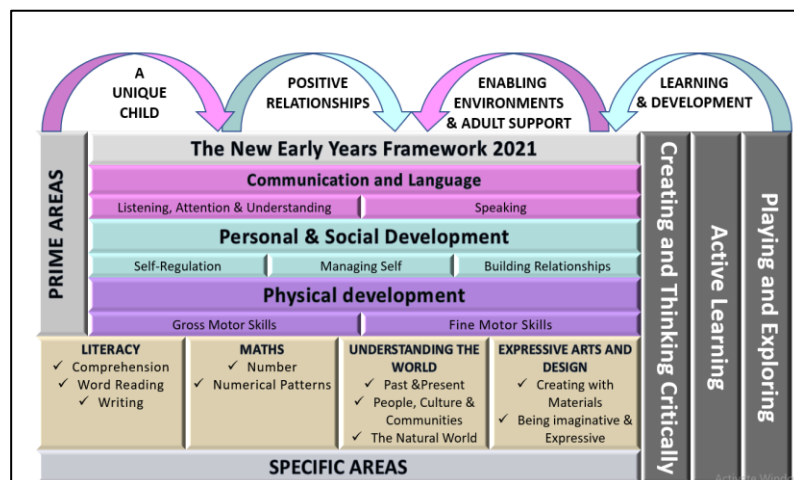


Foundation Class Pre-Schoolers EYFS Long Term Overview 2025-2026

School: Windmill Hill Academy	
Completed by a School Leader/ Key Stage Leader: Danielle Edgson (Nursery Manager)	Name/ Signature/ Date:
Shared with Curriculum Leaders: Sarah Jones	Name/ Signature/ Date:
Monitored by Curriculum Leader: To ensure subject coverage and weighting.	Name/ Signature/ Date:



Characteristics of Effective Teaching and 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.

Overarching 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. Children benefit from a strong partnership between practitioners and parents and/or carers.

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EYFS Curriculum - Intent, Implementation and Impact

Intent – Why do we teach what we teach?

At Windmill Hill Academy (Foundation Class Pre-Schoolers) we know the value of supporting each child and treating them as individuals. The knowledge we hold as practitioners on each of the children in our care allows us to scaffold, teach skills, offer knowledge and enhance understanding which ultimately will support their transition from Pre-School into school, getting them ready for the challenges ahead of them in their journey. Allowing them to become successful in their schooling lives and into the wider world. Through embedding the Characteristics of Effective Teaching and Learning – Play and Exploration, Active Learning and Creative and Critical Thinking we can support children to achieve their successes. As we offer an enabling environment and skilful adult interactions, we can support the children as they begin to link learning to their play and exploration. Our curriculum has been created with the children in mind, which is linked to our school environment, the growing world around us. We aim to teach children about their environment and other places, cultures and natures around the world. We will have directed teaching sessions which are tailored to the cohort of children we have where we lay the foundations for phonics, introduce a love of reading, rhymes and early mathematical concepts. We have time for children to learn through play and child led exploration which is linked to their interests, and they follow their own ideas fostering and valuing the children imagination and creativity. Adults are readily available to scaffold, model and enhance children’s learning during these times. Adult led learning is used as a way of providing children with new ideas and concepts of the wider world around them. We aim to ensure we create a sense of enjoyment and fascination through all learning experiences offered, continue provision, trips and other activities.

The intent behind our EYFS curriculum is to ensure what we offer to children allows them to be ready to learn and inspiring passionate life- long learners. As part of the An Daras Mat we our aim is to *Igniting Curiosity, Growing Capabilities - “To grow capability mature children who are positively engaged, compassionate, competent young people conscious of the role they play in society, who are curious about the world around them and their place in it”.*

Implementation-How do we teach what we teach?

We support our children to learn through age and stage appropriate child-initiated and adult- led activities. We have formulated a timetable which allows time for directed teaching time in Little Wandle and Maths. We have regular circle time sessions. All activities provided are modelled by adults and children are given time, support and the resources needed throughout our changing and challenging environment used well to engage and challenge during continuous provision. The curriculum is planned for the inside and outside and equal importance is given to learning in both areas. The curriculum is planned in a cross-curricular way to enable all aspects of the children’s development including understanding the world and expressive art and design as well as to promote sustained thinking, active learning and diversity.

Reading is a focus within our curriculum, and we offer a range of texts for the children to access themselves while using texts with the Foundations for phonics curriculum to support their literacy development. Using Little Wandle phonics scheme is helped with getting children school ready and providing them with a great start learning to read. Maths is provided through planned sessions using Mastering the Curriculum. These early mathematical experiences are designed to help pupils

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remember the content they have been taught and to support them with integrating their new knowledge across the breadth of their experiences and into larger concepts. Our inclusive approach means that all children learn together but we do provide additional intervention and support to enhance and scaffold children who may not be reaching their potential or moving on children who are doing very well. This includes, for example, additional adult-led sessions, speech and language interventions and 'catch-up' provision in Maths.

Impact-How do we know what children have learnt and how well they have learnt it?

Our curriculum and its delivery ensure that children make good progress toward their age-related expectations before transitioning into Year One from their individual starting points. It is designed to meet the needs of all our children, including our disadvantaged pupils and those with SEND. We spend time looking at and evaluating how children are learning. This is achieved through talking to children, looking at their work, observing their learning experiences and analysing data and progress by year groups and individuals. Every member of staff uses ongoing observational assessment to identify children's starting points and plan experiences which ensure progress. We use the Development Matters checkpoints to establish whether children are on-track. We use this information to plan learning experiences and next steps so that knowledge and skills are built cumulatively. During each assessment window, three times a year, staff update the progress children have made onto ITrack which allows us to assess the impact of teaching and evaluate whether it has been enough. Evidence of children's learning including observations, photographs and contributions from parents are recorded using our online learning journey system Tapestry and Class DoJo. Other evidence such as independent work samples are recorded in the child's paper 'learning journey'.

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	Autumn		Spring		Summer	
Possible Themes/Interests/ Lines of Enquiry <i>NB: These themes may be adapted at various points to allow for children's interests to flow through the provision</i>	Super me!		Let's explore!		Isn't it amazing?	
	All about me Settling back in. Starting Pre-School/ New beginnings. Meeting new friends. My family, home, community.	Celebrations Halloween Harvest Diwali Bonfire night Remembrance day Christmas	Changes in the world/ Occupations/ people who help us Chinese new year- Horse	New life/ Growing Spring Planting Life cycles Mothers day	Growing in confidence Taking risks- bikes, balancing, new skills Using cutlery. Getting dressed and undress	Exciting changes Going to school Who are we

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	<p>Feelings and emotions.</p> <p>New rules and routine of pre-school</p>		<p>Dentist, doctors, vets, police, fire fighters</p> <p>Valentines day</p>		<p>Talk around toilet training</p>	<p>Look how far we have come</p> <p>Fathers day</p> <p>Feelings and emotions. My family, home, community.</p>
<p>Key Texts</p> <p>Pie Corbett's Reading Spine</p> <p>Little Wandle Foundations for Reading</p> <p>Diversity Links</p> <p>Sustainability Links</p>	<p>'The Colour Monster' by Anna Llenas</p> <p>'Owl Babies' by Martin Waddell</p> <p>'Elmer' by David McKee</p> <p>'Monster Clothes' by Daisy Hirst LW</p> <p>'We're Going on a Bear Hunt' by Michael Rosen</p>	<p>'We're Going on a Pumpkin Hunt' by Goldie Hawk</p> <p>'How to catch a star' by Oliver Jeffers</p> <p>'You Choose' by Pippa Goodhart and Nick Sharratt</p> <p>'Stickman' by Julia Donaldson</p>	<p>'The Train Ride' by June Crebbin</p> <p>'Car, Car, Truck, Jeep' by Katrina Charman and Nick Sharratt LW</p> <p>'Duck in the truck' by Jez Alborough</p> <p>'All through the Night' by Polly Faber and Harriet Hobday LW</p>	<p>The three Little Pigs- traditional tale</p> <p>'Brown Bear, Brown Bear' by Bill Martin Jnr and Eric Carle</p> <p>'We're Going on a Lion Hunt' by David Axtell</p> <p>'My First Animal Signs' by Anthony Lewis</p> <p>'Dear Zoo' by Rod Campbell</p>	<p>'The Very busy Spider' by Eric Carle</p> <p>'The crunching munching Caterpillar' by Sheridan Cain</p> <p>'The Very Hungry Caterpillar' by Eric Carle</p> <p>The three Billy Goats Gruff- Traditional tale</p>	<p>'Tiddler' by Julia Donaldson</p> <p>'Sharing a shell' by Julia Donaldson</p> <p>'Shiver Me Timber's by Oakley Graham</p> <p>'Ben's Adventure' by Elizabeth Gerlach</p> <p>'Pirate Pete' by Andrea Pinnington</p>


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For core book see Literacy section below						'The Undersea Cleaning Spree' by Twinkl Originals
Non-Fiction	World Atlas, The children's Bible, Magazines, Recipe Books, Osborne Question and Answer books, Topic specific books, signing books					
Communication and Language	2- 3 year olds - We aim to become a ' Confident communicators ' Who can understand and act on longer sentences like 'make teddy jump' or 'find your coat'. 3 – 4+ year olds – We aim to become a ' Confident communicators ' Who can develop their communication but may continue to have problems with irregular tenses and plurals- 'runned' for 'ran', 'swimmed' for 'swam'.					
2-3 years <i>Listening, Attention, and Understanding Speaking</i>	Opportunities for singing, music and toys that make sounds Developing use of single words during play through adult interactions	Listens to and enjoys rhythmic patterns in rhymes and stories Developing ability to put 2/3 words together	Start to say how they are feeling, using words as well as actions (Begin to express themselves) Beginning to ask simple questions	Start to develop conversation, often jumping from topic to topic. Confidently put 2/3 words together. Identifies action words by following simple instructions e.g. who is jumping?	Begin to understand more complex sentences, e.g. put your toys away and sit on the carpet* Listen to simple stories and understand what is happening, with the help of the pictures.	Use language to share feelings, experiences and thoughts. Understanding of simple concepts, fast / slow good/bad Understanding the use of objects. - what do we use to cut
3-4+ years <i>Listening, Attention, and Understanding Speaking</i>	Listening to stories and begin to recall information Developing listening skills	Sing Songs and Talk about familiar stories	Developing vocabulary Asking and answering questions	Asking and answering questions Developing sentence length	Express a point of view Use talk to organise ideas and play	Confident in listening to others and responding Developing speaking audibly



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Registration and Circle times	Develop speaking and listening skills, interactions, following instructions, explaining ideas, thoughts and feelings. Talk Boost (Groups who need extra support) WellComms (activities planned daily)					
Daily routines	Practice using new vocabulary, develop social phrases, engage in communication with friends and adults, sing songs, sign, explain ideas and thoughts, engage in and talk about books, retell stories/poems and create their own.					
Busy Learning	Learn new vocabulary, engage in singing or talk about the world around them. Learn rhymes and songs. Engage in communication with friends and adults.					
	Possible enhancements					
	Home corner role play area	Party props for relating to real life experiences	Role Play train station	Dear Zoo story props	Butterfly growing kit	Role play ice-cream shop
PSED	<p>2-3 year olds - We aim to become 'Independent Individuals' Who can establish their sense of self. Who can play with increasing confidence on their own and with other children, because they know their Key Person is nearby and available.</p> <p>3-4+ year olds - We aim to become 'Independent Individuals' Who can remember rules without needing an adult to remind them and who develop appropriate ways of being assertive.</p>					
	NB. These statements have been split for extra focus, but all will apply on an ongoing basis throughout the year.					
2-3 years <i>Self-Regulation Managing Self Building Relationships</i>	<p>Finding ways of managing transitions, for example from their parent to their key person</p> <p>Interested in their own and others physical characteristics e.g. pointing to features</p>	<p>Play with increasing confidence on their own and with other children, because they know their key person is nearby and available</p> <p>Beginning to express preferences and decisions.</p>	<p>Experiments with what their body can do by setting themselves physical challenges</p> <p>Developing an understanding/interest in differences e.g. in gender, ethnicity and ability</p>	<p>Begin to show 'effortful control'. For example, waiting for a turn and resisting the strong impulse to grab what they want or push their way to the front</p> <p>Begin to use 'you, me and I' in talk</p>	<p>Show empathy and concern for people who are special to them</p> <p>Knows their own name, their preferences and interests, becoming aware of unique abilities</p>	<p>Seeks out others to share experiences</p> <p>Beginning to be able to cooperate in favourable situations</p>
3-4+ years <i>Self-Regulation Managing Self Building Relationships</i>	<p>Talk about feelings e.g. happy and sad</p> <p>Identify feelings in others</p> <p>Select and use resources</p>	<p>Develop a sense of community and responsibility</p> <p>Show increasing confidence in social situations</p>	<p>Developing ways to solve conflicts</p> <p>Shows understanding of rules and why they are important</p>	<p>Develop ways of being assertive</p> <p>Develop independence in managing own care needs</p>	<p>Develop play with others</p> <p>Show increasing confidence in social situations</p>	<p>Demonstrate developing confidence in new situations</p> <p>Independent dressing and self-care making healthy choices</p>


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	PSHE Coram Education-SCARF: Safety, Caring, Achievement, Resilience, Friendship					
	Me & My Relationships	Valuing Difference	Keeping Safe	Rights & Respect	Being My Best	Growing & Changing
	Marvellous me! I am special People who are special to me	Me and my friends Friends and family Including everyone	People who help me and keep me safe Safety Indoors and Outdoors What's safe to go into my body	Looking after myself Looking after others Looking after my environment	What does my body need? I can keep trying I can do it!	Growing and changing in nature When I was a baby Girls, boys and families
Registration and Circle times	Develop speaking and listening skills, self-esteem, a sense of community, understanding of how their behaviour affects others, problem-solving, a sense of responsibility and improved relationships between children, and between children and their teacher.					
Daily routines	Self-registration, song and story-time, lunch choosing, book voting, tidy-up time, washing hands independently, change into wet weather gear, use toilets with support, snack time (free-flow during busy learning), lunchtimes, getting ready for home, follow the class rules/charter, to be ready, safe and respectful					
Busy learning	Build relationships with others, see themselves as a valued individual, set simple challenges, show resilience and perseverance, manage feelings and behaviour appropriately, play co-operatively, take turns and share, show sensitivity to others					
Physical Development	<p>2-3 year olds - We aim to become a confident 'Amazing Athletes ' who can use large and small motor skills to do things independently. (For example, manage buttons and zips and pour drinks).</p> <p>3-4+ year olds - We aim to become a confident 'Amazing Athletes ' Who can be increasingly independent as they get dressed and undressed. (For example, putting coats on and doing zips up)</p>					
Gross Motor Skills	<p style="text-align: center;"></p> <p style="text-align: center;">Develop movement skills- gross motor, body control and strength.</p> <p>Gross Motor Skills:</p> <ul style="list-style-type: none"> • Climbing on various equipment • Crawl, walk, run, jump, matching skill to task • Use large muscle movements to wave flags and streamers • Kick, throw and catch a ball • Clap and stamp to music • Dance and hold a pose • Paint and make marks • To be able to begin to sit on a push-along wheeled toy (2-3 years) • Riding tricycles (3-4 years) • Going up and down stairs • Carrying heavy items 					

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	<ul style="list-style-type: none"> • Washing windows and toys • Building with large construction
Physical Development	<p>2–3-year-olds - We aim to become a 'Talented tool user' Who can explore different materials and tools.</p> <p>3-4+ year olds - We aim to become a 'Talented tool user' Who can use one-handed tools and equipment. (For example, making snips in paper with scissors).</p>
<i>Fine Motor Skills</i>	<p style="text-align: center;"> Develop fine motor skills- scissor skills, cutlery, preference for a dominant hand</p> <p>Fine Motor Skills:</p> <ul style="list-style-type: none"> • Use tools and equipment like spades, spoon and fork, water jugs, scissor scoops, tweezers, large pipettes • Funky finger activities • Play-dough (dough disco) • Tearing Paper • Scissors- sniping paper progressing to moving forwards • Mark making using a variety of tools and media • Use of Clips, Clasps, zips, buttons, screwing Jars and nuts and bolts • Finger Puppets
Literacy	<p>2-3 year olds - We aim to become a 'Book Worm' Who can ask questions about the book. Make comments and share their own ideas.</p> <p>3-4+ year olds – We aim to become a 'Book Worm' who can understand the five key concepts about print = Print has meaning, Print can have different purposes, We read English text from left to right and form top to bottom, The names of the different parts of a book, Page sequencing</p> <p>2-3 year olds - We want to become 'Wow writers' Who can make marks on their picture to stand for their name.</p> <p>3-4+ year olds- We want to become 'Wow Writers' Who can write some or all of their name and who can write some letters accurately.</p>
2-3 years	<p style="text-align: center;">Getting to know routines Little Wandle Foundations for a love of reading Foundations for Phonics Rhyme time LW</p> <p style="text-align: center;"></p>

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<p><i>Word Reading</i></p> <p><i>Writing</i></p> <p><i>Comprehension</i></p>	<p>Enjoys songs and rhymes tuning in and paying attention</p>	<p>Enjoys sharing books with an adult</p>	<p>Has favourite books and seeks them out, to share with an adult</p>	<p>Ask questions about the book. Makes comments and shares their own ideas</p>	<p>Develop play around favourite stories using props</p>	<p>Have favourite books and seeks them out, to share with an adult, with another child, or to look at alone</p>
	<p>Copy finger movements and other gestures</p> <p>Pay attention and responds to the pictures or the words in books</p> <p>Enjoy making marks freely</p>	<p>Enjoys rhythmic and musical activity with percussion, songs, clapping along with the beat</p> <p>Enjoys listening or joining in with words of familiar songs and nursery rhymes</p> <p>Pay attention and responds to the pictures or the words in books</p> <p>Enjoys making marks freely</p>	<p>Repeat words and phrases from familiar stories</p> <p>Join in with songs and rhymes, copying sounds, rhythms, tunes and tempo. (Begin to engage in phase 1 phonic activities)</p> <p>Enjoys mark making on paper, on screen and on different textures, such as in sand or playdough and through using touch-screen technology</p>	<p>Join in with songs and rhymes, copying sounds, such as loud, quiet, fast, slow, using instruments</p> <p>Sing songs and say rhymes independently, for example, singing whilst playing.</p> <p>Add some marks to their drawings, which they give meaning to. For example: "That says mummy."</p>	<p>Beginning to join in with conversations about stories and learn new vocabulary</p>	<p>Notice some print, such as the first letter of their name, a bus or door number, or a familiar logo. (Recognises important prints to me)</p> <p>Sing songs and say rhymes independently, for example, singing whilst playing</p> <p>Repeat words and phrases from familiar stories</p> <p>To begin to make marks independently.</p>
<p>3-4+ years</p>	<p>Little Wandle Foundations For a Love of Reading /Rhyme Time Little Wandle Foundations for Phonics</p> 					
<p><i>Word Reading</i></p> <p><i>Writing</i></p> <p><i>Comprehension</i></p>	<p>Enjoys making marks independently</p> <p>Joins in with a range of</p>	<p>Begin to develop phonological awareness.</p> <p>Begin to count or clap syllables</p>	<p>Develop language of direction (up down, round, and back)</p> <p>Can access a wide range of mark making materials</p>	<p>Talks about the different parts of a book</p> <p>Discriminates between different sounds (animal)</p>	<p>Develops Understanding of the five key concepts about print:</p> <ul style="list-style-type: none"> - print has meaning -Page sequencing - print can have different purposes 	<p>Joins with oral blending and segmenting games.</p> <p>Begins to blend and segment CVC words</p>

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	<p>Nursery Rhymes, jingles and songs</p> <p>To be able to enjoy stories with adults, sometimes in a small group</p> <p>To begin to develop play around favourite stories using props</p> <p>Discriminates between different sounds. (Environmental and instrumental sounds)</p> <p>Talks about pictures in books</p>	<p>Develop use of some story language</p> <p>Learns new vocabulary from texts and topics</p> <p>Develop understanding of concepts e.g. same/different</p> <p>Join in with Dough Disco sessions</p>	<p>in class and in the outdoor provision</p> <p>Makes marks using a range of materials</p> <p>Imitate writing in play situations e.g. shopping lists, parking tickets</p>	<p>Recognises rhyming words in games, stories and poems.</p> <p>Recognises familiar logos and labels in the environment</p> <p>To know that text has meaning.</p> <p>Builds an understanding that text is read from left to right</p>	<p>- we read English text from left to right and from top to bottom - the names of the different parts of a book</p> <p>Makes predictions about stories</p> <p>Can re-tell familiar stories using a story map</p> <p>Talks about different parts of a story. (Beginning, middle, end)</p> <p>Demonstrates an understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary</p> <p>Begin to recognise Name</p>	<p>Joins in with shared writing experiences and contributes ideas</p> <p>Recognises rhymes and alliteration</p> <p>Recognises initial sounds in words</p> <p>Joins in with weekly Little Wandle phonic sessions introducing 3 phonemes each week</p> <p>Recognises name</p> <p>Write some or all of my name</p> <p>Write some letters accurately</p>
<p>Core Books <i>Little Wandle suggested texts</i> Diversity Text Sustainability Text</p>	<p>Amazing! by Steve Antony LW</p>	<p>Kindness makes us Stronger by Sophie Beer LW</p>	<p>Where's Lenny? By Ken Wilson-Max LW</p>	<p>Would you rather? By John Burningham LW</p>	<p>Monster Clothes by Daisy Hirst LW</p>	<p>Lulu loves the Library by Anna McQuinn LW</p>
<p>Little Wandle Rhyme Time</p>	<p>Miss Polly had a Dolly Humpty, Dumpty Ring-a-Ring-a-Roses The Grand Old Duke of York</p>	<p>Pat-a-Cake Twinkle, Twinkle, Little Star Hickory, Dickory, Dock</p>	<p>Down at the Station The Wheels on the Bus Row, Row, Row your Boat</p>	<p>Incy, Wicny Spider Baa, Baa, Black, Sheep Hey, Diddle, Diddle</p>	<p>Round and Round The Garden Mary, Mary, Quite Contrary One, Two, Buckle my Shoe</p>	<p>12345, once I caught a fish alive A Sailor Went to Sea Jack and Jill Wind the Bobbin Up</p>

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Maths	<p>2-3 year olds - We aim to become 'Curious Mathematicians' Who can count in everyday contexts, sometimes skipping numbers '1, 2, 3, 5'.</p> <p>3-4+ year olds - We aim to become 'Curious Mathematicians' Who can develop fast recognition of up to 3 objects, without having to count them individually (Subitising).</p>					
	<p><i>NB: These statements have been split for extra focus but will be revisited throughout the year in maths rich continuous provision and progression will be determined by assessment</i></p>					
<p>2-3 years</p> <p><i>Number</i></p> <p><i>Numerical Pattern</i></p> <p><i>Shape and Space</i></p>	<p>Maths: Noticing number</p> <p>React to changes of amount in a group of up to three items</p> <p>Say some number names randomly</p> <p>Take part in finger rhymes/counting rhymes</p>	<p>Maths: Comparing and combing objects</p> <p>Compare saying lots, more, the same</p> <p>Combine objects like stacking blocks and cups. Put objects inside others and take them out again</p> <p>Beginning to recite some number names in sequence</p> <p>Build with a range of resources</p>	<p>Maths: Counting skills and categorising</p> <p>Count in everyday contexts, sometimes skipping numbers - '1-2-3-5.'</p> <p>Recites some number names in sequence</p> <p>Beginning to categorise objects according to properties such as shape or size</p>	<p>Maths: Developing understanding of language</p> <p>Compare saying bigger, smaller, high, low, tall, heavy</p> <p>Developing understanding of positional language</p> <p>Recites numbers in sequence 1-5</p>	<p>Maths: Counting skills</p> <p>Say one number for each item in order: 1,2,3 (maybe more)</p> <p>Recites numbers past five sometimes in sequence</p> <p>Recognise some numerals of personal significance</p> <p>Selects a small number of objects from a group when asked</p>	<p>Maths: Shape exploration, measure & pattern</p> <p>Counting to 5/10</p> <p>Make simple comparisons between objects relating to size, length, weight and capacity</p> <p>Exploring shapes in play</p> <p>Complete an inset puzzle</p> <p>Notices simple patterns and arrange things in patterns</p>
<p>3-4+ years</p> <p><i>Number</i></p> <p><i>Numerical Pattern</i></p> <p><i>Shape and Space</i></p>	<p>Maths: Colour and Shape</p> <p>Explore colour and colour mixing</p> <p>Make comparisons between objects relating to size</p> <p>Compare sizes using gestures and language: 'big/little/small'</p> <p>Talk about and explore 2D shapes</p>	<p>Maths: Counting skills, subitising and patterns</p> <p>Counting to 5/10</p> <p>Subitising objects to 3</p> <p>Counting out objects 1-1</p> <p>Knows last number reached is the total (cardinal principle)</p> <p>Showing numbers on fingers</p>	<p>Maths: Composition and number recognition</p> <p>Say one number for each item in order: 1,2,3,4,5.</p> <p>Introduce that numbers are made up of smaller numbers (composition) 1-5</p> <p>Knows last number reached is the total (cardinal principle)</p> <p>Number recognition.</p> <p>Link numerals and amounts: for example, showing the</p>	<p>Maths: Number and Measure</p> <p>Recite numbers past 5.</p> <p>Link numerals and amounts: for example, showing the right number of objects to match the numeral, up to 5.</p> <p>Number recognition.</p> <p>Link numbers to amounts</p> <p>Ordering</p>	<p>Maths: Sequencing and position</p> <p>Compare saying 'more than', 'fewer than'</p> <p>Begin to describe a sequence of events, real or fictional, using words such as 'first', 'then...'</p> <p>Understand position through words alone for example, "The bag is under the table," with no pointing.</p> <p>Exploring measures</p> <p>Starting to describe shape</p>	<p>Maths: Composition, more and less, consolidation</p> <p>Realises that not just objects can be counted</p> <p>Finds one more or less with objects</p> <p>Say a number one more than the given number to 5</p>

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	<p>using informal and mathematical language sides, corners, straight, flat</p> <p>Select shapes appropriately e.g. flat surfaces for building, a triangular prism for a roof etc.</p>	<p>Extend and create ABAB patterns – stick, leaf, stick, leaf.</p> <p>Notice and correct an error in a repeating pattern.</p>	<p>right number of objects to match the numeral, up to 5.</p> <p>Experiment with their own symbols and possibly numerals.</p> <p>Talk about and explore 2D and 3D shapes (for example, circles, rectangles, triangles and cuboids) using informal and mathematical language: ‘sides’, ‘corners’, ‘straight’, ‘flat’, ‘round.</p>	<p>Talk about and identify the patterns around them. For example: stripes on clothes, designs on rugs and wallpaper, using informal language like ‘pointy’, ‘spotty’, ‘blobs’ etc..</p> <p>Make comparisons between objects relating to size, length, weight and capacity.</p>	<p>Using prepositions in their play and games</p> <p>Talk about routes and locations</p>	<p>Can count irregular arrangements to 10</p> <p>Notices & corrects an error e.g. on a number line</p>
<p>Key Maths Texts Link to Master the Curriculum</p>	<p>Red-A crayons story-Michael Hill Big, Yellow Digger-Julia Jarman The Rainbow Fish-Marcus Pfister Elmer-David Mckee Mix it Up-Herve Tullet Simon Sock-Sue Hendra Exactly the Opposite-Tana Hoban Sort it out-Barbara Mariconda 1,2,3 to The Zoo-Eric Carle Beep, Beep, Vroom, Vroom-Stuart J Murphy Pattern Fish-Trudy Murphy</p>		<p>The Three Little Pigs The Three Billy Goats Gruff It’s not easy being number three-Drew Deravich Pete the Cat and his 4 Groovy buttons-James Dean Spots and Dots by Helen Baugh and Marion Douchars Anno’s Counting book-Mitsumasa Anno Six Dinner Sid-Inga Moore Jasper’s Beanstalk-Nick Butterworth How Much Does a Ladybird Weigh?-Alison Limentani</p>		<p>Over Bear-Under where? Julie Hedlund Rosie’s Walk-Pat Hutchins Anno’s Counting Book -Mitsumasa Anno My Granny went to the Markey-Stella Blackstone Shapes with Little Fish-Lusy Cousins Bear in a Square-Stell Blackstone Nibbles Numbers-Emma Yarlett Nursery rhyme books-to make sequence cards</p>	
<p>Nursery Rhymes Link to Master the Curriculum</p>	<p>1,2,3,4,5 Once I caught a fish alive 1 potato, 2 potato, 3 potato 4 5 little speckled frogs 5 Little Ducks went swimming one day 5 Current buns 5 Fat sausages 1 Finger, 1 Thumb 1,2 Buckle my shoe 2 Little Dickie Birds Head, Shoulders, Knees and Toes Zoom, Zoom, Zoom</p>		<p>Three Blind Mice Three Little Kittens 5 Snowmen 4 Teddy Bears 5 Fingers Alice the Camel Sing a song of Sixpence I’m a Little Bean 5 Cheeky Monkeys swinging in the trees When Goldilocks went to the House of the Bears</p>		<p>5 Little Men in a Flying Saucer Humpty Dumpty Sat on a Wall One Elephant Went Out to Play Ring-a Roses London Bridge is Falling Down One Big Hippo Sleeping Bunnies 5 Cheeky Monkeys jumping on the bed 5 Little Apples</p>	
<p>2-3 years <i>People, culture, and Communities</i></p>	<p>Shows interests in photographs of themselves and other</p>	<p>Demonstrates curiosity about people and shows interest in stories about people, animals or objects.</p>	<p>Notice differences between people. (culture, family days/ photos)</p>	<p>Can talk about their immediate family, relations and pets</p>	<p>Remembers a special event and shows interest in the lives of people who are special to them</p>	<p>Make connections between the features of their family and other families</p>

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<p><i>Past and Present</i></p> <p><i>The Natural World</i></p> <p>Links to sustainability</p>	<p>familiar people and objects</p> <p>Learns they have similarities and differences which connect them to and distinguish them from others</p> <p>Repeat actions that have an effect (exploring how things work)</p> <p>Beginning to explore natural materials, indoors and outside. (curiosity, loose parts natural thinkers)</p>	<p>Explore and respond to different natural phenomena e.g. standing in the rain with wellies and umbrellas, crunching in frost, searching for bug etc.</p>	<p>Enjoys playing with small world reconstructions building on their own experiences e.g. visiting farms, train track, beach, park etc.</p> <p>Talk about their own experiences</p>	<p>Talks about some of the things they've observed such as plants, animals, natural and found objects</p> <p>Explore collections of materials with similar and/or different properties.</p>	<p>Beginning to use all their senses in hands-on exploration of natural materials (curious to explore and make own choices)</p> <p>Beginning to make comments about plants, seeds and caring for growing plants.</p>	<p>Notice differences between people</p> <p>Notices detailed features of objects in their environment</p> <p>Explore and respond to different natural phenomena in their setting and on trips</p>
<p>3-4+ years</p> <p><i>People, culture, and Communities</i></p> <p><i>Past and Present</i></p> <p><i>The Natural World</i></p> <p>Links to sustainability</p>	<p>Begin to make sense of their own life story</p> <p>Notices differences and connections in people and families</p> <p>Show interest in different occupations</p>	<p>Begin to make sense of their own life-story and family's history</p> <p>Develop positive attitudes to people and their differences</p> <p>In pretend play imitates events from own family or cultural background</p>	<p>Talk about why things happen and how things work using a wide vocabulary</p> <p>Explore collections of materials, talk about their observations</p> <p>Knows there are different places and countries in the world</p>	<p>Begin to understand the need to respect and care for the natural environment and all living things</p> <p>Use all their senses in hands on exploration</p> <p>Know that animals live in different parts of the world</p>	<p>Continue developing positive attitudes about the differences between people</p> <p>Understand the need to care for and respect the environment for example, plant seeds and care for plants</p> <p>Understand the key features of the life cycle of a plant and animal</p>	<p>Understand that their friends might do things differently to them e.g. eating different foods at home or celebrating events with their families at different times</p>

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	Explore materials with different properties	Talk about the differences between materials and changes they notice. (Snow, Ice melting)	Explore and talk about different forces		Begins to notice changes in things e.g. when bananas turn black when they stay in the bowl for too long or the shoots growing from a seed	Knows that there are different countries in the world and talks about the differences they have experienced or seen in photos Talk about different environments and the animals and plants which live and grow there
Technology 2-3 years	Toys with buttons, flaps and simple mechanisms, beginning to learn to operate them.		Mechanical toys, e.g., turns the knob on a wind-up toy or pulls back on a friction car.		Plays with water to investigate 'low technology' such as washing and cleaning. Uses pipes, funnels and other tools to carry and transport water from one place to another	
Technology 3-4+ years	Knows how to operate simple equipment, e.g. turns on CD player, uses a remote control, can navigate touch-capable technology with support		Toys with knobs or pulleys, or real objects such as cameras or mobile phones. To be able to begin to acquire basic skills in turning on and operating some ICT equipment		Age-appropriate apps on the Interactive WB and iPad.	
Expressive Arts and Design	<p>2-3 year olds - We aim to become 'Dynamic designers' Who can make simple models which express their ideas.</p> <p>3-4+ year olds - We aim to become 'Dynamic designers' who can show different emotions in their drawings and paintings like happiness, sadness, fear, etc</p> <p>2-3 year olds - We aim to become 'Compassionate citizens' who can notice differences between people and make connections between the features of their family and other families.</p> <p>3-4+ year olds - We aim to become 'Compassionate citizens' who can continue to develop positive attitudes about the differences between people.</p>					

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	2-3 year olds - We aim to become 'Exceptional Explorers' Who can explore natural materials, indoors and outside					
	3-4+ year olds - We aim to become 'Exceptional Explorers' who can talk about what they see, using a wide vocabulary.					
2-3 years <i>Creating with materials</i> <i>Being Imaginative</i>	Explore paint, using fingers and other parts of their bodies as well as brushes and other tools	Notices and becomes interested in the transformative effect of their actions on materials and resources	Manipulate and play with different materials using various tools like scissors, cutters, hammers.	Make simple models which express their ideas. Makes marks intentionally. (in flour, sand, pens, crayons, paint etc.)	Explore different materials, using all their senses to investigate them. Build simple models or structures	Start to develop pretend play Enjoys and responds to playing with colour in a variety of ways
3-4+ years <i>Creating with materials</i> <i>Being Imaginative</i>	Colour awareness and mixing Make simple models which express their ideas	Listen to sounds with increasing attention Join different materials and explore different textures Develop pretend play	Develop small world imaginative play Create closed shapes with continuous lines, and begin to use these shapes to represent objects	Develop stories using small world equipment like animal sets, dolls and dolls houses etc Develop pretend play with others Use available resources as props	Begin to make imaginative and complex 'small worlds' with blocks and construction kits, such as a city with different buildings and a park. Explore colour and how colour can be changed	Develop pencil and tool control to create complex and detailed pictures. Safely use and explore lots of different tools such as hammers, scissors, hole punches and saws Makes up stories when playing Draws for a purpose
Music	2-3 year olds - We aim to become a "Music Mover and Grover" Who can explore their voices and enjoy making sounds.					

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	3-4+ year olds – we aim o become “ Music Mover and Grover ’ who can discern a few instruments, attempt to play them loudly, softly, fast and slowly whilst developing an ear for rhythm and who can create their own songs or improvise a song around one they know.					
2-3 years	Explore their voices and enjoy making sounds. Move and dance to music	Show attention to sounds and music (when you play different cultural/genre/tempo music etc.)	Explore their voices and enjoy making sounds. (loud, quiet, fast, slow)	Join in with songs and rhymes, making some sounds.	Explore a range of sound-makers and instruments and play them in different ways.	Make rhythmical and repetitive sounds. Enjoy and take part in action songs
3-4+ years	Creates sounds by rubbing, shaking, tapping, striking or blowing	Experiments with ways of playing sound makers e.g. fast/slow, loud/quiet	Remember and sing entire songs Pitch match songs To know and identify percussion instruments e.g., drums, woodblocks, triangles, bells.	Plays instruments with increasing control to express feelings and ideas Move in a range of ways	Create their own songs and rhythms Join in with simple songs from around the world.	Sings familiar songs e.g. pop songs, TV shows, rhymes, songs from home
Enrichment opportunities: Sustainability Links	Wild Tribe	Wild Tribe	Wild Tribe Video Link with Pen-Pal in Dubai	Wild Tribe Guinea Pig - Cookie	Wild Tribe Planting seeds Growing and releasing Butterflies	Wild Tribe
Important to note:	<i>Children join our setting at various times of the year and at different ages. Children will always be assessed when they start and their learning and development journey will be individual to them. This curriculum enables us to sequence and structure activities across the year to ensure adequate coverage across all 7 areas of learning and development. Although some statements have been split for extra focus, they will all apply on an ongoing basis/be revisited throughout the year.</i>					
References	Development Matters (2021) Department for Education Birth to 5 Matters (2021) Early Years Coalition					