

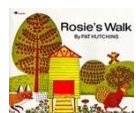
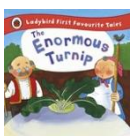










EYFS CURRICULUM 2025/26


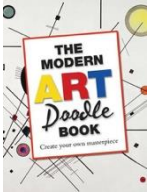
Key:


T = Topic SA = Stand-a-lone SLD = Super Learning Day




Term:	Autumn 1 6 weeks 4 days + 1 INSET	Autumn 2 7 weeks	Spring 1 5 weeks 4 days + 1 INSET	Spring 2 5 weeks 4 days + Good Friday	Summer 1 4 weeks 4 days + Bank Holiday	Summer 2 7 weeks 4 days + 1 INSET
Topic	All About Me	Festivals and Celebrations	Toys	People Who Help Us	Minibeasts	The Seaside
Enquiry Questions	How am I special?	Why do we celebrate special times?	Why do old toys not light up and make noises?	What if I need help?	Why are insects helpful for our garden?	How do we adapt our behaviour and clothing to suit the different seasons?
Topic	How do I look after my body?	How does ice change?		How does each season impact me?	What is a lifecycle?	
Stand-alone		What might we pack in a suitcase to take with us to different environments?			Why is the King special?	
Curriculum Enhancements Includes trips, SLD, visitor, topic box etc...	All about me bags Walk around the school Walk around the village Bring in baby photos Self-portrait display Healthy eating workshop	Birthday party role play Geography stand-alone week Eden Trip (4 contrasting environments) Christmas Performance	Bring in favourite toys from home Look at old toys (Museum topic box) Make our own toy creation	Police station/Fire station/Vets/Doctors role plays Visits from people who help us e.g., police officer, fire fighter, vet, nurse etc...	Caterpillars in the classroom! History stand-alone week (The King) Geography stand-alone week- Handa's Surprise Visit from Zoo Lab! Minibeast hunt in the meadow Trip to Newquay Zoo	Trip to the Beach and Aquarium
Key Topic Texts	-Non-fiction books about families	-Non-fiction books about festivals and celebrations	-Non-fiction books about toys	-Non-fiction books about Police Officers, Fire Fighters, Lifeboat	-Non-fiction books about Minibeasts	-Non-fiction books about the seaside

	<p>-Peter Rabbit Starting School -Starting School -I am absolutely too small for school -Harry and the Dinosaurs go to School -Owl Babies -Our Class is a Family -The Colour Monster Goes to School -Super Duper You -All Are Welcome</p>	<p>-Sparks in the Sky -Dipal's Diwali -Peppa's Diwali -Kipper's Birthday -The Jolly Christmas Postman -Let's Celebrate!</p>	<p>-Dogger -The Old Toy Room -Kipper's Toy Box -Where's my Teddy? -The Teddy Robber -Lost in the Toy Museum -Toys in Space</p>	<p>Crew, Ambulance and Air Ambulance Crew -The Zoo Vet -Charlie the Firefighter -Whose Hat is This? -Clothesline Clues to the Jobs People Do</p>	<p>-Superworm, -Aaaarrgghh, Spider! -What the Ladybird Heard -The Very Hungry Caterpillar -Norman the Slug with the Silly Shell -The Bad-Tempered Ladybird</p>	<p>-Commotion in the Ocean -Sally and the Limpet -What the Ladybird Heard at the Seaside -The Snail and the Whale -The Rainbow Fish -Seaside -Sharing a Shell</p>
<p>English</p> <p>Read Write Inc. 5 x 45mins a week</p>  <p>Talk for Writing</p>  <p>(For more detail see our TFW Long Term Plan.)</p>	<p>Writing opportunities=</p> <ul style="list-style-type: none"> • Write labels for portraits • Recognising and writing name • Large scale mark making • Pre-writing shapes <p>Rosie's Walk <u>FICTION</u> Journey Tale</p> 	<p>Writing opportunities=</p> <ul style="list-style-type: none"> • Writing letters to Father Christmas • Party invitations, cards, present tags. • Writing passports • Labelling environments <p>The Enormous Turnip <u>FICTION</u> Cumulative Tale</p> 	<p>Writing opportunities=</p> <ul style="list-style-type: none"> • Toy shop role play • Drawing a picture of and writing the name of their favourite toys <p>Supertato <u>FICTION</u> Defeating the monster</p> 	<p>Writing opportunities=</p> <ul style="list-style-type: none"> • Variety of role plays for the services • List writing <p>We're going on a Bear Hunt <u>FICTION</u> Journey Tale</p> 	<p>Writing opportunities=</p> <ul style="list-style-type: none"> • Captions and labels for minibeasts, minibeast homes + lifecycles • Make a list of the animals and/or fruit that appear in Handa's Surprise • Write a letter/card to the King • Invitations to a royal party <p>The Tiger Who Came to Tea <u>FICTION</u> Meeting Tale</p> 	<p>Writing opportunities=</p> <ul style="list-style-type: none"> • Writing postcards • Posters about being safe at the beach <p>The Three Billy Goats Gruff <u>FICTION</u> Defeating the monster</p> 

<p>Shared Reading</p> 					<p>Superworm</p> 	<p>The Snail and the Whale</p>  <p>Rainbow fish</p> 
<p>Maths (For more detail see our EYFS Maths Policy.)</p>	Number	Number	Number	Number + Numerical Pattern	Numerical Pattern	Numerical Pattern + Shape, Space and Measures
<p>Science (For more detail see our EYFS Science Curriculum Plan.)</p>	<p>T=How do I look after my body? Oral hygiene, hand washing experiment and importance of eating a variety of fruit and vegetable.</p>	<p>SA= How does ice change? (Links to Geography.)</p>		<p>SA= How does each season impact me? (All year)</p>	<p>T= What is a life cycle?</p>	
<p>Geography (For more detail see our EYFS Geography Curriculum Plan.)</p>	<p>T= How am I special? Describe immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps. I know my way to school, some landmarks I pass and I can identify simple features on a map.</p>	<p>SA= What might we pack in a suitcase to take with us to different environments? Plane journey to 4 contrasting environments e.g. The Polar Regions, The Rainforest, The Desert and our Local Environment.</p>			<p>SA= How does my life compare to Handa's? Using the text Handa's Surprise, explain some similarities and differences between life in this country and life in Kenya.</p>	
<p>History</p>			<p>T= Why do old toys not light up and make noises?</p>	<p>T= What if I need help? Talk about the lives of people around them</p>	<p>SA= Why is the King special? Significant/inspirational person- The King Talk</p>	

(For more detail see our EYFS History Curriculum Plan.)			Know some similarities and differences between toys now and in the past.	and their roles in society.	about the lives of people around them and their roles in society. Recognise and know who the King is. Understand the past through stories, characters, and events.	
<p>Art</p> <p>Kapow</p> <p>(For more detail see our EYFS Expressive Art and Design Curriculum Plan.)</p>	<p>Drawing- Marvellous Marks</p> <p>SA= Pre-writing shapes/ making marks/ lines and circles with different media</p> <p>T= Self Portraits</p> <p>T= Drawing a face with features inspired by James Rizzi (American).</p>  <p>Painting</p> <p>SA= Begin to use and explore painting tools and equipment.</p>	<p>Printing</p> <p>SA= Using a variety of materials. Print to create a pattern.</p> <p>T= Firework pictures Poppy pictures Christmas Cards</p> <p>Painting</p> <p>SA= Begin to mix primary colours using a variety of different sized brushes</p> <p>Sculpture</p> <p>T= Manipulate malleable materials to form a 3D Diva Lamp</p>	<p>Drawing</p> <p>T= Observational drawings of old toys.</p> <p>Colouring</p> <p>T= Colouring in printed outlines of toys.</p>	<p>Collage</p> <p>T= Collages of Spring and Easter.</p> <p>Colouring</p> <p>SA= Colour within the lines of modern art using colouring pencils with control.</p> 	<p>Painting</p> <p>SA= Mix primary colours. Mix colours with black and white to create different tones.</p> <p>Sculpture</p> <p>T= Create 3D Minibeast sculpture.</p> <p>Collage</p> <p>SA= Compose a picture inspired by Henri Matisse</p>	<p>Drawing</p> <p>T= Line drawing with detail to interpret simple architectural drawings by Alfred Wallis.</p> <p>Painting</p> <p>T= Colour mixing using a variety of different sized brushes. Exploring different tones of blue.</p> <p>Printing</p> <p>T= Print to create texture and pattern of the sea and movement.</p>
<p>DT</p> <p>Kapow</p> <p>(For more detail see our EYFS Expressive Art and</p>	<p>Cutting Practise – Fine Motor Focus. Not product based.</p> <p>SA= Scissor skills</p>		<p>Structures- Junk Modelling</p> <p>Create own toy</p>	<p>Textiles- Bookmarks</p>	<p>Structures- Crowns</p>	<p>Structures- Boats</p>

Design Curriculum Plan.)						
RE 	Unit F1: Why is the word 'God' special to Christians?	Unit F2: Why is Christmas special for Christians? Hinduism and Diwali	Unit F4: Being special: where do we belong?	Unit F3: Why is Easter special for Christians? Good Friday = 3 rd April 2026	Unit F5: Which places are special and why?	Unit F6: Which stories are special and why?
PSHE- (For more detail see our PSHE Yearly Planner.)	All about me Know and talk about the different factors that support their overall health and wellbeing: -regular physical activity -healthy eating -tooth brushing Explain the reasons for rules, know right from wrong and try to behave accordingly. -school rules	Festivals and Celebrations	E-safety Know and talk about the different factors that support their overall health and wellbeing: -sensible amounts of 'screen time' -having a good sleep routine	People Who Help Us Know and talk about the different factors that support their overall health and wellbeing: -being a safe pedestrian -road safety Explain the reasons for rules, know right from wrong and try to behave accordingly. -beach safety -crossing the road -calling 999	Looking after the Environment	Sun Safety/ Beach safety
PE 5x 30mins a week M= REAL PE Warm up	Unit 1 REAL PE: Personal Cog. I can work on simple tasks by myself.	Unit 2 REAL PE: Social Cog. I can work sensibly with others, taking turns and sharing.	Unit 3 REAL PE: Cognitive Cog. I can name some things I am good at.	Unit 4 REAL PE: Creative Cog. I can explore and describe different movements.	Unit 5 REAL PE: Physical Cog. I can perform a small range of skills and link	Unit 6 REAL PE: Health and Fitness Cog. I am aware of why exercise is important for good health.

<p>T= REAL PE Skills W= REAL PE Skill Application T= Traditional PE F= Fitness Friday</p>  	<p>I can follow instructions and practise safely.</p> <p>Skills= Coordination: Footwork (FUNS 10)</p> <p>Static Balance: One leg (FUNS 1)</p> <p>Traditional PE: REAL Gym (Gymnastics / Personal)</p>	<p>Skills= Dynamic Balance to Agility: Jumping and Landing (FUNS 6)</p> <p>Static Balance: Seated (FUNS 2)</p> <p>Traditional PE: Fundamental Skills (running, crawling, hopping etc.)</p> <p>PE Planning- Me and Myself</p>	<p>I can understand and follow simple rules.</p> <p>Skills= Dynamic Balance: On a Line (FUNS 5)</p> <p>Static Balance: Stance (FUNS 4)</p> <p>Traditional PE: REAL Dance (Dance / Cognitive)</p>	<p>Skills= Coordination: Ball Skills (FUNS 9)</p> <p>Counter Balance: With a Partner (FUNS 7)</p> <p>Traditional PE: Ball Skills (throwing and catching)</p> <p>PE Planning- Throwing and Catching</p>	<p>two movements together. I can perform a single skill or movement with some control.</p> <p>Skills= Coordination: Sending and Receiving (FUNS 8)</p> <p>Agility: Reaction/Response (FUNS 12)</p> <p>Traditional PE: Fundamental Skills (balance)</p> <p>PE Planning- Fitness</p>	<p>Skills= Agility: Ball Chasing (FUNS 11)</p> <p>Static Balance: Floor Work (FUNS 3)</p> <p>Traditional PE: Fundamental Skills (agility)</p> <p>PE Planning- Movement Development</p>
<p>MUSIC</p> <p>Charanga</p>  <p>Please also see Reception Expressive Art and Design Curriculum Plan</p>		<p>Autumn 2 My Stories</p> <p>Main songs=</p> <ul style="list-style-type: none"> • I'm A Little Teapot • The Grand Old Duke of York • Ring O' Roses • Hickory Dickory Dock • Not Too Difficult 	<p>Spring 1 Everyone!</p> <p>Main songs=</p> <ul style="list-style-type: none"> • Wind The Bobbin Up • Rock-a-bye Baby • Five Little Monkeys Jumping On the Bed 		<p>SA Create a piece of Music for the King.</p>	<p>Summer 2 Reflect, Rewind and Replay</p> <p>Main songs=</p> <ul style="list-style-type: none"> • Big Bear Funk • Baa Baa Black Sheep • Twinkle Twinkle • Incy Wincy Spider • Rock-a-bye Baby • Row, Row, Row Your Boat

<p>(5 a day - throughout the year, children are singing to nursery rhymes and listening attentively to music.)</p>		<ul style="list-style-type: none">• The ABC Song <p>SA Replicate a dance inspired by Diwali</p> <p>Listening to different kinds of music from around the world.</p>	<ul style="list-style-type: none">• Twinkle Twinkle• If You're Happy and You Know It• Head, Shoulders, Knees and Toes			
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