

EYFS Curriculum Snapshot



Summer 2 2026

Personal, Social, Emotional Development



JIGSAW: Changing Me

In this Puzzle, Children are encouraged to think about how they have changed from being a baby and what may change for them in the future. They consolidate the names and functions of some of the main parts of the body and discuss how these have changed. They learn that our bodies change in lots of different ways as we get older. Children understand that change can bring about positive and negative feelings, and that sharing these can help. They also consider the role that memories can have in managing change.

Self Regulation:

Shows an understanding of their own feelings and begins to regulate behaviours accordingly. Sets and works towards simple goals, being able to wait for what they want and to control immediate impulses when appropriate. Gives focussed attention to what the teacher says, responding appropriately even when engaged in an activity and shows an ability to follow instructions involving several ideas or actions.

Managing Self:

Be confident to try new activities and show independence, resilience and perseverance in the face of challenge. Explain the reasons for rules, know right from wrong and try to behave accordingly. Manage their own basic hygiene and personal needs.

Building Relationships:

Work and play cooperatively and take turns with others. Form positive attachments to adults and relationships with peers. Show sensitivity to their own and others' needs.

Physical Development

Summer 2: Mastery and Transition Ready



Gross Motor:

Move confidently and competently in all directions.
Show agility and coordination in movement challenges.
Work as a team in physical games and sports day.
Self-regulate physical needs. (rest, hydrate).
Use equipment with safety and awareness of others.

Fine Motor:

Write clearly with legible letter formation
Demonstrate secure pencil grip and control
Complete independent tasks requiring fine motor coordination.
Confidently use a range of tools with safety and purpose.
Prepare for year 1 expectations (regular writing tasks, tool use).

Knowledge and Understanding of the World

Science: Materials

RE: Special and Sacred

Why are some places and objects special or sacred?

This term will focus on Hindu Mandirs. Features inside and outside and the meanings behind.

Past and Present:

Talks about the lives of people around them and their roles in society. Know some similarities and differences between things in the past and now, drawing on their own experiences and what has been read in class. Understand the past through settings, characters and events encountered in books read in class and storytelling.

People, Cultures and Communities:

Describe their immediate environment using knowledge from observations, discussions, stories, non-fiction texts and maps. Know some similarities between different religious and cultural communities in this country, drawing on what has been read in class. Explain some similarities and differences between life in different countries, drawing on knowledge from stories, non-fiction and maps.

The Natural World:

Explore the natural world around them, making observations and drawing pictures of animals and plants. Know some similarities and differences between the natural world around them and contrasting environments drawing on their own experiences and what has been read in class. Understand some important processes and changes in the natural world around them including the seasons.

Creative Development



Mastery and Performance

Focus: Creating collaboratively and performing with pride.
Use a range of media confidently and effectively to communicate ideas.
Complete sustained, creative projects from start to finish.
Begin to understand the creative process (plan, create, reflect).

Imaginative and Expressive:

Engage in extended role play with developed characters and plots.
Rehearse and perform group productions (songs, stories, dances).
Discuss creative intentions and outcomes.

Music:

Big Band:

The children will learn about what makes a musical instrument, the four different groups of musical instruments, following a beat using an untuned instrument and performing a practised song to a small audience.

DT:

Junk Modelling

The children will further develop fine motor/scissor skills, designing and making a junk model. They will use different materials and joining techniques to create their model, solving problems along the way. They will evaluate their final design.

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Comprehension: Play influenced by experience of books - act out stories through role play activities, using simple props (e.g. hats, masks, clothes, etc.) and appropriate vocabulary. Innovate a known story. Recall the main points in text in the correct sequence, using own words and include new vocabulary. When prompted, say whether they liked or disliked a book, and give a simple justification or make a relevant comment. With prompting, sometimes show understanding of some less familiar words and phrases in a story that is read aloud to them.

Emergent writing: Show awareness of the different audience for writing.

Write short sentences with words with known letter-sound correspondences using a capital letter and full stop

Composition: Write a simple narrative in short sentences with known letter-sound correspondences using a capital letter and full stop.

Write different text forms for different purposes (e.g. lists, stories, instructions).

Begin to discuss features of their own writing e.g. what kind of story have they written.

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

Make phonetically plausible attempts when writing more complex unknown words e.g. using Phase 4 CCVCC. Spell irregular common (tricky) words e.g., he, she, we, be, me independently.

Handwriting: Use a pencil confidently to write letters that can be clearly recognised and form some capital letters correctly.

Re-read what they have written to check that it makes sense.



Communication and Interaction

Mastery and Independent Communication

Focus: Independent use of language and understanding of communication.

Key Skills:

Use language independently to organize thoughts and share ideas with others.

Engage confidently in a variety of conversations including with unfamiliar adults and children.

Begin to use language to explain and justify opinions and ideas.

Show an understanding of a range of vocabulary and language structures, using them fluently in context.



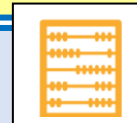
Mastering Number

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:

Sharing and Grouping

- To explore sharing
- To share numbers within 10
- To explore grouping
- To group numbers within 10
- To explore even and odd sharing
- To play with and build doubles

Manipulate, Compose and Decompose

- To select shapes for a purpose
- To rotate shapes
- To manipulate shapes
- To explain shape arrangements
- To compose shapes
- To decompose shapes
- To copy 2D shape pictures
- To find 2D shapes within 3D shapes.

Visualise, Build and Map

- To identify units of repeating patterns
- To create own pattern rules
- To explore patterns rules
- To replicate and build scenes and constructions
- To visualise from different positions
- To describe positions
- To give instructions to build
- To explore mapping
- To represent maps with models
- To create own maps from familiar places



Phonics

Phase 4

Consolidate phase 2 and 3 skills.

Read CVCC words

Know adjacent consonants – sk, cr, sl, tr, dr, scr, st, spr, pl, sw, fr, sn, sm, vr

Read tricky words do, when, out what, said, have, like, so.

Represent each of 42 phonemes by a grapheme and blend phonemes to read CVC words and segment CVC words for spelling.

Write longer sentences using phonic knowledge, write digraphs and trigraphs.

Word Reading: Read some tricky words from Phase 4 e.g. said, like, have, so.

