

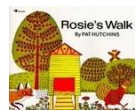
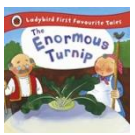










EYFS CURRICULUM 2025/26


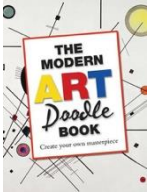
Key:


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! Visit from Zoo Lab! Minibeast hunt in the meadow Trip to Newquay Zoo History stand-alone week (The King) Geography stand-alone week- Handa's Surprise	Trip to the Beach and Aquarium
Key Topic Texts	-Non-fiction books about families -Peter Rabbit Starting School -Starting School	-Non-fiction books about festivals and celebrations -Sparks in the Sky -Dipal's Diwali	-Non-fiction books about toys -Dogger -The Old Toy Room -Kipper's Toy Box	-Non-fiction books about Police Officers, Fire Fighters, Lifeboat Crew, Ambulance and Air Ambulance Crew	-Non-fiction books about Minibeasts -Superworm, -Aaaarrgghh, Spider! -What the Ladybird Heard	-Non-fiction books about the seaside -Commotion in the Ocean -Sally and the Limpet

	<p>-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>-Peppa's Diwali -Kipper's Birthday -The Jolly Christmas Postman -Let's Celebrate!</p>	<p>-Where's my Teddy? -The Teddy Robber -Lost in the Toy Museum -Toys in Space</p>	<p>-The Zoo Vet -Charlie the Firefighter -Whose Hat is This? -Clothesline Clues to the Jobs People Do</p>	<p>-The Very Hungry Caterpillar -Norman the Slug with the Silly Shell -The Bad-Tempered Ladybird</p>	<p>-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 FICTION 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 FICTION 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 FICTION 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 FICTION 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 FICTION 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 FICTION 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.</p> <p>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 T= REAL PE Skills	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 two movements together.	Unit 6 REAL PE: Health and Fitness Cog. I am aware of why exercise is important for good health.

<p>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>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

(5 a day - throughout the year, children are singing to nursery rhymes and listening attentively to music.)		<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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Coverage of EYFS Broader Curriculum Plan: (Highlight off when completed throughout the year.)

Broader Curriculum is covered in direct Topic teaching time and in the daily Continuous Provision inside and outside the classroom.

5 x 60mins a week for taught Broader Curriculum lessons (within this, 1 x 30mins a week must be for Revisiting Time)

5 x 30min a week PE Lessons.

Autumn 1 = 6 weeks 4 days + 1 INSET

Week 1 Tues 2 nd Sep (4 days)	3x Transition Days			
Week 2 8 th Sep	Geography x1 Small world house and school			Art x1 To explore making marks with wax crayons
Week 3 15 th Sep	Geography= Walk around school/EYFS garden and identify key features	Science x1 Oral Hygiene	DT x1 Scissor Skills	Art x1 To explore making marks with felt tips To use a felt tip to make patterns
Week 4 22 nd Sep	Geography x 1 Walk around village identify key landmarks	Science x 1 Washing hands	Science x 1 Autumn Explore outdoor environment looking for signs of the season Autumn	Art x1 To explore making marks with chalk To make controlled large and small movements

Week 5 29 th Sep	Geography x 1 Name and locate different parts of local community	Science x 1 Getting dressed (Practise zips etc.)	Science x 1 Autumn Name and describe plants seen in the season Autumn	Art x 1 To explore mark making using pencils To create a simple observational drawing (fruit)
Week 6 6 th Oct	Geography x 1 Spot simple features on maps	RE x 1 Why is the word 'God' special to Christians?	Science x 1 Autumn Look for and drawing observations of the growth of plants in the season Autumn	Art x1 To explore mark making using pencils to draw a simple face from observation
Week 7 13 th Oct	Geography x 1 Create own simple maps	Science x 1 Healthy eating workshop	Science x 1 Autumn Predict what the next season will be. What will be the same? What will be different?	Art x1 To draw and create self-portraits that are inspired by two artists (James Rizzi, Giuseppe Arcimboldo)
HALF TERM				
Autumn 2 = 7 weeks				
Week 1 3 rd Nov		Art x1 Firework pictures		Music x1 Charanga 'My stories' Step 1
Week 2 10 th Nov Remembrance Day 11 th Nov	RE x1 Hinduism / Diwali workshop Art x 1 Poppy pictures	DT x 1 Diva Lamps	Music x1 Replicate a dance inspired by Diwali	Music x1 Charanga 'My stories' Step 2
Week 3 17 th Nov		Art x 1 Begin to mix primary colours	Music x1 Different music around the world	Music x1 Charanga 'My stories' Step 3
Week 4 24 th Nov Writing Workshop Wednesday 26 th Nov	Geography stand-alone week Theme: Plane Journey to 4 Environments 1 environment each day Mon= Rainforest Tues= Desert Wed= Artic Thurs= Local Environment			Music x1 Charanga 'My stories' Step 4
Week 5 1 st Dec	Geography Trip to Eden	Art x 1 Printing		Music x1 Charanga 'My stories' Step 5



Week 6 8 th Dec Trip to Bodmin Railway to see Santa Tues 9 th	Science x 1 Changing states of matter L1= Ice play L2= Chocolate experiment	Art x 1 Printing	RE x 1 Why is Christmas special for Christians?	Music x1 Charanga 'My stories' Step 6
Week 7 15 th Dec	Science x 1 Changing states of Matter L3= Toast L4= Egg	Art x 1 Christmas cards/Crafts		
XMAS HOLIDAYS				
Spring 1 = 5 weeks 4 days + 1 INSET				
Week 1 5 th Jan	History x1 Bring in favourite toys from home	Art x 1 Colour toy outlines using colouring pencils	Music x 1 'Everyone!' Step 1	Science x1 Winter Explore outdoor environment looking for signs of the season Winter
Week 2 12 th Jan	History x 1 Look at Old Toys (topic box) Music x 1 'Everyone!' Step 2	Art x 1 Draw old toy from observation + Colour in	DT x 1 Explore junk modelling	Science x1 Winter Name and describe plants seen in the season Winter
Week 3 19 th Jan	History x 1 Similarities and differences between toys in the past and now	Music x 1 'Everyone!' Step 3	DT x 1 Develop scissor skills	Science x1 Winter Look for and drawing observations of the growth of plants in the season Winter
Week 4 26 th Jan (4 days)	History x 1 Express a preference for old or new toys	Music x 1 'Everyone!' Step 4	DT x Plan and select resources to create a new toy	PSHE x 1 E-safety
Week 5 2 nd Feb	PSHE x 1 Sleep routine	Music x 1 'Everyone!' Step 5	DT x 1 Plan and create a new toy	Science x1 Winter Predict what the next season will be. What will be the same? What will be different?
Week 6 9 th Feb Zoo Lab Visit Mon 9 th 11am	RE x 1 Being special: where do we belong?	Music x 1 'Everyone!' Step 6	DT x1 Share toy and explain process	DT x1 Explore ways to temporarily join materials together
HALF TERM				

Spring 2 = 5 weeks 4 days + Good Friday

Week 1 23rd Feb Fire fighter visit booked Mon 23 rd Feb 10am	Art x 1 Use pre-cut paper and glue sticks to create collages	History x 1 Fire station/ Fire fighters	DT x 1 Develop threading and weaving skills	
Week 2 2nd Mar	Art x 1 Use pre-cut paper and PVA glue with a paintbrush/spatula to create a collage	History x 1 Doctors	DT x 1 Practise and apply weaving skills to a specific material e.g. paper	Science x1 Spring Explore outdoor environment looking for signs of the season Spring
Week 3 9th Mar Vet visit booked Tues 10 th March 10am	Art x 1 Use uncut materials and PVA glue with a paintbrush/spatula to create a collage	History x 1 Vets	DT x 1 Practise and apply threading skills with specific materials e.g. hessian	Science x1 Spring Name and describe plants seen in the season Spring
Week 4 16th Mar Nurse visit booked Mon 16 th March 2pm Brighter smiles workshop Tues 17 th March 10.30am	Art x 1 Use knowledge and skills learnt to decide on their own materials and process to create collages of spring	History x 1 Dentists	DT x 1 Use threading or sewing to design a product	Science x 1 Spring Look for and drawing observations of the growth of plants in the season Spring
Week 5 23rd Mar Police visit booked Friday 27 th March 10am	Art x 1 To colour within the lines of modern art using colouring pencils with control.	History x 1 Police Station/ Police officers	DT x 1 Create a textiles product (Bookmark) following their own design	RE x 1 Crossing the road safely
Week 6 30th Mar (4 days) Easter Church visit booked Wednesday 1 st April 10.30am	Art x 1 Use collage knowledge and skills to create Easter Egg Cards and Easter Hanging Egg Decorations (Kapow)	RE x 1 Why is Easter special for Christians?	DT x 1 Reflect with children on how they achieved their aims	Science x1 Spring Predict what the next season will be

EASTER HOLIDAYS

Summer 1 = 4 weeks 4 days + Bank Holiday

Week 1 20th Apr Zoo Lab booked Mon 20 th April 10am (Rearranged for Mon 9 th Feb 2026)	Science x 2 Caterpillars in the classroom, Minibeast Hunt in Meadow, Bug hotels	Science x 1 Visit from Zoo Lab!  	Art x 1 Composing a picture inspired by Henri Matisse	PSHE x 1 Messy Magpie story- introduce littering
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Week 2 27 th Apr		Geography SA week Handa's Surprise L1= Launch the story which includes props L2= Looking at Africa and Kenya and where it is in the world L3= Temperature and weather L4= Food L5= Animals (Newquay Zoo Trip-African Savannah) L6= Homes and Education	Art x1 Mix primary colours	PSHE x 1 All about recycling
Week 3 Tues 5 th May(4 days)	Science x 1 Life cycle of a Ladybird		Art x 1 Add black/white to create new shade	PSHE x 1 Recycling sorting
Week 4 11 th May	History SA week- the King L1= Spot the king L2= Facts about the king L3= Coronation L4= Timeline of his life L5= Monarchy timeline	DT x (Stand-alone Week. This takes approximately 2 lessons) Create Kings Crown 1 = Look at the King's Crown through reading a book called 'The Runaway Crown'. 2 = Look at a variety of crowns through photos. 3 = Design their own crown. 4 = Prepare the body of the crown. 5 = Apply decoration to the crown and join together.	Music x 1 Create a piece of Music for the King	PSHE x 1 Litter pick
Week 5 18 th May	Science x 1 Life cycle of a Butterfly	RE x 1 Which places are special and why?	Art x 1 3D minibeast sculpture	Science Trip to Newquay Zoo
HALF TERM				
Summer 2 = 7 weeks 4 days + 1 INSET				

Week 1 1 st Jun	DT x 1 Waterproof Materials	Science x1 Summer Explore outdoor environment looking for signs of the season. Discuss weather, temperature and how it makes me feel.	Music x 1 'Reflect, Rewind and Replay' Step 1	
Week 2 8 th Jun	DT x 1 Floating and Sinking	Science x1 Summer Name and describe plants seen in the season.	Music x 1 'Reflect, Rewind and Replay' Step 2	
Week 3 15 th Jun	DT x 1 Boats	Science x1 Summer Looking for and drawing observations of the growth of plants in the season.	Music x 1 'Reflect, Rewind and Replay' Step 3	
Week 4 22 nd Jun	DT x 1 Investigating Boats	RE x 1 Which stories are special and why?	Music x 1 'Reflect, Rewind and Replay' Step 4	Art x 1 Line drawing with detail. To interpret the simple architectural drawings by Alfred Wallis
Week 5 29 th Jun	DT x 1 Designing Boats	Science x1 Summer Predict what the next season will be. What will be the same? What will be different?	Music x 1 'Reflect, Rewind and Replay' Step 5	Art x 1 Colour mixing using a variety of different sized brushes. Exploring different tones of blue
Week 6 6 th Jul	DT x 1 Creating and Testing Boats (DT Display)	PSHE x1 Beach safety/ sun safety	Music x 1 'Reflect, Rewind and Replay' Step 6	Art x 1 Print to create texture and pattern of the sea and movement
Week 7 13 th Jul	Trip to Beach and Aquarium			Art x 1 Display Artwork
Week 8 20 th (4 days)				

