
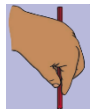
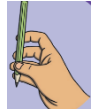






# EYFS Curriculum Map (2025-2026)

Over Arching Theme	Autumn Term		Spring Term		Summer Term	
	AT1: Amazing Me!	AT2: Light & Dark	SP1: On the Move	SP2: Once Upon a Time	SU1: Sowing & Growing	SU2: Mighty Minibeasts
	Emotions and Feelings. All Kinds of People & Families My Body & Senses Keeping Healthy Art/DT: Self-Portraits	Nocturnal Animals Day & Night Jobs Diwali/Fireworks Christmas Art/DT: Owl Painting	Transport (past & present) Homes & Houses (past & present) Journeys Art/DT: Boat Construction	Traditional Tales (past & present) Everyday Materials Spring Celebrations Art/DT: Three Little Pig Construction/Making Gingerbread	Plants & Growing Habitats & Places Looking after our World Art/DT: Nature Art	Minibeasts Life Cycles Mapping Transition Art/DT: Butterfly Collage
<b>Possible WOW Experience:</b> Light & Dark Gallery <b>Possible Trip:</b> Library Visit <i>(My Community link)</i>		<b>Possible WOW Experience:</b> Musical Stories Performance <b>Possible Trip:</b> Bekonscot Model Village <i>(Transport/Imagination link)</i>		<b>Possible WOW Experience:</b> Butterfly Garden <b>Possible Trip:</b> College Lake <i>(Growing/Minibeasts Link)</i>		
<ul style="list-style-type: none"> <li>Class rules and routines</li> <li>Starting School</li> <li>Autumn Festival</li> <li>Black History Month</li> <li>Diwali</li> <li>Bonfire Night,</li> <li>Children in Need</li> <li>Remembrance Day</li> <li>Advent &amp; Christmas</li> </ul>		<ul style="list-style-type: none"> <li>Valentine's Day,</li> <li>Chinese New Year</li> <li>NSPCC Numbers day</li> <li>World Book Day</li> <li>Comic Relief</li> <li>Mother's Day</li> <li>Pancake Day</li> <li>World Art Day</li> <li>Easter</li> </ul>		<ul style="list-style-type: none"> <li>International Museum Day</li> <li>World Biscuit Day</li> <li>World Food Safety day</li> <li>Father's Day</li> <li>Sports Day</li> <li>Transition</li> </ul>		
Learning for Life (Kapow)	<b>Self-regulation: My feelings</b> Identifying my Feelings Feeling Jars Coping Strategies Describing Feelings Facial Expressions Creating a Calm Corner	<b>Building relationships: Special Relationships</b> My Family Special People Sharing I am Unique My Interests Similarities and Differences	<b>Managing self: My wellbeing</b> What is exercise Yoga and Relaxation Looking after ourselves Being a Safe pedestrian Eating Healthily A rainbow of Food	<b>Self-regulation: Listening and following instructions</b> Simon Says Listening to a Story Pass the Whisper Obstacle Races Blindfold Walk Treasure Hunt	<b>Building relationships: My family and friends</b> Festivals Sharing What makes a good friend? Being a good friend Teamwork Celebrating Friendships	<b>Managing self: Taking on challenges</b> Why do we have rules? Building Towers Team Den Building Grounding Team Races Circus Skills
Nursery Rhyme Basket	<b>Traditional Rhymes</b> Wind the Bobbin Up Incy Wincy Spider Baa Baa Black Sheep Twinkl Twinkle Little Star Polly Put the Kettle on Miss Polly had a Dolly I'm a Little Teapot The Wheels on the Bus Old McDonald had a Farm This Piggy went to Market	<b>Traditional Rhymes</b> Diddle, Diddle Dumpling my Son John Down at the station Down in the jungle The Grand Old Duke of York I am the Baker Man I hear Thunder A Sailor went to sea The bear went over the Mountain	<b>Counting Rhymes (Within 5)</b> 5 little Speckled Frogs 5 little Ducks 5 little Men in a Flying Saucer Two little Dickie Birds Three Blind Mice Five Current Buns 5 Little Pumpkins 5 Little Monkeys sitting on the Bed One Finger, one Thumb	<b>Counting Rhymes (Within 10)</b> 1,2,3,4,5 Once I caught a Fish Alive 1,2 Buckle my Shoe (extended) 10 Green Bottles Ten in the Bed 10 Fat Sausages This Old Man One Potato, Two Potato Hickory Dickory Dock One Banana, Two banana	<b>Complex Language Rhymes</b> Mary, Mary quite Contrary Goosey, Goosey Gander The Big Ship Sails Dr Foster went to Gloucester The Hokey Cokey I know an Old Lady who swallowed a Fly Here we go round the Mulberry Bush Old Mother Hubbard	<b>Our Favourite Rhymes</b> <i>Children choose favourite rhymes from the year to add to the basket and use throughout the half term.</i>

## Fine Motor – Pencil Grip and Control Development

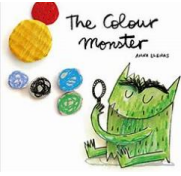
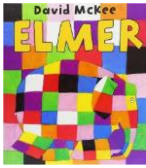
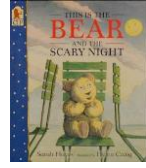
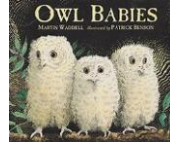
<p><b>Palmar Supinate Grip</b> (Usually develops between the ages of 1 and 2)</p>		<ul style="list-style-type: none"> <li>Also referred to as the 'Fisted Grip'.</li> <li>The pencil is held in the palm with a whole fist and all of the fingers and thumb are used.</li> <li>The movement comes from the child's shoulder.</li> <li>The elbow, wrists and fingers stay in a fixed position.</li> <li>Light scribbles are produced with this grip.</li> </ul>
<p><b>Digital Pronate Grip</b> (Usually develops between the ages of 2 and 4)</p>		<ul style="list-style-type: none"> <li>All fingers are holding the pencil.</li> <li>The wrist is turned so the palm is facing downwards, towards the page.</li> <li>The pointer finger, the 'digit', points to the tip of the mark-making tool.</li> <li>Most of the movement comes from the elbow. Horizontal, vertical and circular lines can be copied with this grip.</li> </ul>
<p><b>Splayed Four-Finger Grip</b> (Usually develops between the ages of 2 and 4)</p>		<ul style="list-style-type: none"> <li>The four fingers are held on the pencil, opposite the thumb.</li> <li>An arch is beginning to form between the thumb and the index finger.</li> <li>Movement is coming from the wrist.</li> <li>Hand and fingers move together.</li> <li>Zigzag lines, crossed lines and simple representations of people can be drawn with this grip.</li> </ul>
<p><b>Static Tripod and Quadropod Grip</b> (Usually develops between the ages of 3 and 5)</p>		<ul style="list-style-type: none"> <li>A static tripod grip is a three-finger grip.</li> <li>The thumb, index finger and middle finger work as one unit.</li> <li>A static quadropod grip is when a fourth finger is part of the grip.</li> <li>Movement is coming from the wrist.</li> <li>Simple shapes, such as triangles, circles and squares, can be copied using this grip.</li> </ul>
<p><b>Dynamic Tripod Grip</b> (Usually develops before the age of 7)</p>		<ul style="list-style-type: none"> <li>The thumb, index and middle finger hold the pencil in a stable position.</li> <li>The ring and little fingers are bent and rest on the table, helping to stabilise the hand.</li> <li>The index finger and thumb form an open space.</li> <li>Dynamic movement is coming from the fingertips.</li> <li>The pencil can be used accurately and efficiently and letters can be formed correctly using this grip.</li> </ul>

## Bug Club Phonics

Phonics is one method of teaching children how to read and write. Phonics is all about sounds. There are 44 sounds in the English language, which we put together to form words. Some are represented by one letter, like 't', and some by two or more, like 'ck' in duck and 'air' in chair. Children are taught the sounds first, then how to match them to letters, and finally how to use the letter sounds for reading and spelling. Synthetic phonics refers to 'synthesising', or blending, the sounds to read words. It is based on the idea that children should sound out unknown words and not rely on their context.

<b>Phase 2</b>	<p><b>Unit 1:</b> Phoneme /s/ written as 's' Phoneme /a/ written as 'a' Phoneme /t/ written as 't' Phoneme /p/ written as 'p' Phonemes /s/, /a/, /t/, /p/ written as 's', 'a', 't', 'p'</p>	<p><b>Unit 2:</b> Phoneme /i/ written as 'i' Phoneme /n/ written as 'n' Phoneme /m/ written as 'm' Phoneme /d/ written as 'd' Language session: vowels 'i' 'a'</p>	<p><b>Unit 3:</b> Phoneme /g/ written as 'g' Phoneme /o/ written as 'o' Phoneme /c/ written as 'c' Phoneme /c/ written as 'k' Language session: 'and' 'to'</p>	<p><b>Unit 4:</b> Phoneme /c/ written as 'ck' Phoneme /e/ written as 'e' Phoneme /u/ written as 'u' Phoneme /r/ written as 'r' Language session: 'the' 'no' 'go'</p>	<p><b>Unit 5:</b> Phoneme /h/ written as 'h' Phoneme /b/ written as 'b' Phoneme /f/ written as 'f' and 'ff' Phoneme /l/ written as 'l' and 'll' Phoneme /s/ written as 'ss' Language session: 'l' 'into' 'her'</p>	
<b>Phase 3</b>	<p><b>Unit 6:</b> Phoneme /j/ written as 'j' Phoneme /v/ written as 'v' Phoneme /w/ written as 'w' Phoneme /x/ written as 'x' Language session: 'me' 'be'</p>	<p><b>Unit 7:</b> Phoneme /y/ written as 'y' Phoneme /z/ written as 'z' and 'zz' Phoneme /qu/ written as 'qu' Language session: 'he' 'my' 'by' 'she'</p>	<p><b>Unit 8:</b> Phoneme /ch/ written as 'ch' Phoneme /sh/ written as 'sh' Phoneme /th/ written as 'th' Phoneme /ng/ written as 'ng' Language session: 'they'</p>	<p><b>Unit 9:</b> Phoneme /ai/ written as 'ai' Phoneme /ee/ written as 'ee' Phoneme /igh/ written as 'igh' Phoneme /oa/ written as 'oa' Phoneme /oo/ (long) written as 'oo' Phoneme /oo/ (short) written as 'oo' Language session: 'we' 'are'</p>	<p><b>Unit 10:</b> Phoneme /ar/ written as 'ar' Phoneme /or/ written as 'or' Phoneme /ur/ written as 'ur' Phoneme /ow/ written as 'ow' Phoneme /oi/ written as 'oi' Language session: 'you'</p>	<p><b>Unit 11:</b> Phoneme /ear/ written as 'ear' Phoneme /air/ written as 'air' Phoneme /ure/ written as 'ure' Phoneme /ur/ written as 'er' Language session: 'all' 'was' 'give' 'live'</p>
<b>Phase 4</b>	<p><b>Unit 12:</b> Adjacent consonants (cvcc), Language session 1: 'said' 'have' 'like' 'so' 'do', Adjacent consonants (ccvc), Language session 2: 'some' 'come' 'were' 'there' 'little', Adjacent consonants (ccvcc/ccvc/ccvcc), Language session 3: 'one' 'when' 'out' 'what'.</p>					

## EYFS Autumn Term Core Story & Story Box

Amazing Me!		Light & Dark	
Week 2-3 (Transition Weeks)	Week 4-6	Week 7-9	Week 10-12
<p>The Colour Monster by Anna Llenas</p> <p><b>Week 1:</b> Settling in Week <b>Week 2:</b> Reading (Book Talk) <b>Week 3:</b> Fiction (Character)</p> 	<p>Elmer by David McKee</p> <p><b>Week 1:</b> Reading (Book Talk) <b>Week 2:</b> Fiction (Character &amp; Setting) <b>Week 3:</b> Non-Fiction (Instructions)</p> 	<p>This is the Bear and the Scary Night by Sarah Hayes</p> <p><b>Week 1:</b> Reading (Book Talk) <b>Week 2:</b> Fiction (Character &amp; Setting) <b>Week 3:</b> Non-Fiction (Recount/Diary)</p> 	<p>Owl Babies by Martin Wardell</p> <p><b>Week 1:</b> Reading (Book Talk) <b>Week 2:</b> Fiction (Character &amp; Setting) <b>Week 3:</b> Non-Fiction (Fact File)</p> 
<p><b>Amazing Me Story Box:</b> Starting School, Super Duper You, We Feel Happy, All About Feelings, Blue, Sunny Side Up, Best of All, My Feelings and Me, You Can!, Titch, All Are Welcome, All Kinds of Families, Colours.</p>		<p><b>Light &amp; Dark Story Box:</b> The Dark Dark Night, The Owl that was Afraid of the Dark, Laura's Star, Funnybones, Day and Night Animals, Nocturnal Animals, All about Light, The King who Banned the Dark, Flashlight, Little Glow.</p>	

## EYFS Spring Term Core Story & Story Box

On the Move		Once Upon a Time	
Week 1-3	Week 4-6	Week 7-9	Week 10-12
<p>The Train Ride by June Crebbin &amp; Stephen Lambert</p> <p><b>Week 1:</b> Reading (Book Talk) <b>Week 2:</b> Fiction (Setting) <b>Week 3:</b> Non-Fiction (Recount/Letter)</p> 	<p>Mr. Gumpy's Outing by John Burningham</p> <p><b>Week 1:</b> Reading (Book Talk) <b>Week 2:</b> Fiction (Character &amp; Setting) <b>Week 3:</b> Non-Fiction (Fact File)</p> 	<p>The Gingerbread Man Retold by Alan Macdonald</p> <p><b>Week 1:</b> Reading (Book Talk) <b>Week 2:</b> Fiction (Character &amp; Setting) <b>Week 3:</b> Non-Fiction (Instructions)</p> 	<p>The Three Little Pigs by Nicola Baxter</p> <p><b>Week 1:</b> Reading (Book Talk) <b>Week 2:</b> Fiction (Character &amp; Setting) <b>Week 3:</b> Non-Fiction (Advert/Persuasion)</p> 
<p><b>On The Move Story Box:</b> Naughty Bus, Duck in a Truck, The Blue Balloon, Mrs. Armitage on Wheels, Whatever Next, Going on a Bear Hunt, We went Walking, Magic Train Ride, Room on the Broom, Mr. Gumpy's Motor Car, Terrific Trains.</p>		<p><b>Once Upon a Time Story Box:</b> Red Riding Hood, Chicken Licken, Goldilocks and the Three Bears, The Magic Paintbrush, Elves and the Shoemaker, Jack and the Beanstalk, Three Billy Goats Gruff, The Ugly Duckling, The Enormous Turnip.</p>	

## EYFS Summer Term Core Story & Story Box

Sowing & Growing		Mighty Minibeasts	
Week 1-3	Week 4-6	Week 7-9	Week 10-12
<p>Jasper's Beanstalk by Nick Butterworth</p> <p><b>Week 1:</b> Reading (Book Talk) <b>Week 2:</b> Fiction (Character &amp; Setting) <b>Week 3:</b> Non-Fiction (Instructions)</p> 	<p>Oliver's Vegetables by Vivian French</p> <p><b>Week 1:</b> Reading (Book Talk) <b>Week 2:</b> Fiction (Character &amp; Setting) <b>Week 3:</b> Non-Fiction (Recount/Dairy)</p> 	<p>The Very Hungry Caterpillar by Eric Carle</p> <p><b>Week 1:</b> Reading (Book Talk) <b>Week 2:</b> Fiction (Character &amp; Setting) <b>Week 3:</b> Non-Fiction (Explanation)</p> 	<p>Snail Trail by Ruth Brown</p> <p><b>Week 1:</b> Reading (Book Talk) <b>Week 2:</b> Fiction (Character &amp; Setting) <b>Week 3:</b> Non-Fiction (Fact File)</p> 
<p><b>Sowing &amp; Growing Story Box:</b> Titch, The Tiny Seed, Jack and the Beanstalk, Sunflower House, A Seed is Sleepy, Oliver's Fruit Salad, Daisy eat your peas!, Pass the Jam Jim, Handa's Surprise, I will not ever never eat a tomato.</p>		<p><b>Sowing &amp; Growing Story Box:</b> The Very Greedy Bee, The Very Busy Spider, The Crunching Munching Caterpillar, Aaaarrgghh Spider!, Yucky Worms, Superworm, The Bad Tempered Ladybird, What the Ladybird Heard.</p>	

White Rose Maths (WRM)	Autumn Term		Spring Term		Summer Term	
	AT1: Amazing Me!	AT2: Light & Dark	SP1: On the Move	SP2: Once Upon a Time	SU1: Sowing & Growing	SU2: Mighty Minibeasts
	<p><b>Week 1 &amp; 2 (Transition):</b> Getting to know you</p> <p><b>Autumn Block 1:</b> Match, sort and compare</p> <p><b>Autumn Block 2:</b> Talk about measure and patterns</p> <p><b>Autumn Block 3:</b> It's me 1, 2, 3</p> <p><b>Autumn Block 4:</b> Circles and triangles</p> <p><b>Autumn Block 5:</b> 1, 2, 3, 4, 5</p> <p><b>Autumn Block 6:</b> Shapes with 4 sides</p>		<p><b>Spring Block 1:</b> Alive in 5</p> <p><b>Spring Block 2:</b> Mass and capacity</p> <p><b>Spring Block 3:</b> Growing 6, 7, 8</p> <p><b>Spring Block 4:</b> Length, height and time</p> <p><b>Spring Block 5:</b> Building 9 and 10</p> <p><b>Spring Block 6:</b> Explore 3-D shapes</p>		<p><b>Summer Block 1:</b> To 20 and beyond</p> <p><b>Summer Block 2:</b> How many now?</p> <p><b>Summer Block 3:</b> Manipulate, compose and decompose</p> <p><b>Summer Block 4:</b> Sharing and grouping</p> <p><b>Summer Block 5:</b> Visualise, build and map</p> <p><b>Summer Block 6:</b> Make connections</p>	
Music & Movement (Kapow)	<p><b>Celebration music &amp; Nativity</b></p> <p>Learning about the music from a range of cultural and religious celebrations, including Diwali, Hanukkah, Kwankzaa and Christmas.</p>		<p><b>Exploring sound</b></p> <p>Children explore how they can use their voice and bodies to make sounds, experiment with tempo and dynamic when playing instruments, identify sounds in the environment and differentiate between them.</p>	<p><b>Big band</b></p> <p>Learning about what makes a musical instrument, the four different groups of musical instruments, following a beat using an untuned instrument and performing a practised song to a small audience.</p>	<p><b>Musical stories</b></p> <p>A unit based on traditional children's tales and songs, where pupils learn that music and instruments can be used to convey moods or represent characters.</p>	<p><b>Music and movement</b></p> <p>Creating simple actions to songs, learning how to move to a beat and expressing feelings and emotions through movement to music.</p>
Religion & Worldviews (Oxford Diocese)	<p><b>Worldwide View:</b> Christianity</p> <p><b>Strand:</b> Community &amp; Identity</p> <p><b>Key Question:</b> <i>Who am I and where do I belong?</i></p> <p><b>Focus of Study:</b> The differences between individuals, but also the things that people have in common. The difference between group identity and individual identity.</p>	<p><b>Worldwide View:</b> Religious and non-religious worldviews</p> <p><b>Strand:</b> Community &amp; Identity</p> <p><b>Key Question:</b> <i>Are all families the same?</i></p> <p><b>Focus of Study:</b> Exploring the diversity found within, as well as between families. Introducing the idea of difference and respect for difference.</p>	<p><b>Worldwide View:</b> Christianity</p> <p><b>Strand:</b> Beliefs and Questions</p> <p><b>Key Question:</b> <i>Who are Christians and what do they believe?</i></p> <p><b>Focus of Study:</b> Focus on stories from the Bible that show what Christians believe. Establish that Christians live all over the world.</p>	<p><b>Worldwide View:</b> Christianity</p> <p><b>Strand:</b> Christian Worldviews</p> <p><b>Key Question:</b> <i>What is the church and who goes there?</i></p> <p><b>Focus of Study:</b> Beliefs and faiths. Community and Identity</p>	<p><b>Worldwide View:</b> Religious &amp; non-religious worldviews</p> <p><b>Strand:</b> Beliefs and Questions</p> <p><b>Key Question:</b> <i>Does everyone believe in God?</i></p> <p><b>Focus of Study:</b> Diversity of belief, range of different worldviews and non-religious beliefs</p>	<p><b>Worldwide View:</b> Religious &amp; non-religious Worldviews</p> <p><b>Strand:</b> Beliefs &amp; Questions</p> <p><b>Key Question:</b> <i>What do people celebrate and why?</i></p> <p><b>Focus of Study:</b> Community and Identity</p>
EYFS Gross Motor & PE (Twinkl)	<p><b>Jumping Jacks and Rock 'n' Roll (Gymnastics)</b></p> <p>During this set of six lessons, children will learn all about jumping, rolling and balancing. They will learn to perform different types of jumps and balances on the floor and on different gymnastics equipment. They will also learn different types of rolls, which they will practise and perform in the gymnastic sequences they create.</p>		<p><b>Dance Till You Drop (Dance)</b></p> <p>During this set of six lessons, children will build up a repertoire of songs and simple dances. They will be confident enough to sing and perform these dances in a group. They will also be able to adapt and change each dance, thinking about the mood and style, as well as developing a range of different moves to slightly change each dance.</p>	<p><b>Gym in the Jungle (Gymnastics)</b></p> <p>During this set of six lessons, children will learn to move and balance like different jungle animals. They will be experimenting with moving around, under, through and over small and large equipment. Finally, they will be creating their own gymnastic sequence.</p>	<p><b>Best of Balls (Games)</b></p> <p>During this set of six lessons, children will learn lots of different things to do with a ball. They will practise and develop skills which include controlling a ball, rolling and throwing a ball, bouncing a ball, kicking a ball, catching a ball and striking a ball. They will develop individual skills, as well as learning how to play a few simple games and become part of a team.</p>	<p><b>The Olympics (Games)</b></p> <p>During this set of seven lessons, children will practise a range of skills, using some small equipment. They will be learning how to throw, run and jump in a range of different ways. Children's learning will be linked to a range of Olympic sports. After this series of lessons they will take part in an Olympic multi-skills competition.</p>