

EYFS Curriculum Snapshot



Summer 1 2026

Personal, Social, Emotional Development



JIGSAW: Healthy Me

In this Puzzle, children are introduced to the key relationships in their lives. They learn about families and the different roles that people can have in a family. They explore the friendships they have and what makes a good friend. They are introduced to simple strategies they can use to mend friendships. The children also practice Jigsaw's calm me and how they can use this when they are upset or angry.

Self-Regulation: Completes set tasks/challenges independently.

Is able to talk about ways in which skills can be improved and to demonstrate pride in achievements.

Managing Self: More confident to tackle new challenges and with encouragement will keep going. Knows some ways to keep healthy.

Building Relationships: Can cooperate with others, listening and sharing some ideas and will listen to advice about how to solve disagreements.

Physical Development



Gross Motor:

Show confidence and control when moving in different ways (climbing, running, hopping).

Participate in organised physical activities (sports day, practise, races).

Begin to lead own physical games and make up movement sequences.

Understand how exercise impacts their body (feeling, heart rate, tiredness).

Fine Motor:

Write short captions and sentences with control.

Use cutlery effectively (knife/fork)

Demonstrate increasing independence in dressing/undressing

Manipulate tools and materials for purpose (models, creative work).

Creative Development



Independence and Confidence

Focus: Creating with more purpose and confidence.

Media and Materials:

Children select their own tools and media for a task.

Using skills in drawing, painting and modelling with increased control.

Introduce basic evaluation (what went well, what would you change?)

Imaginative and Expressive:

Take on role confidently and sustain play with others.

Create original dance or performances.

Compose simple musical patterns using percussion instruments.

Knowledge and Understanding of the World



RE: Special and Sacred

Why are some places and objects special or sacred?

This term will focus on churches. Features inside and outside and the meanings behind. To include a visit to and tour of the local church.

Past and Present:

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

People, Cultures and Communities:

Talks about the features of a church. Has a wider understanding of the wider world and draws comparisons between own local environment and other places.

The Natural World:

Understands and uses some language related to animals. E.G. Predator, camouflage.

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Comprehension: Correctly sequence a story or event using pictures and/or captions.

Make simple, plausible suggestions about what will happen next in a book they are reading.

Know the difference between different types of texts (fiction, nonfiction, poetry)

Make inferences to answer a question beginning 'Why do you think...?' in a picture book that has been read to them, where answer is clearly signposted.

Play influenced by experience of books - gestures and actions used to act out a story, event or rhyme from text or illustrations

Emergent writing: Continue to build on knowledge of letter sounds to build words in writing. Use writing in play. Use familiar words in their writing.

Composition: Write a simple sentence with a full stop.

Spelling: Spell words by drawing on knowledge of known grapheme correspondences.

Make phonetically plausible attempts when writing more complex unknown words.

Handwriting: Form most lower-case letters correctly, starting and finishing in the right place, going the right way round and correctly orientated.

Include spaces between words.

Write more graphemes from memory and write a simple sentence using phonic knowledge



Communication and Interaction

Increasing Complexity in Conversation



Focus: Developing the ability to engage in extended conversations.

Key Skills:

Engage in longer conversations with adults and peers.

Begin to use conditional language (e.g. if we go outside, we can play with the ball)

Use a broader range of vocabulary to describe abstract concepts and express feelings.

Contribute towards group discussions and share ideas within a group setting.

Retell the story once they have developed a deep familiarity with the text, some as exact repetition and some in their own words.

Use talk to help to work out problems and organise thinking and activities and to explain how things work and why they might happen

Mastering Number

Outcomes for the Summer Term



Pupils will consolidate their counting skills, counting to larger numbers and developing a wider range of counting strategies. They will secure knowledge of number facts through varied practice.

Pupils will:

- Continue to develop their counting skills, counting larger sets as well as counting actions and sounds.
- Explore a range of representations of numbers, including the 10 frame, and see how doubles can be arranged in a 10-frame.
- Compare quantities and numbers including sets of objects which have different attributes.
- Continue to develop a sense of magnitude, e.g. knowing that 8 is quite a lot more than 2 but that 4 is only a little bit more than 2.
- Begin to generalise about 'one more than' and 'one less than' numbers within ten.
- Continue to identify when sets can be subitised and when counting is necessary.
- Develop conceptual subitising skills including when using a rekenrek.

Maths

Milestones:



To 20 and Beyond:

- To build numbers beyond 10 (10-13)
- To continue patterns beyond 10 (10-13)
- To build numbers beyond 10 (14 – 20)
- Continue patterns beyond 10 (14-20)
- Verbal counting beyond 20
- Verbal counting patterns

How Many Now?

- Add more
- How many did I add?
- Take away
- How many did I take away?

Manipulate, Compose and Decompose:

- Select shapes for a purpose
- Rotate shapes
- Manipulate shapes
- Explain shape arrangements
- Compose shapes
- Decompose shapes
- Copy 2-D shape pictures

Phonics

Phase 4

Consolidate phase 2 and 3 skills.

Know trigraphs ear, ure, air

Know vowel digraph er

Read tricky words they, her, all, are

Continue to apply knowledge of blending and segmenting to reading and spelling simple two-syllable words and captions.

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.

