

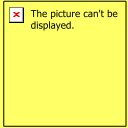


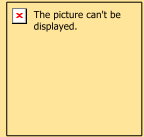
## EYFS Curriculum Map 2025-26

\*Links to KS1 and KS2 curriculum highlighted below.

 Topic	Autumn 1 (8 weeks)	Autumn 2 (7 weeks)	Spring 1 (6 weeks)	Spring 2 (5 weeks)	Summer 1 (6 weeks)	Summer 2 (7 weeks)
	All about me	Let's celebrate	People who help us	What's inside my egg?	How will we get there?	Surprise
 Characteristics of effective teaching and learning	<b>Playing and Exploring</b>  <b>Active learning</b>  <b>Creating and thinking critically</b>  <i>All aspects weave through all areas of learning throughout each half term</i>					
<b>Predictable interests and special dates</b>	Body parts My history My family Birthdays Senses Pets House and homes Halloween Diwali	Autumn Bonfire Night Remembrance Christmas Nativity	Winter New Year Emergency services Healthcare Community helpers Valentines Day	Lunar New Year Spring Pancake Day St Patrick's Day Mother's Day On the farm New life Easter Eid	Summer Transport Holidays The beach/ocean Earth Day/Week St George's Day	Ocean Day Father's Day Transition

	<p>26<sup>th</sup> September McMillian Coffee Morning</p> <p>20<sup>th</sup> October Diwali</p> <p>22<sup>nd</sup> October Wellbeing Day</p>	<p>5<sup>th</sup> Nov Bonfire Night</p> <p>9<sup>th</sup> Nov Remembrance Day</p> <p>26<sup>th</sup> Nov Science Day</p>	<p>2<sup>nd</sup> Feb Acts of kindness week</p> <p>6<sup>th</sup> Number Fun Day</p> <p>10<sup>th</sup> Safer Internet Day</p>	<p>17<sup>th</sup> Feb Pancake Day</p> <p>17<sup>th</sup> – 3<sup>rd</sup> March Lunar New Year</p> <p>6<sup>th</sup> March World Book Day</p> <p>15<sup>th</sup> Mother's Day</p> <p>17<sup>th</sup> St Patricks Day</p> <p>19<sup>th</sup> March Eid</p> <p>25<sup>th</sup> Wellbeing Day</p> <p>27<sup>th</sup> Easter Day</p>	<p>22<sup>nd</sup> April Earth Day</p> <p>24<sup>th</sup> April St George's Day</p> <p>20<sup>th</sup> May Music Day</p>	<p>8<sup>th</sup> June Ocean Day</p> <p>21<sup>st</sup> June Father's Day</p>
 <p>Sensory story</p>						
	<p>Share attention with an adult for three minutes on an activity of my choosing</p> <p>I can interact with my key person using intensive interaction (give eye contact, notice when they copy my sounds/actions)</p>	<p>Engage in non-preferred activity with an adult for one minute</p> <p>Make clear choices using visuals (single exchange/discrimination)</p> <p>I can request more of a favoured activity</p>	<p>Engage in an adult directed task for up to five minutes</p> <p>Develop an understanding of instructions (two key words)</p> <p>Use travelling to select a visual</p>			

<p><b>Communication and Language</b></p>	<p>Make clear choices using objects (likes and dislikes)</p> <p>Begin to understand objects of reference/song cues to support with transitions/routines</p> <p>I can engage with simple cause and effect toys</p>	<p>Begin to understand now and next using photos and symbols to support with transitions and routines</p> <p>Develop an understanding of instructions (one key word)</p> <p>I can attend in small groups for up to ten minutes</p>	<p>Build simple sentences using visuals (use speech)</p> <p>I can anticipate and participate in familiar sequences of events</p> <p>Increase my vocabulary through stories, songs and the use of visuals.</p> <p>I can attend in small groups for ten minutes</p>
<p>End of reception outcomes:</p> <p>Listening, Attention and Understanding –</p> <ul style="list-style-type: none"> <li>• Children can respond to simple commands and instructions relating to their daily routine.</li> <li>• Children know and enjoy a repertoire of songs and rhymes with familiar actions.</li> <li>• Children understand a range of everyday vocabulary supported with signs and visuals.</li> </ul> <p>Speaking –</p> <ul style="list-style-type: none"> <li>• Children can communicate effectively using their preferred methods (words, visuals, signs, gestures).</li> <li>• Children can engage with adults for a minimum of two minutes on a range of child initiated and adult led activities.</li> <li>• Children can take turns with adults and other children using conversation like behaviour.</li> <li>• Children can participate in small groups.</li> </ul>			
 <p><b>Personal, Social and Emotional Development</b></p>	<p>I can access sensory resources, areas and activities</p> <p>I can take turns with an adult e.g. ready, steady, go</p> <p>I am an active participant when washing my hands and brushing my teeth</p>	<p>I can accept support from an adult to regulate my emotions and sensory needs</p> <p>I can show an awareness of emotions e.g. happy and sad</p> <p>Take turns during play with a peer with adult support</p>	<p>I can begin to self-regulate my sensory needs</p> <p>I can use strategies to support my emotional regulation with increasing independence</p> <p>Tolerate sharing resources with other children</p>

	<p>I can help to remove items of clothing</p> <p>I can notice my peers</p> <p>When upset, I can be distracted by something comforting and calming</p> <p>I can attend to very small group activities for five minutes</p>	<p>I can copy new actions in play and develop my functional play skills</p> <p>Develop independence when dressing e.g. coat</p> <p>Develop an awareness of the toilet</p> <p>I can begin to use cutlery e.g. spoon</p>	<p>I can make attempts to communicate with my peers</p> <p>Begin to use the toilet with support</p> <p>I can begin to use cutlery e.g. fork</p>
<p>End of reception outcomes:</p> <p>Self-Regulation –</p> <ul style="list-style-type: none"> <li>• Children can self-regulate with support and can request support when needed.</li> <li>• Children can show consistent preferences.</li> <li>• Children can identify some emotions and are beginning to manage their feelings with support.</li> </ul> <p>Managing Self –</p> <ul style="list-style-type: none"> <li>• Children are resilient and persistent in the face of challenge and will keep trying.</li> <li>• Children can wait for favourite activities and routines.</li> <li>• Children can demonstrate an early understanding of personal hygiene (hand washing, teeth cleaning)</li> </ul> <p>Building Relationships –</p> <ul style="list-style-type: none"> <li>• Children can form positive attachments to adults and interact for longer periods.</li> <li>• Children can share and join in with others with support.</li> </ul>			
 <p>Physical Development</p>	<p><b>Gross motor</b></p> <p><b>A1 PE Scheme – FMS</b></p> <p><b>A2 PE Scheme – Games</b></p> <p><b>Fine motor &amp; writing</b></p>	<p><b>Gross motor</b></p> <p><b>Sp1 PE Scheme – Dance</b></p> <p><b>Sp2 PE Scheme – Gymnastics</b></p> <p><b>Fine motor &amp; writing</b></p> <p>(mop, sweep, push)</p>	<p><b>Gross motor</b></p> <p><b>S1 PE Scheme – Athletics</b></p> <p><b>S2 PE Scheme – Bikes</b></p> <p><b>Fine motor &amp; writing</b></p> <p>(splat, print, swipe)</p>

	<p>(emptying, pouring, transporting)</p> <p>Using hands and fingers to explore and make marks</p>	<p>I can begin to hold tools to make movements and marks</p>	<p>I can hold a tool and make more controlled marks</p>
	<p>End of reception outcomes:</p> <p>Gross Motor Skills –</p> <ul style="list-style-type: none"> <li>• Children can balance in a range of ways (beams, bikes and on one foot)</li> <li>• Children can move in a variety of ways negotiating space (running, jumping, crawling and climbing)</li> <li>• Children can use large muscle movements (waving, sweeping, throwing, kicking)</li> </ul> <p>Fine Motor Skills –</p> <ul style="list-style-type: none"> <li>• Children can use a range of small tools (pipettes, squeeze scissors, tweezers)</li> <li>• Children can manipulate a range of resources (dough, buttons and zips)</li> </ul> <p>Early writing –</p> <ul style="list-style-type: none"> <li>• Children can use a dominant hand to hold a mark making tool.</li> <li>• Children can make controlled marks.</li> </ul>		



Literacy

**(Poems with a structure)**

(Head shoulders knees and toes, Old McDonald)

**Reasons to write**

Labels  
Names  
Drawing ourselves  
Initials

**Phonics**

**Phase 1 – Environmental sounds (RR)**

Listen to and identify indoor sounds.

Listen to and identify outdoor sounds.

Create different sounds using objects.

**(Stories on a theme)**

(Twinkle, Twinkle, Jingle Bells)

**Reasons to write**

Christmas cards  
Envelopes  
Christmas list

**Phonics**

**Phase 1 - Instrumental sounds (RR)**

Identify and explore sounds made by objects.

Identify and explore sounds made by instruments.

Listen and respond whilst an instrument is being played.

**(Animal adventure stories)**

(Wind the bobbin up  
Grand old Duke of York)

**Reasons to write**

Labels  
Tally chart  
Speech/thought bubbles

**Phonics**

**Phase 1 - Body percussion (RR)**

Join in with words or actions from familiar songs and rhymes.

Perform actions increasing and decreasing the speed and loudness.

Join in with words or actions from new songs and rhymes.

**(Rhymes with pattern)**

(Incy wincy spider, Round and round the garden)

**Reasons to write**

Vegetable signs  
Plant labels  
Insect drawings  
Cards  
Recipe

**Phonics**

**Phase 1 - Voice sounds (RR)**

Use a range of voice sounds.

Explore different mouth movements for a range of voice sounds.

Remember and repeat a sequence of voice sounds.

**(Stories with repetitive patterns)**

(Hickory, dickory dock and wheels on the bus)

**Reasons to write**

Suitcase tags  
Post cards  
Passports  
Maps

**Phonics**

**Phase 1 - Rhythm and rhyme (RR)**

Join in with words and phrases in songs and rhymes.

Join in with words and phrases in stories.

Move in time to the beat or rhythm.

(Humpty dumpty, I'm a little tea pot)

**Reasons to write**

**Phonics**

**Phase 1 - Alliteration (RR)**

Identify initial phonemes in words.

Enunciate selected initial phonemes clearly.

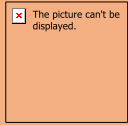
Identify objects which start with the same phoneme.

	Phase 2 – s, a, t, p (BC)	Phase 2 – i, n, m, d (BC)	Phase 2 – g, o, c, k (BC)	Phase 2 – ck, e, u, r (BC)	Phase 2 – h, b, f/ff, l/ll, ss (BC)	Phase 2 – j, v, w, x (BC)
	End of reception outcomes: Comprehension –					

- Children can listen to a short story in small group.
- Children can anticipate familiar/key events in stories and songs.

Word Reading –

- Children can explore and tune in to a wide range of sounds.
- Children can recognise some alphabet sounds by pointing, speaking or signing.



Mathematics

**Core number songs**

One little finger  
Two little dicky birds

Five little pumpkins  
Five snowflakes

**Topic maths A1**

Length 2/3  
Weight/Mass 4/5  
Addition 6

**Topic maths A2**

Subtraction  
Money  
Capacity/Volume  
Shape

**Core number songs**

One potato, two potato  
Here is the beehive

Five little speckled frogs  
Five currant buns

**Topic maths Sp1**

Time  
Sorting and sequencing

**Topic maths Sp2**

Money  
Length  
Weight/Mass  
Position and direction

**Core number songs**

Once I caught a fish alive  
One, two, buckle my shoe

Ten in a bed  
Ten green bottles

**Topic maths S1**

Time  
Subtraction  
Addition

**Topic maths S2**

Capacity/Volume  
Position/Direction  
Shape  
Sorting and sequencing

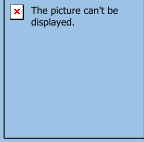
End of reception outcomes:

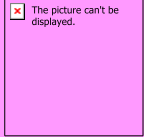
Number –

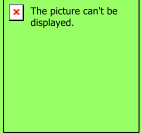
- Children know a range of number songs to ten.
- Children can use early one to one correspondence skills to count five objects.

Numerical Patterns –

- Children can 'count' to five by ordering numerals or by using words.
- Children can compare quantities in practical ways.

	<ul style="list-style-type: none"> <li>• Children can 'count' to five by ordering numerals or by using words.</li> <li>• Children can compare quantities in practical ways.</li> </ul>					
 <p>Understanding the World</p>	<p><b>People culture and communities</b></p> <p>My body My house Halloween Diwali</p> <p><b>Past and present</b></p> <p>Baby to now Birthdays My family tree</p> <p><b>The natural world</b></p> <p>My senses</p> <p><u>Enrichment opportunities</u></p> <p>Ed visits 8<sup>th</sup> &amp; 15<sup>th</sup> (Park/Sensory Play)</p>	<p><b>People culture and communities</b></p> <p>Christmas</p> <p><b>Past and present</b></p> <p>Bonfire Night Remembrance</p> <p><b>The natural world</b></p> <p>Nature arts and crafts</p> <p><u>Enrichment opportunities</u></p> <p>Church visit Post letters to Father</p>	<p><b>People culture and communities</b></p> <p>Emergency services Community services Valentines Day</p> <p><b>Past and present</b></p> <p>Florence Nightingale</p> <p><b>The natural world</b></p> <p>Habitats and hibernating – den building</p> <p><u>Enrichment opportunities</u></p> <p>Ed visits 2<sup>nd</sup> &amp; 4<sup>th</sup> Farm Stanhill preschool</p>	<p><b>People culture and communities</b></p> <p>Lunar New Year St Patricks Day Easter Eid Pancake day Mother's Day</p> <p><b>Past and present</b></p> <p>Chronology of a chicken</p> <p><b>The natural world</b></p> <p>Using tools</p> <p><u>Enrichment opportunities</u></p> <p>Walks to the local park Stanhill preschool</p>	<p><b>People culture and communities</b></p> <p>Holidays near and far St Georges Day Earth Day</p> <p><b>Past and present</b></p> <p>Transport then and now</p> <p><b>The natural world</b></p> <p>Nature exploration and observations</p> <p><u>Enrichment opportunities</u></p> <p>Walks to the local park Mosque visit</p>	<p><b>People culture and communities</b></p> <p><b>Past and present</b></p> <p><b>The natural world</b></p> <p><u>Enrichment opportunities</u></p> <p>Ed visit 29<sup>th</sup> June Beach Stanhill preschool</p>

		Christmas at the post office	Visit from a fireman		Stanhill preschool	
	<p>End of reception outcomes:</p> <p>Past and Present –</p> <ul style="list-style-type: none"> <li>• Children can explore items from the past.</li> <li>• Children can use books and photographs to learn about the past.</li> </ul> <p>People, Culture and Communities –</p> <ul style="list-style-type: none"> <li>• Children can explore similarities and differences between themselves, families and countries.</li> <li>• Children have an awareness of their local environment.</li> </ul> <p>The Natural World –</p> <ul style="list-style-type: none"> <li>• Children can confidently explore the natural world around them observing plants, animals and people.</li> <li>• Children can explore seasonal changes.</li> </ul>					
 <p>Expressive Arts and Design</p>	<p>Artist</p> <p>Picasso – faces</p> <p>Music</p> <p>Nursery rhymes</p>	<p>Artist</p> <p>Henri Matisse - collage</p> <p>Music</p> <p>Exploring instruments</p>	<p>Artist</p> <p>Vincent van Gogh – brush strokes and swirls</p> <p>Music</p> <p>Choosing instruments</p>	<p>Artist</p> <p>Guiseppe Arcimboldo – faces with food (fruits and veg)</p> <p>Music</p> <p>Listening activities</p>	<p>Artist</p> <p>Yayoi Kusama – dots</p> <p>Music</p> <p>Introducing loud and quiet</p>	<p>Artist</p>
<p>End of reception outcomes:</p> <p>Creating with Materials –</p> <ul style="list-style-type: none"> <li>• Children can use a range of tools, materials and techniques.</li> <li>• Children can build their own structures.</li> </ul>						

	<p>Being Imaginative and Expressive -</p> <ul style="list-style-type: none"> <li>• Children can respond to and create music using instruments.</li> <li>• Children can explore their environment using pretend play.</li> </ul>					
 <p>Family link</p>	<p>Open evening McMillian Coffee Morning Starting school reviews Diwali</p>	<p>Nativity Christmas Fair</p>	<p>PEEP session</p>	<p>Eid Annual reviews Mother's Day coffee morning</p>	<p>Annual reviews PEEP session</p>	<p>Father's Day coffee morning Summer fair Special Olympics Sports Day</p>