

EYFS Curriculum Map 2025-2026									
		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2		
Overarching Project		I wonder what makes me so special	What is a special time for me and my family	Once upon a time...	Let's go outdoors	To the rescue! Who helps in our community?	All around the world		
Starting Point		All about me	My family and where I live	Traditional tales	Plants and minibests	People who help us	Other countries		
Key Vocabulary (not limited to...)		Eyes, nose, face, hair, head, look, think, thoughts, unique, like, dislike, happy, sad, scared, excited, worried, choice, share, visuals, snack,	Memory, remember, baby, toddler, adult, grow, history, grandparent, grandma, grandad, granny, grandpa, nana, family, sister, brother, aunt, uncle, cousin, history, heritage, history, past, historian	Old, new, before, future, past, present, heritage, history, past, historian, castle, cottage,	Seed, soil, root, leaves, stalk, grow, water, sunlight, healthy, unhealthy, diet, vitamin, vegetable, fruit, hydrate, sugar, fat, exercise, heart, pulse, produce	Doctor, nurse paramedic firefighter police officer librarian, postman / postwoman, refuse collector builder plumber electrician, stethoscope schedule, appointment, vet	World, country, map, globe, flag, people, travel, village, ocean, mountain, desert, continent, island, river, jungle, climate, weather, landmark capital, population, forest, journey, passport, suitcase, airport train boat, ticket adventure explore		
Possible Lines of Enquiry		Who I am, things I like, dislike. What I look like, things I can do now. Favourite foods, toys, hobbies. How I feel.	Birthdays, celebrations, my street, school and town. Diwali, bonfire night woodland area /Seasonal changes Ice , light and dark, Christmas.	Castles, houses clothes entertainment my family time line, kitchens and food, toys,	Growing plants, minibests life cycles healthy eating, plant life cycles	Different roles within the community. Understanding simple maps and aerial views Special and significant places in our community	Antarctica, explorers, looking after the environment, journeys, holidays, sea creatures,		
Literacy Project (Literacy focus)		Outside Inside	Knowing Yourself	Talents and Powers	Sowing a Seed	Celebrating Self	Family and Friends		
Literacy Texts DC- Drawing Club LT – Literacy Tree		The Tiger who Came to Tea (DC) Where the Wild Things Are (LT) Anansi the Spider (LT)	Halibut Jackson (LT) I am Henry Finch (LT) Not Now Bernard (DC) The Christmas Pine (DC)	Wacky Races (DC) Little Red (LT) Three Billy Goats Gruff (DC) Gingerbread Man (DC) The Magic Paintbrush (LT)	Superworm (DC) The Tiny Seed (LT) The Extraordinary Gardiner (LT)	Weirdo (LT) Mr Benn Zookeeper (DC) So Much (LT) Zog (DC)	Oi Frog (LT) Dear Zoo (DC) And Tango Makes Three (LT) Lost and Found (LT) Pink Panther Season 1 Ep 1 (DC)		
Seasonal Events and Memorable Experiences		Transition sessions Values Week Harvest Autumn Walk Autumn vegetable tasting	Diwali Bonfire safety Bikeability Remembrance Day St Andrew's House day Nativity Play Church Activity session Walk to church for service	New Year Dentist visit Valentine's Day NSPCC Numbers Day Lunar New Year	Shrove Tuesday World Book Day Spring Walk St David's Day St Patrick's Day Mother's Day Easter + church service	Eid St George's Day Class photos Emergency services visit	Arts Week Father's Day Sports Day Transition to Rec/ Year 1 End of Year Church Service Butterflies lifecycles		
Parental Engagement Opportunities		Values Week open session Reception and Nursery Phonics Workshops Harvest Service	Parent's Evening Nativity Play School Christmas Church service	Fine Motor workshop Open session – sharing stories	Parent's Evening	Open session – sharing learning + combined 'Thank-you' craft session	Open Evening Welcome to EYFS / KS1 meetings		
Concept Cat Concept words		Under, shiny, through	bendy, noisy, soft, light (not dark), quiet, front	New, bottom, first, all, before, old, next	Heavier, near, different, deep, after, rough	Backwards, repeat, between, forwards, second, corner	Smooth, early, side, edge, later, far.		
Poetry Basket		Poetry Basket Autumn Term Booklet		Poetry Basket Spring Term Booklet		Poetry Basket Summer Term Booklet			
Home Corner / Role Play		Setting up home, Daily life- babies, Diwali	Diwali, Bonfire night, Birthday party, Daily life – families, our pets, Christmas.	New Year, Daily life-exercise, taking care of baby, shopping, Lunar New Year.	Daily life – baking, flowers and plants, preparing picnics, spring cleaning. Easter	Eid, Daily life how we are growing dentists, doctors, vets	Daily life sun safety. Our world – holiday plans and packing. Deconstructed role play and house for sale.		
Artist of Interest	Reception and Nursery	Pablo Picasso	Wassily Kandinsky Vincent Van Gogh	Andy Goldsworthy	Claude Monet	JS Lowry	Arts Week (Frida Kahlo)		
Person of Interest		Black history Month – Lewis Latimer				Mary Seacole	Amelia Earhart		
Religious Education (RE)		Agreed Syllabus F1 How can people show they belong together?		Understanding Christianity Incarnation	Agreed Syllabus F2 Who are people in sacred stories and why are they still important today?		Understanding Christianity Salvation	Agreed Syllabus F3 How do people know how to treat each other?	Understanding Christianity God / Creation
Jigsaw PHSE		Being me in my world + Protective Behaviours – Reception only	I'm Special, I'm me	Dreams and Goals	Healthy me	Relationships	Changing Me		
Summary Goals – EYFS assessment during Nursery and Reception is a progress model based on a best fit methodology. Skills progression documents are used alongside the summary goals to support practitioner judgements. Statutory assessment through the completion of the Early Years Foundation Stage Profile against the Early Learning Goals takes place at the end of Reception									
PSED	Nursery	Self-Regulation	Knows what is expected in school in very simple terms for example, knows where to put their coat. Has some awareness of self and others. Shows more independence and more confidence to make choices for themselves. Forms an attachment with an adult in the setting.	Asserts themselves as an individual person with likes and dislikes. Shows awareness that things don't always go their way and has more flexibility when things are different. Plays alongside other children.	Finds what they want to play with and stays with the activity for longer periods of time. Accepts help from adults when they need it. Starts to comply with the boundaries of school. Shows an awareness of how their choices may affect and involve others around them.	More aware of other children around them and starts to interact. Is able to make simple choices. Seeks out adults for specific help. Begins to accept the needs of others. Shows more awareness of others in the setting and starts to interact during play.	Starts to be more confident to play with others and is beginning to self-regulate in play situations. More aware of others around them and the need to take account of others. Has some accountability for their actions. May start to observe with interest and join in the game.	Starts to show responsibility for their own feelings and their own play. Able to manage a task seeing it through from beginning to end. Showing independence in their choices. Joins in with others' play	
		Managing Self	Building Relationships	Reception	Knows what is expected in school in very simple terms for example, knows where to put their coat. Has some awareness of self and others. Shows more independence and more confidence to make choices for themselves. Forms an attachment with an adult in the setting.	Asserts themselves as an individual person with likes and dislikes. Shows awareness that things don't always go their way and has more flexibility when things are different. Plays alongside other children.	Finds what they want to play with and stays with the activity for longer periods of time. Accepts help from adults when they need it. Starts to comply with the boundaries of school. Shows an awareness of how their choices may affect and involve others around them.	More aware of other children around them and starts to interact. Is able to make simple choices. Seeks out adults for specific help. Begins to accept the needs of others. Shows more awareness of others in the setting and starts to interact during play.	Starts to be more confident to play with others and is beginning to self-regulate in play situations. More aware of others around them and the need to take account of others. Has some accountability for their actions. May start to observe with interest and join in the game.

Communication and Language Listening, Attention and Understanding, Speaking	Nursery	Starts to listen to adults around them and will respond to very simple requests, usually on their own terms. Starting to communicate through words and gestures.	More likely to listen to and respond to a simple request or instruction. Starts to understand more age appropriate vocabulary Regular plural forms are consistent. Uses 'is', 'are, 'am' in a sentence.	Responds to simple questions and attempts to answer by speaking, pointing or gesturing. Starting to engage in longer dialogues.	Can listen for a longer period of time but will need prompting to maintain focus. Will use characters in their play but not necessarily the features of the characters or the events from a story. Starting to engage in longer dialogues.	Is starting to use some new vocabulary and join in with songs, stories and rhymes. More confident when using fantasy language in play.	Can remember the main events in a story and will follow a single instruction with little support. Begins to show the physical attributes of a good listener Knows some colours and prepositions
	Reception	Begins to show the physical attributes of a good listener. Begins to show physical attributes of a good speaker, e.g. face the person they are communicating with etc	Demonstrates good listening through increased interaction. Starts to interact with more confidence.	Shows an understanding of a broader vocabulary. Starts to use more appropriateness structure and vocabulary.	Initiates interactions and shows an understanding of more-complex questions. Uses more complex vocabulary.	Begins to express own opinions and justify them. Begins to articulate their own thoughts and ideas. Uses talk for a range of purposes	Early Learning Goal
Physical Development: Squiggle	Nursery	Wiggle we into a Squiggle – supporting the first stage of early mark making and physical development used in writing		Squiggle Whilst you Wiggle: Imitates horizontal and vertical line. Imitates circles Copies horizontal and vertical line Copies circle Further develop their small motor skills so that they can use a range of tools competently, safely and confidently. Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons. Scissor skills – hold, open close, snip paper. (see scissor skills progression) Traces over lines. Pencil, paint brush, any mark making tool – begin to develop correct grip		Squiggle Whilst you Wiggle – + shape, X shape, / shape, \ shape, square Progress towards a more fluent style of moving, with developing control and grace. Develop the foundations of a handwriting style which is fast, accurate and efficient. – showing control – time to draw sessions. Further develop pencil grip – see grip progression Traces over shapes Know and talk about the different factors that support their overall health and wellbeing.	
	Reception	Squiggle Whilst you Wiggle - review	Squiggle me into a Writer Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases. Use a range of small tools, including scissors, paintbrushes and cutlery. Begin to show accuracy and care when drawing. Writes letters in name		Handwriting sessions focussing on letter families, with some Squiggle sessions.		
Physical Development; Gross motor skills	Nursery	Can use their strength to move from one thing to another. Uses a range of tools and equipment	Shows some control over their choice of tools. Uses a range of tools and equipment with some control.	Shows increasing development of control over trickier tools. Starts to recognise the changes they can make using tools and equipment	Starts to control the body to work with others. Shows more fine motor control with tools.	Shows good control in large movements like changing direction when running. Shows finer control with smaller tools whilst still needing some help with tricky things.	Begins to control smaller tools. Be more in control of the tools being used, e.g., can make some morecontrolled marks with crayons and pencils.
	Reception	Shows an increasing awareness of what their own body can do. Engages with physical play	Becomes increasingly aware of the space around them and what they can do in the space.	Refines the way they move in the space around them	ore confident and proficient in their movements and in using objects and equipment.	Early Learning Goal	
Physical Development; Fine Motor skills	Nur	Mark making shapes can be straight lines, zigzags or smooth curvy shapes. Most people write with the same hand all the time. Holding a pen or pencil in a comfortable way helps us learn how to write and draw. Letters are used in writing. Finger, hand, wrist, arm and shoulder exercises help you to develop your gross and fine motor skills and practise the language of direction. Exercise and being active helps keep us healthy.					
	Receptio	Begins to make marks and shapes using simple equipment.	Uses a wider range of equipment to make more-refined shapes and marks, models and construction.	Adds more detail to shapes and objects created as control increases.	Shows increased control to use a range of tools to create more complex shapes, objects and writing.	Early Learning Goal	
Foundations for Phonics – Rhyme Time	R&N	Baa Baa black sheep Round and Round the Garden A Sailor Went to Sea Hickory Dickory	Down at the station The Wheels on the bus Humpty Dumpty Incy, Wincy Spider Jack and Jill 1,2,3,4,5 Twinkle, Twinkle Miss Molly had a Dolly	Mary, Mary Pat a Cake Ring 'o' 'roses Row, Row the Boat Hey Diddle Diddle The Grand Old Duke of York	One, Two Buckle my Shoe Wind the Bobbin Up Baa Baa black sheep Jack and Jill Humpty Dumpty	A sailor went to Sea Down at the station Pat a Cake The Wheels on the bus Row, Row the Boat Incy, Wincy Spider	Hickory Dickory Wind the Bobbin Up The Grand Old Duke of York Miss Molly had a Dolly Mary, Mary One, Two Buckle my Shoe
Foundations for Phonics - Tuning into Sounds	Nursery	Begins in Autumn 2	s a t p i n m d Hears the same initial sound for words and names of objects. Blend CVC words using oral blending and objects.	g o c k e u Identifies initial sounds of words and names of objects. Distinguishes different sounds.	r h b f l Identifies initial sounds of words and names of objects. Articulate sounds correctly – including playing with voice sounds. Blends a wider range of words using oral blending.	j v w y z qu Identifies initial sounds of words and objects. Blends a wider range of words using oral blending.	Ch ck x sh th ng nk Identifies the final sounds of words and objects. Blends a wide range of words using oral blending when playing.
Phonics – Little Wandle	Reception	S a t p / I n m d / g o c k / c k e u r Likes to read (look at) a book with an adult. Identifies environmental sounds and can copy/repeat some. Mark making and drawing with a range of tools and equipment.	ff ll ss j / v w x y / z zz qu ch / sh th ng nk / words with s at the end Will talk about the pictures and what is happening. Identifies instrumental sounds and can copy/repeat some. Can say what their marks mean.	ai ee igh oa / oo o oar or / ur ow oi ear / air er dd mm tt bb gg pp ff / longer words Knows where to find the story on the page. Shows consideration when mark making. Starts to take their time changing their tool as the marks progress.	Review digraphs and double letters Can identify some signage in the classroom. Hears initial sound phonemes and applies knowledge to alliteration. Can copy with increasing control.	Short vowels, long vowels and longer words, compound words Can talk about the characters in a story.	Long vowel sounds, word endings Can talk about the story events in simple terms. Reads some meaningful key words and can orally segment and blend words. Writes their name and identifies their name.
Foundations for A Love Of Reading	Nursery	Begins at the start of Autumn 2	Where's Lenny Lulu Loves the Library Monster Clothes	Anna Hibiscus Song Kindness Makes Us Stronger We're Going to Find a Monster	Car Truck Jeep All Through the Night	Errol's Garden Hello Friend Dear Zoo	The Very Hungry Caterpillar I am a Tiger Beans on Toast

Literacy Comprehension Word Reading Writing	Nursery	Likes to read (look at) a book with an adult. Identifies environmental sounds and can copy/repeat some. Mark making and drawing with a range of tools and equipment.	Will talk about the pictures and what is happening. Identifies instrumental sounds and can copy/repeat some. Can say what their marks mean.	Knows where to find the story on the page. Explores different ways of making sounds with their bodies, sings songs and rhymes independently.	Can identify some signage in the classroom. Hears initial sound phonemes and applies knowledge to alliteration. Can copy with increasing control.	Can talk about the characters in a story. Explores and creates sound words. Claps syllables in words. Starts to make shapes that are recognisable as preletter shapes. Can start to write name as a shape.	Can talk about the story events in simple terms. Reads some meaningful key words and can orally segment and blend words. Writes their name and identifies their name
	Reception	Links phonemes to every letter of the alphabet and beginning to blend them in words. Count or clap syllables in a word. Recognise words with the same initial sound. Begin to use sound buttons to identify how many sounds are in a word. Begin to read individual letters by saying the sounds for them. Blend CVC words verbally	Develop their phonological awareness to: Complete a rhyming string. Use sound buttons to segment and read words. Recognise all taught set 1 – set 5 sounds including some digraphs. Blend and read CVC words. Read phase 2 tricky words	Beginning to apply knowledge of long vowels in their reading of sentences	Reads HFW from Phase 3 letters and sounds. Develops their phonological awareness to: Recognise and use rhyme in daily conversation. Can identify word containing the same digraph or trigraph e.g. ay-may, day, play. Read sentences consistent with their phonic knowledge. Read with fluency – minimal segmenting and blending. Beginning to sight read HFW.	Early Learning Goal	
Maths Numerical Patterns Shape, Space and Measure	Nursery	Starts to use some number names and starts to ascribe names to objects in a rhythmic way. Can count in songs and rhymes. Builds using equipment of different sizes and shapes.	Can identify 1 and 2 objects when asked. Starts to use number comparison language. Talks about their models and what they used to build their models, identifying different bricks and colours.	Subitises and counts to 3. Enjoys counting as far as they can and uses numbers in their play.	Notices the last number said when counting. Can say what number comes next when Counting and singing number songs. Starts to identify simple patterns.	Counts up to five and is starting to understand cardinal principle. Can use "more than" to identify different groups. Makes simple comparisons.	Uses number in play. Can identify numerals to 5. Number composition 1 –5 Revision What comes before? Numbers to 5
	Reception	Subitising within 3 Focusing on counting skills Explore how all numbers are made of 1's Focus on composition of 3 and 4 Subitise objects and sounds Comparison of sets – 'just by looking' Use the language of comparison: more than and fewer than	Focuses on counting skills Focuses on the 'fiveness of 5' using one hand and the die pattern for 5 Comparison of sets – by matching Use the language of comparison: more than, fewer than, an equal number Explore the concept of 'whole' and 'part' Focus on the composition of 3, 4 and 5 Practise object counting skills Match numerals to quantities within 10 Verbal counting beyond 20	Can subitise within 5 focusing on die patterns Match numerals to quantities within 5 Counting – focus on ordinality and the 'staircase' pattern See that each number is one more than the previous number Focus on 6 and 7 as '5 and a bit' Use language of comparison: more than, fewer than, and equal number to.	Focuses on the 'staircase' pattern and ordering numbers. Focus on ordering of numbers to 8 Use language of less than Focus on 7 Doubles – explores how some numbers can be made with 2 equal parts Sorting numbers according to attributes – odd and even numbers	Counting – larger sets and things that cannot be seen Subitising – to 6, including in structured arrangements Composition – 5 and a bit Composition – of 10 Comparison – linked to ordinality Play track games	Subitise to 5 Introduce the rekenrek Automatic recall of bonds to 5 Composition of numbers to 10 Comparison Number patterns Counting Early Learning Goal
Understanding the World Past and Present; People, Culture and Communities The Natural World	Nursery	Children start to be curious about the people around them. They show interest in characters in stories and also people in school. Children notice differences in story books etc. Children start to explore the environment around them.		Children show an interest in the people in their family and can tell some simple facts about their family. They recognise some families have similar features. Makes connections between the features of their family and other families. Children start to notice when things have changes with support from an adult.		Children start to use simple language about the passage of time. They comment on images and can talk about similarities and differences in simple terms. Know simple features of their own environment. Children start to understand they can influence their environment and make changes to the space around them	
	Reception	Can talk about their own family and the people around them describing features about them. Knows features of their own environment. Notices features of the immediate environment	Starts to talk about the passage of time and understands significant events in their own timeline Knows some features of a different environment and what makes it different. Starts to talk about changes like the weather.	Starts to understand events outside their own timeline. Understands 'different'. Knows there are locations beyond their own and that these are represented in different ways Starts to show curiosity and wonder when involved in investigations.	Talks about events of personal significance. Starts to understand 'similarity'. Knows that there are different and significant celebrations Shows some understanding of difference.	Identifies some features of personal significance and some features that others find significant. Starts to talk about the passage of time in relation to changes. Sequences events using time-specific vocabulary	Early Learning goal
Expressive Arts and Design Being Imaginative and Expressive Creating with Materials	Nursery	Enjoys making sounds with musical instruments whilst moving to music. Likes listening to music and responds to songs and music. Shows an interest in making marks and controlling the tools and equipment needed to manipulate marks on the paper.		Imaginatively plays with small world and in the role play developing ideas and scenarios. Listens to music and moves in a way that starts to show interpretation. E.g. this is like a mouse. Experimentation of marks and mark making using colour, texture and senses.		Shows a preference for types and methods of expression and shows more control when expressing themselves. More-deliberate use of materials and colour with moredeliberate exploration of colour and changes.	
	Reception	Uses what they know and what they like to be musical and to create role play. Begins to show an understanding and enjoyment of music and arts. Begins to understand colour, shape and space. Knows how to put things together in a basic way.		Devises their own role play with greater sophistication. Music becomes more melodic and meaningful. They can talk about music, what is sounds like and what it makes them think of. Pupils are clearly representational and outcomes have a more easily identifiable purpose		Early Learning Goal	