

**EYFS Termly Overview 2025/26 - Term 5**

Term Focus: Big and Small					
	Week 1 w/c 20 <sup>st</sup> April	Week 2 w/c 27th April	Week 3 w/c 4th May	Week 4 w/c 11th May	Week 5 w/c 18th May
<b>Key Dates</b>				15 <sup>th</sup> May - Science Day	20.05.26 EYFS trip to Bristol M-Shed
<b>Communication and Language</b>	<p>Listen carefully to stories and instructions, responding appropriately.            Follow two-step instructions independently.            Retell familiar stories or experiences using full sentences and key vocabulary.            Ask and answer "how" and "why" questions to show understanding.            Use topic-related and newly learned vocabulary in context (e.g., push/pull, float/sink).            Begin to use more complex sentence structures (e.g., cause and effect).</p>				
<b>Personal, Social and Emotional Development</b>	<b>Jigsaw - Discussing 'Relationships'.</b>				
	<b>Lesson focus:</b> Making friends	<b>Lesson focus:</b> Making friends	<b>Lesson focus:</b> Falling out and bullying	<b>Lesson focus:</b> Falling out and bullying	<b>Lesson focus:</b> Being the best friends we can be
<b>Physical</b>	<p>This term, our PE lessons will focus on manipulation &amp; coordination by sending and receiving objects. Children will also be;</p> <ul style="list-style-type: none"> <li>✚ Practicing scissor skills and 'letter family' writing practise before lunch every day.</li> <li>✚ Using different writing equipment.</li> <li>✚ Practising correct letter formation.</li> </ul> <p>Taking part in a weekly 'Penpals' handwriting sessions.</p>				
<b>Phonics</b>	<p><b>Phase 4</b>            Teach blending of words with adjacent consonants.            Read CEW's: 'were', 'my'            Write: 'there', 'her'</p>	<p><b>Phase 4</b>            Teach blending of words with adjacent consonants.            Read CEW's: 'little', 'one'            Write: Words with suffix 'ed'.</p>	<p><b>Phase 4</b>            Teach blending of words with adjacent consonants.            Read CEW's: 'when', 'out', 'what'            Write: Words with suffix 'ing'.</p>	<p><b>Phase 4 Mastery</b>            Teach blending of words with adjacent consonants.            Write: 'said', 'have'</p>	<p><b>Phase 4 Mastery</b>            Teach blending of words with adjacent consonants.            Write: 'like', 'so', 'do'</p>
<b>Literacy</b>	<p><b>Bun on the Run by Smriti Halls</b>            Children will retell the main events using a story map. They will orally rehearse sentences about the story before writing them, using Phase 4 phonics, finger spaces, capital letters and full stops so their writing can be read by others. They will also describe characters and events, build confidence in composing sentences aloud, and innovate parts of the story by</p>		<p><b>Jack &amp; the Beanstalk - Traditional Tale</b>            Children will describe characters using simple adjectives, and learn key story vocabulary. They will use story maps, drama, music and movement to retell and sequence the main events, and share their own ideas about what might be at the top of the beanstalk. They will orally rehearse sentences about the story before writing them, using Phase 4 phonics, finger spaces, capital letters and full stops so their writing can be read by others. Children will also design their</p>		



	inventing new animals and actions for Bernard, leading to their own simple story sentences.	own book covers and take part in a class discussion to explore who the real "baddie" in the story might be.			
<b>Maths</b>	<b>Summer Block 2</b> <b>How Many Now?</b> In this block, children explore adding and taking away through practical activities. They learn to find how many more have been added or taken away, helping them build confidence in understanding change within numbers.	<b>Summer Block 3</b> <b>Manipulate, compose and decompose</b> In this block, children explore how shapes can be selected, moved, rotated, and combined for different purposes. They learn to build and break apart shapes, copy simple pictures, and spot 2D shapes within 3D objects, developing their spatial awareness and mathematical language.	<b>Summer Block 4</b> <b>Sharing and Grouping</b> In this block, children explore sharing and grouping through practical activities. They learn to share fairly, make groups, begin to understand even and odd, and build doubles, strengthening their early understanding of number relationships.		
<b>Understanding the world</b>	<u><b>Forces</b></u> What is a push and what is a pull?  <u><b>In a City</b></u> What is a city and what might you see there?	<u><b>Forces</b></u> Why do some objects float and others sink?  <u><b>In a City</b></u> What animals may be commonly seen in a city?	<u><b>Forces</b></u> What happens when we put salt on ice?  <u><b>In a City</b></u> What occupations might people who live in the city have?	<u><b>Forces</b></u> What do magnets do?  <u><b>In a City</b></u> What can you do if you live in Bristol?	<u><b>In a City</b></u> What is the same and different between living in the city to the countryside?
<b>Expressive art and design</b>		Make a cupcake cartoon character		Junk modelling - Make a city	
Children will also have regular opportunities to explore and express their ideas in construction areas and the outdoor performance shed. In music, they will take part in Jolly Music Beginners sessions and explore storytelling through Musical Stories, developing rhythm, listening skills, and confidence in performance.					