understand the 'one more than/one less than' relationship between consecutive numbers.<br>Explore the composition of numbers to 10.<br>Select, rotate and manipulate shapes to develop spatial reasoning skills.<br><b>Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity.</b> | Automatically recall number bonds for numbers 0-5 and some to 10.<br>Compose and decompose shapes so that children recognise a shape can have other shapes <i>within it</i> , just as numbers can.<br><b>Have a deep understanding of number to 10, including the composition of each number.</b><br>Automatically recall (without reference to rhymes, counting or other aids) number                                                                                                 | Compare length, weight and capacity.<br><b>Verbally count beyond 20, recognising the pattern of the counting system.</b><br><b>Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.</b><br><b>WR -</b><br>- <b>Subitising</b><br>- <b>Counting</b><br>- <b>Composition</b><br>- <b>Sorting and matching</b> | <b>Comparing quantities and objects related to size, weight, capacity, position, distance, time and money.</b><br><b>Addition, subtraction, sharing.</b><br><b>WR -</b><br>- <b>Doubling</b><br>- <b>Sharing equally</b><br>- <b>Count to 100</b><br>- <b>Recognise the counting system</b><br>- <b>Explorer and represent patterns in number like odds and evens</b> |

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|                                                                                                               |                                                                                                                                                                                                                                                                                                                       | <ul style="list-style-type: none"> <li>- Circles and triangles</li> <li>- Spatial awareness</li> <li>- Positional language</li> <li>- Counting, representing, building number 1-5</li> <li>- Mark making</li> <li>- One more, one less</li> <li>- Ordering numbers</li> <li>- Shapes with 4 sides</li> <li>- Combining shapes</li> <li>- Ordering routines</li> <li>- Positional language</li> </ul> | <p>WR -</p> <ul style="list-style-type: none"> <li>- Introducing 0</li> <li>- Compare numbers to 5</li> <li>- Composition on 4 and 5</li> <li>- Compare mass</li> <li>- Compare capacity</li> <li>- Balancing Num icon</li> <li>- Number bonds to 10</li> <li>- Numbers 1-10 mainly 6, 7, 8</li> <li>- Making pairs</li> <li>- Using 10 frames</li> <li>- Composition of 6,7,8</li> <li>- Combining 2 groups</li> <li>- Length and height</li> <li>- Time and measuring</li> </ul> | <p>bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts.</p> <p>WR -</p> <ul style="list-style-type: none"> <li>- Numbers 1-10 mainly 9 and 10</li> <li>- Comparing numbers to 10</li> <li>- Number bonds to 10</li> <li>- 3D shapes</li> <li>- Pattern</li> <li>- Subitising</li> <li>- Counting</li> <li>- Composition</li> <li>- Sorting and matching</li> <li>- Comparing and ordering</li> </ul> | <ul style="list-style-type: none"> <li>- Comparing and ordering</li> <li>- Number bonds 10-20</li> <li>- Counting patterns beyond 10</li> <li>- Spatial reasoning</li> <li>- Subitising</li> <li>- Counting</li> <li>- Composition</li> <li>- Sorting and matching</li> <li>- Comparing and ordering</li> <li>- Adding more</li> <li>- Taking away</li> <li>- Spatial reasoning</li> </ul> | <ul style="list-style-type: none"> <li>- Doubling</li> <li>- Count to 100</li> <li>- Recognise the counting system</li> <li>- Explorer and represent patterns in number like odds and evens</li> <li>- Adding more</li> <li>- Taking away</li> </ul>                                                                                                |
| <p><b>PSED</b><br/>(Relationships, Self-confidence &amp; Self-awareness, Managing feelings and behaviour)</p> | <p>Initiating conversations.<br/>Playing corporately.<br/>Taking turns.<br/>Can say when they do and don't need help.<br/>Aware of boundaries set and expectation of the class.<br/>To follow rules.<br/>See themselves as a valuable individual.<br/>Express their feelings and consider the feelings of others.</p> | <p>Taking account of what others say. Listen to the ideas of others.<br/>Confident to speak to others about own needs, wants, interests and opinions.<br/>Confident to speak in a group and share ideas.<br/>Build constructive and respectful relationships.<br/>Manage their own needs.<br/>- Personal hygiene<br/>Know and talk about the different factors that</p>                              | <p>Show sensitivity to the needs and feeling of others.<br/>Understand their actions affect others.<br/>Forming positive relationships with adults and peers.<br/>Adjust behaviour to different situations.<br/>Think about the perspectives of others.<br/>Know and talk about the different factors that</p>                                                                                                                                                                     | <p>Describe themselves in positive terms and talk about their abilities.<br/>Confident to try new activities and express preferences.<br/>Work as part of a group or class.<br/>Identify and moderate their own feelings socially and emotionally.<br/>Know and talk about the different factors that support their overall health and wellbeing:</p>                                                                                            | <p>Taking steps to resolve conflict.<br/>Know how they and others show feelings.<br/>To know what behaviour is unacceptable.<br/>Taking changes of routine in their stride. Asking appropriate questions of others.<br/>Show resilience and perseverance in the face of challenge.<br/>Know and talk about the different factors that</p>                                                  | <p>Talk about behaviour and consequences.<br/>Beginning to negotiate and solve problems without aggression.<br/>Know and talk about the different factors that support their overall health and wellbeing: sensible amounts of 'screen time'<br/>Give focused attention to what the teacher says, responding appropriately even when engaged in</p> |

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|                                                                                        |                                                                                                                                                                                                                                     | <p>support their overall health and wellbeing:<br/>of 'screen time'<br/>having a good sleep routine</p> <p><b>Form positive attachments to adults and friendships with peers.</b></p>                                                                                                                                                                                                                                                                                                                                                     | <p>support their overall health and wellbeing:<br/>regular physical activity<br/>healthy eating</p> <p><b>Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.</b></p>                                                                                                                                                                                                                                                                                                                                                                         | <p>toothbrushing</p> <p><b>Be confident to try new activities and show independence, resilience and perseverance in the face of challenge.</b></p> <p>Work and play cooperatively and take turns with others.</p> <p>Show sensitivity to their own and to others' needs.</p>                                                                   | <p>support their overall health and wellbeing:<br/>having a good sleep routine<br/>-being a safe Pedestrian</p> <p>Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly.</p> <p>Explain the reasons for rules, know right from wrong and try to behave accordingly.</p>                                                                                                                                                               | <p>activity, and show an ability to follow instructions involving several ideas or actions.</p> <p><b>Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate.</b></p> |
| <p><b>Physical Development</b><br/>(Moving &amp; handling, Health &amp; self-care)</p> | <p>Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor.</p> <p>Further develop the skills they need to manage the school day successfully: lining up and queuing mealtimes</p> | <p>Develop their small motor skills so that they can use a range of tools competently, safely and confidently.</p> <p>Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons.</p> <p>Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group.</p> <p><b>Negotiate space and obstacles safely, with consideration for themselves and others.</b></p> <p><b>Use a range of small tools, including scissors, paintbrushes and cutlery.</b></p> | <p>Revise and refine the fundamental movement skills they have already acquired:</p> <ul style="list-style-type: none"> <li>- rolling</li> <li>- crawling</li> <li>- walking</li> <li>- jumping</li> <li>- running</li> <li>- hopping</li> <li>- skipping</li> <li>- climbing</li> </ul> <p>Develop overall body-strength, balance, co-ordination and agility.</p> <p>Develop the foundations of a handwriting style which is fast, accurate and efficient.</p> <p>Understand the need for safety and manage risks.</p> <p><b>Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases.</b></p> | <p>Progress towards a more fluent style of moving, with developing control and grace.</p> <p>Combine different movements with ease and fluency.</p> <p>Further develop and refine a range of ball skills including: throwing, catching, kicking, passing, batting, and aiming.</p> <p><b>Begin to show accuracy and care when drawing.</b></p> | <p>Move confidently in a range of ways .</p> <p>Develop the overall body strength, co-ordination, balance and agility needed to engage successfully with future physical education sessions and other physical disciplines including dance, gymnastics, sport and swimming.</p> <p>Develop confidence, competence, precision and accuracy when engaging in activities that involve a ball.</p> <p><b>Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.</b></p> | <p>Managing own needs confidently and independently.</p> <p><b>Demonstrate strength, balance and coordination when playing.</b></p> <p><b>Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.</b></p>      |

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| <b>Understanding the World</b><br>(People & Communities, The World and Technology) | <b>Family routines.</b><br>Explore similarities and differences between each other.<br>Name and describe people who are familiar to them. | <b>Family customs.</b><br>Talk about past and present events in their and their family's lives. <b>Explore similarities among families, communities and traditions.</b><br>Comment on images of familiar situations in the past.<br>Explore the natural world around them.<br>Describe what they see, hear and feel whilst outside.<br>Understand the effect of changing seasons on the natural world around them. | <b>Know that people like different things - can be sensitive to this.</b><br>Talk about members of their immediate family and community.<br>Recognise that people have different beliefs and celebrate special times in different ways. Compare and contrast characters from stories, including figures from the past.<br>Talk about the lives of the people around them and their roles in society.<br>Understand the past through settings, characters and events encountered in books read in class and storytelling. | <b>Explore similarities and differences between places, objects, materials and living things.</b><br>Draw information from a simple map.<br>Understand that some places are special to members of their community.<br>Explore the natural world around them.<br>Describe what they see, hear and feel whilst outside.<br>Understand the effect of changing seasons on the natural world around them.<br><b>Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.</b><br>Explore the natural world around them, making observations and drawing pictures of animals and plants. | Recognise some similarities and differences between life in this country and life in other countries.<br>Recognise some environments that are different to the one in which they live.<br><b>Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.</b><br><b>Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and (when appropriate) maps.</b> | <b>Explore the features of their local environment and how other environments may vary.</b><br>Explore the natural world around them.<br>Describe what they see, hear and feel whilst outside.<br>Understand the effect of changing seasons on the natural world around them.<br><b>Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class.</b><br>Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class.<br>Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter. |
| <b>Expressive Arts &amp; Design</b><br>(Media & materials, Being imaginative)      | Create collaboratively, sharing ideas, resources and skills.                                                                              | Listen attentively, move to and talk about music, expressing their feelings and responses.<br>Sing in a group or on their own, increasingly matching the pitch and following the melody.                                                                                                                                                                                                                           | Watch and talk about dance and performance art, expressing their feelings and responses.<br>Develop storylines in their pretend play.                                                                                                                                                                                                                                                                                                                                                                                    | <b>To express and respond to feelings, ideas and experiences.</b><br>Return to and build on their previous learning, refining ideas and developing their ability to                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | Explore, use and refine a variety of artistic effects to express their ideas and feelings.<br>Explore and engage in music making and dance,                                                                                                                                                                                                                                                                                                                                                                                               | <b>Represent their own ideas.</b><br><b>Make use of props and materials when role playing characters in narratives and stories.</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |

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|  |  |  | <p>Sing a range of well-known nursery rhymes and songs.</p> | <p>represent them.</p> <p>Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</p> | <p>performing solo or in groups.</p> <p>Share their creations, explaining the process they have used.</p> | <p>Invent, adapt and recount narratives and stories with peers and their teacher.</p> <p>Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time with music.</p> |
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### British Value links –

Democracy

Rule of Law

Individual Liberty

Mutual respect and tolerance of different faiths and beliefs.

**BOLD TEXT – ELG's**

Blue text – White Rose focus