

EYFS CURRICULUM 2026/27



Key:

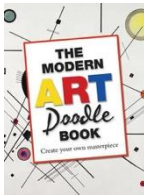
T = Topic SA = Stand-a-lone SLD = Super Learning Day

Term:	Autumn 1 6 weeks 3 days + 1 INSET	Autumn 2 7 weeks	Spring 1 5 weeks 4 days + 1 INSET	Spring 2 4 weeks 4 days + Good Friday	Summer 1 6 weeks 4 days + Bank Holiday	Summer 2 7 weeks
Topic	All About Me	Festivals and Celebrations	Toys	People Who Help Us	Minibeasts	The Seaside
Enquiry Questions Topic Stand-alone	How am I special? How do I look after my body?	Why do we celebrate special times? How does ice change? What might we pack in a suitcase to take with us to different environments?	Why do old toys not light up and make noises?	What if I need help? How does each season impact me?	Why are insects helpful for our garden? What is a lifecycle? Why is the King special? How does my life compare to Handa's?	How do we adapt our behaviour and clothing to suit the different seasons?
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)	Trip to the Beach and Aquarium

					Geography stand-alone week- Handa's Surprise	
Key Linked Texts	-Non-fiction books about families -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	-Non-fiction books about festivals and celebrations -Sparks in the Sky -Dipal's Diwali -Peppa's Diwali -Kipper's Birthday -The Jolly Christmas Postman -Let's Celebrate!	-Non-fiction books about toys -Dogger -The Old Toy Room -Kipper's Toy Box -Where's my Teddy? -The Teddy Robber -Lost in the Toy Museum -Toys in Space	-Non-fiction books about Police Officers, Fire Fighters, Lifeboat Crew, Ambulance and Air Ambulance Crew -The Zoo Vet -Charlie the Firefighter -Whose Hat is This? -Clothesline Clues to the Jobs People Do	-Non-fiction books about Minibeasts -Superworm, -Aaaarrgghh, Spider! -What the Ladybird Heard -The Very Hungry Caterpillar -Norman the Slug with the Silly Shell -The Bad-Tempered Ladybird	-Non-fiction books about the seaside -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
English Read Write Inc. 5 x 60mins a week  Continuous Provision Writing Opportunities	CP Writing opportunities= • Write labels for portraits • Recognising and writing name • Large scale mark making • Pre-writing shapes	CP Writing opportunities= • Writing letters to Father Christmas • Party invitations, cards, present tags. • Writing passports • Labelling environments	CP Writing opportunities= • Toy shop role play • Drawing a picture of and writing the name of their favourite toys	CP Writing opportunities= • Variety of role plays for the services • List writing	CP Writing opportunities= • 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	CP Writing opportunities= • Writing postcards • Posters about being safe at the beach

Drawing Club 	WEEK 1: A STORY BOOK- NOT NOW BERNARD BY DAVID MCKEE WEEK 2: STORYTELLING - THREE BILLY GOATS GRUFF WEEK 3: ANIMATION- MR BENN WEEK 4: A STORY BOOK- WHAT'S IN THE WITCH'S KITCHEN BY NICK SHARRATT WEEK 5: STORYTELLING - JACK AND THE BEANSTALK WEEK 6: ANIMATION- ROADRUNNER	WEEK 1: A STORY BOOK- PIRATE PETE BY NICK SHARRATT WEEK 2: STORYTELLING - LITTLE RED HEN WEEK 3: ANIMATION- POPEYE WEEK 4: A STORY BOOK- THE HAIRY TOE BY DANIEL POSTGATE WEEK 5: STORYTELLING - THE MAGIC PORRIDGE POT WEEK 6: ANIMATION- PINK PANTHER				
Shared Reading 					Superworm 	The Snail and the Whale  Rainbow fish 
Maths (For more detail see our EYFS Maths Policy.)	Number	Number	Number	Number + Numerical Pattern	Numerical Pattern	Numerical Pattern + Shape, Space and Measures

Science	T=How do I look after my body? Oral hygiene, hand washing experiment and importance of eating a variety of fruit and vegetable.	SA= How does ice change? (Links to Geography.)		SA= How does each season impact me? (All year)	T= What is a life cycle?	
Geography	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.	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.			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.	
History			T= Why do old toys not light up and make noises? Know some similarities and differences between toys now and in the past.	T= What if I need help? Talk about the lives of people around them and their roles in society.	SA= Why is the King special? Significant/inspirational person- The King Talk 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.	
Art	Drawing- Marvellous Marks SA= Pre-writing shapes/ making marks/ lines and circles with different media	Printing SA= Using a variety of materials. Print to create a pattern. T= Firework pictures	Drawing T= Observational drawings of old toys. Colouring	Collage T= Collages of Spring and Easter. Colouring	Painting SA= Mix primary colours. Mix colours with black and white to create different tones.	Drawing T= Line drawing with detail to interpret simple architectural drawings by Alfred Wallis.

	T= Self Portraits T= Drawing a face with features inspired by James Rizzi (American).  Painting SA= Begin to use and explore painting tools and equipment.	Poppy pictures Christmas Cards Painting SA= Begin to mix primary colours using a variety of different sized brushes Sculpture T= Manipulate malleable materials to form a 3D Diva Lamp	T= Colouring in printed outlines of toys.	SA= Colour within the lines of modern art using colouring pencils with control. 	Sculpture T= Create 3D Minibeast sculpture. Collage SA= Compose a picture inspired by Henri Matisse	Painting T= Colour mixing using a variety of different sized brushes. Exploring different tones of blue. Printing T= Print to create texture and pattern of the sea and movement.
DT 	Cutting Practise – Fine Motor Focus. Not product based. SA= Scissor skills		Structures- Junk Modelling Create own toy	Textiles- Bookmarks	Structures- Crowns	Structures- Boats
RE 	Unit 1 Why is the word God so important to Christians? (Creation)	Unit 2 Why do Christians perform Nativity plays at Christmas? Why is Christmas special for Christians? (Incarnation)	Unit 3 Being special: where do we belong? (Thematic)	Unit 4 Why do Christians put a cross on their Easter garden? Why is Easter special to Christians? (Salvation)	Unit 5 Which places are special and why? (Thematic)	Unit 6 Which stories are special and why? (Thematic)

PSHE	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 W= REAL PE Skill Application T= Traditional PE F= Fitness Friday  	REAL PE: Personal Cog. I can work on simple tasks by myself. I can follow instructions and practise safely. Skills= Coordination: Footwork (FUNS 10) Static Balance: One leg (FUNS 1) Traditional PE: REAL Gym	REAL PE: Social Cog. I can work sensibly with others, taking turns and sharing. Skills= Dynamic Balance to Agility: Jumping and Landing (FUNS 6) Static Balance: Seated (FUNS 2) Traditional PE: Fundamental Skills	REAL PE: Cognitive Cog. I can name some things I am good at. I can understand and follow simple rules. Skills= Dynamic Balance: On a Line (FUNS 5) Static Balance: Stance (FUNS 4)	REAL PE: Creative Cog. I can explore and describe different movements. Skills= Coordination: Ball Skills (FUNS 9) Counter Balance: With a Partner (FUNS 7)	REAL PE: Physical Cog. I can perform a small range of skills and link two movements together. I can perform a single skill or movement with some control. Skills= Coordination: Sending and Receiving (FUNS 8)	REAL PE: Health and Fitness Cog. I am aware of why exercise is important for good health. Skills= Agility: Ball Chasing (FUNS 11) Static Balance: Floor Work (FUNS 3)

	(Gymnastics / Personal)	(running, crawling, hopping etc.) PE Planning- Me and Myself	Traditional PE: REAL Dance (Dance / Cognitive)	Traditional PE: Ball Skills (throwing and catching) PE Planning- Throwing and Catching	Agility: Reaction/Response (FUNS 12) Traditional PE: Fundamental Skills (balance) PE Planning- Fitness	Traditional PE: Fundamental Skills (agility) PE Planning- Movement Development
MUSIC Charanga  (5 a day - throughout the year, children are singing nursery rhymes and listening attentively to music.)		 Autumn 2 My Stories Main songs= • I'm A Little Teapot • The Grand Old Duke of York • Ring O' Roses • Hickory Dickory Dock • Not Too Difficult • The ABC Song SA Replicate a dance inspired by Diwali Listening to different kinds of music from around the world.	 Spring 1 Everyone! Main songs= • Wind The Bobbin Up • Rock-a-bye Baby • Five Little Monkeys Jumping On the Bed • Twinkle Twinkle • If You're Happy and You Know It • Head, Shoulders, Knees and Toes		SA Create a piece of Music for the King.	 Summer 2 Reflect, Rewind and Replay Main songs= • Big Bear Funk • Baa Baa Black Sheep • Twinkle Twinkle • Incy Wincy Spider • Rock-a-bye Baby • Row, Row, Row Your Boat

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.

Remember 1 session a week = Revisiting Time

Autumn 1 6 weeks 3 days + 1 INSET				
Week 1 (3 days)	3x Transition Days			
Week 2	Geography x1 Small world house and school		DT x1 Scissor Skills- to make snips with scissors in a variety of materials e.g. paper, dough, straws	Art x1 To explore making marks with wax crayons
Week 3	Geography= Walk around school/EYFS garden and identify key features	Science x1 Oral Hygiene		Art x1 To explore making marks with felt tips To use a felt tip to make patterns DT x1 Scissor Skills- Cut along straight lines
Week 4	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 DT x1 Scissor Skills- Cut along curved lines
Week 5	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) DT x1 Scissor Skills- Cut along zig zag lines
Week 6	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	Art x1 To explore mark making using pencils to draw

			growth of plants in the season Autumn	a simple face from observation DT x1 Scissor Skills- Cut around shapes of objects
Week 7	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		Art x1 Firework pictures		Music x1 Charanga 'My stories' Step 1
Week 2	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		Art x 1 Begin to mix primary colours	Music x1 Different music around the world	Music x1 Charanga 'My stories' Step 3
Week 4	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	Geography Trip to Eden	Art x 1 Printing		Music x1 Charanga 'My stories' Step 5

Week 6	Science x 1 Changing states of matter L1= Ice play L2= Chocolate experiment	Art x 1 Printing	RE x 1 Why do Christians perform Nativity plays at Christmas? Why is Christmas special for Christians?	Music x1 Charanga 'My stories' Step 6
Week 7	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 (4 days)	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	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	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	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	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	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 4 weeks 4 days + Good Friday				
Week 1	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	RE x 1 Crossing the road safely
Week 2	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	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	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 2 -Spring Look for and drawing observations of the growth of plants in the season Spring -Spring Predict what the next season will be

Week 5 (4 days) Easter Church visit	Art x 2 -To colour within the lines of modern art using colouring pencils with control. -Use collage knowledge and skills to create Easter Egg Cards and Easter Hanging Egg Decorations (Kapow)	History x 1 Police Station/ Police officers	DT x 2 - Create a textiles product (Bookmark) following their own design -Reflect with children on how they achieved their aims	RE x 1 Why do Christians put a cross on their Easter garden? Why is Easter special to Christians?
EASTER HOLIDAYS				
Summer 1 6 weeks 4 days + Bank Holiday				
Week 1	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
Week 2		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	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 (4 days)	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	Science x 1 Life cycle of a Butterfly			
Week 6		RE x 1 Which places are special and why?		
Week 7			Art x 1 3D minibeast sculpture	Science Trip to Newquay Zoo

HALF TERM

Summer 2

7 weeks

Week 1	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	
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Week 2	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	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	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	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	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	Trip to Beach and Aquarium			Art x 1 Display Artwork