EYFS Termly overview 2025/26

Our EYFS unit will continue to operate as one in September 2022. Staff in both Nursery and Reception will work together to offer a positive enabling environment where both the adults, resources and space are key to supporting children's learning. Staff will ensure they are acutely aware of every child's developmental needs (through the use of key worker groups) and will use child led learning and in the moment planning to move children's learning forward.

Child led learning is **when a child chooses the activity rather than the adult**. The child has control of the activity but the nursery practitioner can adapt their language to gain learning and further the child's development.

"In the moment" planning is a very simple idea – **observing and interacting with children as they pursue their own interests and also assessing and moving the learning on in that moment**. The written account of some of these interactions becomes a learning journey. This approach leads to deep level learning and wonderful surprises occur daily.

Staff will plan termly, weekly, daily and in the moment by developing possible lines of enquiry (PLOD's). These PLOD's will have been identified via a range of sources including:

- Children's own interest
- Developmental gaps
- Group planning -
- Provocations
- Focuses topics
- Children's developing confidences
- Children's needs

Staff will use overarching topics to engage children and to offer 'Provocations' for children and their learning.

'A provocation is simply an activity or stimulus set up to provoke thought, curiosity, exploration and conversation. Provocations come in many forms depending on the stimulus and required outcome, but they are all created with these purposes in mind. These invitations to play are usually set up to help children expand upon an expressed interest, thought or idea, although may occasionally stem from the necessity to practice skills or consolidate learning.'

The nursery and Reception environments will be designed to allow children to explore, investigate, plan and execute their own interests, thoughts, curiosities etc. Resources will be available and on hand and adults will see themselves as an extension to the environment and resource. Adults will plan weekly or daily plans to respond to children's individual interests. Staff will join learning and expand and develop it.

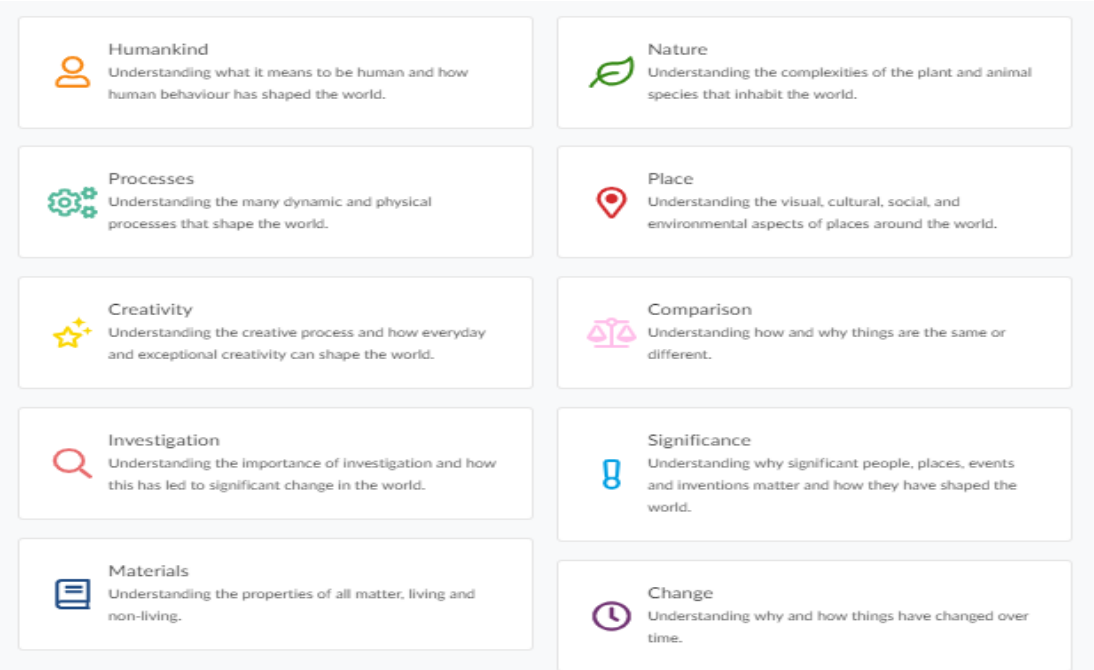
In the moment plans will be used for the teacher to direct others with PLOD's and ways to further extend learning. Weekly indoor and outdoor plans will be developed as a team to reflect these PLOD.

EYFS		
Term	**Cycle A 25/26**	**Cycle B 26/27**
Autumn 1	Alien invasion	We're going on an adventure
Autumn 2	Celebrate good times	Magical Memories
Spring 1	Dino Roar	Dungeons and dragons
Spring 2	Ready steady grow	Just add water
Summer 1	Spells and potions	Bibbity Bobbity Boo
Summer 2	Puddles and Rainbows	It's a wonderful world.

EYFS Focus 2025/26			
Term	Area of focus	Topic	Description
Autumn 1	Adventure	Alien invasion	Creativity Humankind investigation, processes
Autumn 2	People Celebrations/significant events	Celebrate good times	Humankind Significance Materials
Spring 1	Long ago	Dino Roar	Significance Materials Change comparison
Spring 2	Living things/Plants and Animals	Ready steady grow	Processes Investigation Nature materials
Summer 1	Fantasy	Spells and potions	Creativity Place Investigation processes
Summer 2	Natural World/ways of life	Puddles and Rainbows	Change Nature Place comparison

Key Stage 1 Termly overview 2025/26

In Key stage 1 the national curriculum will form the basic structure of our delivered curriculum, although staff have designed both the intent and implementation in order to meet our schools, the locality and children's needs. Additional opportunities have be added to meet the big ideas for our curriculum. In particular our timetable will ensure children have lots of opportunity to have daily exercise, in particular developing their fine and gross motor skills to support handwriting. They will have a lot of opportunity to be outdoors; learning to explore nature and the natural world and the significant changes that have occurred, especially in reference to climate change. They will be given time, space and opportunity to build strong relationships with adults and peers and to think about their own mental health and well being. They will learn about the place they live, the significant people and places within it. They will be given opportunity to be creative and explore and investigates materials, processes and make comparisons.



Topic for KS1		
Term	**Cycle A 25/26**	**Cycle B 26/27**
Autumn 1 (Geography)	**From Bolsover to the Big City**	**Towers, Tunnels and Turrets**
Autumn 2 (Science)	**Paws, Claws and Whiskers**	**Take a walk on the Wild Side**
Spring 1 (History)	**London's Burning**	**There was a time...**
Spring 2 (Geography)	**A Whole New World**	**Roots, Shoots and Juicy Fruits**
Summer 1 (Science)	**April Showers bring May Flowers**	**Oh the Places we will go**
Summer 2 (Science)	**Follow me and you will see**	**Shore is fun!**

From Bolsover to the Big City Autumn 1		
Week 1	Geography focus – school and surrounding areas	Poetry
Week 2	Geography focus – school and surrounding areas - fieldwork	Poetry
Week 3	Geography focus – surrounding areas and UK	Stories with familiar settings
Week 4	Climate Change – England Art - Drawing DT – structures	Stories with familiar settings
Week 5	RE focus – caring for the world and others	Stories with familiar settings
Week 6	History focus - significant local events/people *(peter fiddler?)*	Non-fiction/labels lists and captions
Week 7	History focus - significant local events/people	Non-fiction/labels lists and captions

Paws, Claws and Whiskers Autumn		
Week 1	Science Focus – animals including humans	Poetry
Week 2	Science Focus – animals including humans	Poetry
Week 3	Science – living things and their habitats	Non-fiction
Week 4	Science – living things and their habitats	Non-chronological reports
Week 5	Climate Change – Panda in China Art – collage DT - structures	Non-chronological reports
Week 6	History focus – significant individuals – 2 people and compare	Non-chronological reports
Week 7	History focus significant individuals – 2 people cont.	Explanations
Week 8	RE focus – celebrations	Explanations

London's Burning Spring 1		
Week 1	History focus significant events	Poetry
Week 2	History focus – significant events	Poetry
Week 3	History focus - significant events	Poetry
Week 4	Art – painting DT – mechanisms	Familiar authors/fantasy stories
Week 5	RE focus – who is a Christian	Familiar authors/fantasy stories
Week 6	RE focus – who is a Muslim/who is a Jewish person	Familiar authors/fantasy stories

A Whole New World Spring 2		
Week 1	Geography focus – UK and other country	Poetry
Week 2	Geography focus – UK and other country	Poetry
Week 3	Geography focus – UK and other country	Traditional tales
Week 4	RE – sacred places	Traditional tales
Week 5	Climate change – Tibet Art – sculpture DT – mechanisms	Traditional tales

April Showers bring May Flowers Summer 1		
Week 1	Science – Plants	Poetry
Week 2	Science Plants	Poetry
Week 3	Art – printing DT – food	Poetry
Week 4	RE – belonging to a faith	Instructions
Week 5	History – changes in living memory	Instructions
Week 6	History – changes in living memory	Instructions

Follow me and you will see Summer 2		
Week 1	Science – materials	Poetry
Week 2	Science – materials	Explanations
Week 3	Science – materials	Explanations
Week 4	Art – Textiles DT – sewing	Explanations
Week 5	RE – sacred books	Non-fiction
Week 6		Non-fiction
Week 7		