

EYFS Curriculum Snapshot



Spring 2 2026

Personal, Social, Emotional Development



JIGSAW: Healthy Me

In this Puzzle, children learn about their bodies: the names of some key parts as well as how to stay healthy. They talk about food and that some foods are healthier than others. They discuss the importance of sleep and what they can do to help themselves get to sleep. They talk about hand washing and why it is important. The class also discuss safe adults and what they should do if approached by someone they don't know.

Self-Regulation: Can label and talk about other's emotions. Responds well to more complex instructions in smaller groups but can need visual reminders in larger groups.

Managing Self: Follows school and class rules and can talk about their importance.

Building Relationships:
Uses words to solve conflicts. Takes turns in group activities. Identifies how others feel and responds appropriately. .

Physical Development



Gross Motor:

Demonstrate increasing stamina in outdoor play (running, jumping)
Navigate obstacle courses with control and balance
Throw and catch with more accuracy
Start simple ball games, rolling, bouncing, aiming.
Join in with simple dance routines and move to rhythm.

Fine Motor:

Maintain consistent pencil grip during tasks.
Use scissors to cut around complex shapes.
Strengthen control using drawing and writing tools with accuracy.
Introduce handwriting lines and begin letter formation in line.
Build muscle memory through fine motor challenges (e.e. lego, locks/latches)

Creative Development



Refinement and Planning

Focus: Planning what to create and trying new ways to achieve it.

Media and Materials:

Plan simple creative projects (E.G. 'I want to create a rocket').
Explore joining techniques (e.g glue, tape, split pins)
Start to mix paints purposefully for desired colours

Imaginative and Expressive:

Use narrative in role play based on familiar and original stories.
Perform songs and dances in small groups.
Explore sounds using musical instruments to create mood or rhythm.

Knowledge and Understanding of the World



RE: Special and Sacred

What do I know about Easter and Holi?

Past and Present:

Talks about significant historical events and how things were different in the past.

People, Cultures and Communities:

Looks at and makes maps of the local environment. Describes a journey within the local environment.

The Natural World:

Has a good general knowledge about living things and the natural environment and can describe features of different plants and animals, recognising when they are the same and different.

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Comprehension: Retell stories in the correct sequence, draw on language patterns of stories.
With prompting, show understanding of many common words and phrases in a story that is read aloud to them.
Suggest how an unfamiliar story read aloud to them might end.
Give a simple opinion on a book they have read, when prompted.
Recognise repetition of words or phrases in a short passage of text.
Play influenced by experience of books
Innovate a well-known story with support

Emergent writing: Build words using letter sounds in writing.

Composition: Orally compose a sentence and hold it in memory before attempting to write it and use simple conjunctions.

Spelling: Spell to write VC, CVC and CVCC words independently using Phase 2 and phase 3 graphemes.

Spell some irregular common (tricky) words e.g. the, to, no, go independently.

Handwriting: Holds a pencil effectively to form recognisable letters. Know how to form clear ascenders and descenders.

Write graphemes and digraphs when they hear them, using a sound mat or sound wall for support if needed.

Songs and Rhymes
Row Row Row
Head Shoulders Knees and Toes
Animal Fair
My dog
Wind the Bobbin
If you're happy and you know it

Communication and Interaction

Milestones:

Building Confidence in self-expression

Focus: Encouraging children to express opinions, thoughts and ideas more freely.

Key Skills:

Express personal preferences and reasons (e.g. I like this book because...)

Engage in back and forth conversations where children explain or elaborate on their ideas.

Use language to describe events and activities in greater detail.

Ask more detailed questions to clarify understanding and encourage others to share.

Listen to and talk about selected non-fiction to develop familiarity with new knowledge and vocabulary.



Mastering Number

Milestones:

Pupils will:

- Practice counting aloud and revise the principals of counting
- Explore composition of numbers 6-8
- Investigate the 1 more and 1 less principal
- Order numbers 1-10
- Subitise – saying '6 and not 6'
- Represent numbers as 5 and ? more using fingers
- Order quantities to 10
- Reason about which numbers are more than others
- Notice when numbers are 'increased' and 'decreased' and explain their thinking
- Use conceptual subitising to explain parts of a whole set
- Visualise arrangements and make gesture to describe numbers within a whole set
- Work out missing parts of numbers using the 5 and a bit structure.
- Understand that numbers 5-8 can be composed in different ways.
- Know when 2 sets are equal in number.
- Identify when a double is shown and explain why.
- Say what the whole is when there are 2 equal parts
- Use objects to make double patterns
- Show double patterns on their fingers to 5 and 5.
- Say what the whole is when there are 2 equal parts
- Recognise and sort objects which are similar and different to each other, including odds and evens (Numberblocks).



Maths

Milestones:



Length and Height

- Explore time – lengths of time: seconds and minutes
- Sequence time – days of the week.

Building 9 and 10

- To find 9 and 10 in different contexts
- Compare numbers to 10
- Represent 9 and 10
- Subitise to 10
- 1 more and 1 less for numbers up to 10
- Composition to 10
- Bonds to 10 (2 parts)
- Making arrangements of 10.
- Bonds to 10 (3 parts)
- Doubles to 10 – find and make
- Explore even and odd

3D Shapes

- Recognise and name 3D shapes
- Find 2D shapes within 3D shapes
- 3D shapes for tasks and in the environment
- Identify, copy and continue patterns
- Find patterns in the environment.

Phonics

Phase 4



Consolidate Phase 3 skills.

Know 9 vowel digraphs – ai, ee, oa, oo, ar, or, ur, ow, oi

Know trigraph igh

Know tricky words, the, to, he, she, we, me, be, was, my, pure, sure, are, all

Word Reading: Read some letter groups that each represent one sound and say sounds for them.

Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words.