

EYFS Curriculum Map 2026- 2027

In the EYFS, planning will be adjusted according to the interests and needs of the children.
Throughout all learning, we will ensure activities and interactions support the

Characteristics of Learning:

Playing and exploring - Engagement: Finding out and exploring, playing with what they know, being willing to 'have a go'

Active learning - Motivation: Being involved and concentrating, Keeping trying, enjoying achieving what they set out to do

Creating and thinking critically - Thinking: Having their own ideas, making links, choosing ways to do things

	Autumn 1 8 weeks	Autumn 2 7 weeks	Spring 1 6 weeks	Spring 2 5 weeks	Summer 1 7 weeks	Summer 2 7 weeks
Walton Drivers	Global Citizenship, Individuality, Tolerance and Knowledge of the world, Self - worth and aspirations					
Big question/ statement	What makes me, me?	What shall we celebrate?	Where do you live?	Who is your superhero?	What can you find outside?	Where do you want to go on holiday?
General themes <i>These themes may be adapted at various points to allow for children's interests to flow through the provision</i>	Making friends / Feelings My family	Autumn Story Animals Fireworks Materials Christmas Nativity Play	Nocturnal animals Weather - contrast to another country Habitats Winter	Superheroes Superheroes in our community Minibeasts Spring	Plants and growing Butterfly life cycle Transport	Farm animals / Chick life cycle Seaside Holidays Summer Holidays - here and abroad
Shared Reading Books	Starting School Stories Colour Monster Giraffes can't Dance , Pumpkin Soup	Rainbow Fish Rama and Sita The Jolly Postman Christmas Story / Nativity	Light and Dark Books Gruffalo Stickman Owl Babies Can't you sleep little bear	Spring Stories Norman the Slug with the silly shell Aghh Spider We're going on a bear hunt	Hungry Caterpillar Tiny Seed Oliver's Vegetables Jasper's Beanstalk	Pig in the pond Who sank the boat Under the sea - non fiction Life Cycle - Chicks, Frogs, Butterflies, Plants
Talk for Writing Texts	5 Stories in 5 Weeks	The Gingerbread Man	Baby Mouse	Sleepy Bumblebee	Jack and the Beanstalk	Farmer Duck
Brilliant Beginning	Open home corner role play area Add props from favourite rhymes and stories		As a class create forest role play area - adapt throughout term liked to class theme and TfW text		TfW Jack and the Beanstalk Hook - Beanstalk appears in classroom	TfW Farmer Duck Hook - Farmyard jobs
Trips/events	Cooking - Make Pumpkin Soup to share with parents Cooking - Make Gingerbread Men Take part in World Nursery Rhyme Week		Regular visits to the School Forest Area Chinese New Year Themed Day	Cooking - Shrove Tuesday/ Pancakes Visits from People Who Help Us	Planting vegetables in our EYFS vegetable patch	Visit from farm animals
Fabulous Finish	Walk to Post-box to post letter to Santa		Visit from 'Little City'		Visit the beach	

Communication and Language	Listening, attention and understanding	We will be learning to... Understand how to listen carefully and why listening is important.	We will be learning to... Connect one idea to another using a range of connectives.	We will be learning to... Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions.	We will be learning to... Engage in non-fiction books about animals, learning and using new vocabulary from them.	We will be learning to... Use new vocabulary in different activities and areas of learning.	We will be learning to... Engage in non-fiction books about transport, learning and using new vocabulary from them.
	Speaking	Ask questions to find out more and to check we understand what has been said to us. Learn new vocabulary linked to daily routine / theme (tidy up time, snack, playtime, outdoors, indoors, team names) Say "Good morning", and other social phrases, to friends and adults. Take part in whole class and small group story times. Begin to ask questions to find out more and to check they understand what has been said to them. Model & encourage questions after instructions. Eg should I go in the outdoor area? Is it time for phonics?	Use talk to help work out problems and organise thinking and activities, and to explain how things work and why they might happen. Begin to articulate their ideas and thoughts in well-formed sentence. This can be done by expressing and sharing ideas to friends and book talk Develop social phrases around routines of the day, greetings and friendship (please can I play with you? Can I have a turn next? Would you like to play in the X with me?) Begin to retell a simple story, once they have developed a deep familiarity with the text; some as exact repetition and some in their own words. Use focused & linked texts	Make comments about what they have heard and ask questions to clarify their understanding Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary	Begin to understand humour e.g. nonsense rhymes / jokes Describe events in some detail. (linked to books eg life cycle) Use talk to help work out problems, organise thinking & activities explain how things work/why things happen (eg. I am going to do a challenge everyday so I have got through them all by the end of the week.) Develop and use social phrases with confidence (e.g let's play this together.)	Engage in non-fiction books about 'People who Help Us', learning and using new vocabulary from them. Hold conversation when engaged in back-and-forth exchanges with their teacher and peers. Use new vocabulary in different contexts • Ask questions to find out more and to check they understand what has been said to them. Articulate their ideas & thoughts in well-formed sentence. (encourage use of sentences	Hold conversation when engaged in back-and-forth exchanges with their teacher and peers. Understand humour more readily e.g. nonsense rhymes/jokes Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate. Express ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support.
Personal, Social and Emotional Development		We will be learning to... Recognise that we are an important person in our class.	We will be learning to... Recognise that we are an important person in our class and school.	We will be learning to... Know and talk about what makes us mentally and physically healthy including food and drink choices, sleep, exercise and brushing our teeth.	We will be learning to... Consider and talk about how others may be feeling or what they might be thinking during different activities.	We will be learning to... Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate.	We will be learning to... Be resilient and persevere when we find an activity challenging when working in the inside and outside learning environment.
		Be a good friend to others and know what that means and involves. Manage own needs e.g. fastening coat, putting on shoes.	Be a good friend to others and know what that means and involves. Begin to identify and moderate own feelings socially and emotionally e.g.	Be resilient and persevere when we find an activity challenging when working in the inside and outside	Explain the reasons for rules, know right from wrong and try to behave accordingly. (ready, respectful, safe)	Be confident to try new activities and show independence, resilience and perseverance in the face of challenge.	Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions.

	Develop confidence to try new activities and show independence. (link with challenges in provision) Identify and name emotions. Link book character's emotion to own experiences Begin to set own goals and show resilience and in the face of challenge. (link to characteristics of success) Become independent when managing our own personal hygiene including going to the toilet and washing our hands.	Focus on keeping calm, being patient, waiting for a turn, sharing, tidying up after themselves Think about the perspectives of others. Eg how do you think X feels when this happens? Manage our own personal hygiene including going to the toilet and washing our hands.	learning environment. Form positive relationships with adults and friendships with peers. Manage own self-care needs.	Work and play cooperatively and take turns with others. Show sensitivity to their own and to others' needs. Identify and moderate own feelings socially and emotionally Continue to see self as a valuable individual.	Know and talk about the different factors that support their overall health and wellbeing e.g. sensible amounts of 'screen time', having a good sleep routine, being a safe pedestrian.	Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.
Physical Development Fine motor Continuously check the process of children's handwriting (pencil grip and letter formation.). Extra help and guidance when needed. Gross motor Bikes out throughout the year. Access to climbing equipment in outdoor area.	We will be learning to... Stand still, wait and walk in a line during different activities throughout the school day. Sit at a table or on the floor to complete an activity. Consolidate tripod grip. Continue to develop small motor skills so that they can use a range of tools competently, safely and confidently (pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons	We will be learning to... Develop our ability to move with confidence and control in a variety of ways when in the EYFS outdoor area, forest school and during PE sessions. Developing ability to control a ball without using hands. Develop confidence in use of tools to consolidate actions such as: twist, pinch, grip, grab, squeeze.	We will be learning to... Continue to refine the fundamental movement skills they have already acquired Develop overall body-strength, balance, co-ordination and agility. Develop small motor skills so that they can use a range of tools competently, safely and confidently. (pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons)	We will be learning to... Control a ball confidence and accuracy when throwing, catching, kicking and aiming with it. Link sequences of movement with confidence, control and fluency.	We will be learning to... Confidently and safely use a range of large and small apparatus indoors and outside in the EYFS outdoor area.	We will be learning to... Confidently and safely use a range of large and small apparatus indoors and outside in the EYFS outdoor area.

PE Sessions Cambridgeshire Scheme of work for Physical Education	Fundamentals - Unit 1 Dance - On Parade	Fundamentals - Unit 2 Gymnastics - Shape	Multiskills Dance - Toys	Multiskills Gymnastics - Moving and handling	Team Games (Tactics football) Preparing for Sports Day	Team Games (Striking and fielding) Bat and Ball Skills - Short tennis
Literacy Development Talk for Writing Approach	Reading Spine books -Goodnight Moon Mr Grumpy's Outing	Reading Spine books -Rosie's Walk -Six Dinner Sid	Reading Spine books -Handa's Surprise -Owl Babies	Reading Spine books -Whatever Next -Mrs Armitage On Wheels	Reading Spine books -Farmer Duck -SHHH!	Reading Spine books -On The Way Home -The Gruffalo
Comprehension	Pupils will explore a range of stories. They will gain an understanding of the five key concepts about print.	Pupils will engage in Extended conversations about the main characters, story settings key events and be able to discuss the story structure and use recently introduced vocabulary.	Pupils will learn to read a few common exception words matched to the RWI phonics scheme and read simple phrases and sentences.	Pupils will develop their confidence in word reading, fluency and their understanding and enjoyment of stories.	Pupils will use and understand new vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play	Pupils will retell stories using their own words and new learnt vocabulary to show their understanding. They will predict key events in familiar stories.
Word Reading <i>Children will be working in different groups for Read Write Inc.</i>	Phonic Sounds: RWI Set 1 whole class Reading: Initial sounds, oral blending, CVC sounds, reciting know stories, listening to stories with attention and recall. Help children to read the sounds speedily. This will make sound blending easier. Listen to children read aloud, ensuring books are consistent with their developing phonic knowledge	Phonic Sounds: RWI Differentiated groups Reading: Blending CVC sounds, rhyming, alliteration, knows that print is read from left to right. Spotting diagraphs in words. Show children how to touch each finger as they say each sound. For exception words such as 'the' and 'said', help children identify the sound that is tricky to spell.	Phonic Sounds: RWI Differentiated groups / Ditties Reading: Rhyming strings, common theme in traditional tales, identifying characters and settings. Help children to become familiar with letter groups, such as 'th', 'sh', 'ch', 'ee' or 'igh'. Provide opportunities for children to read words containing familiar letter groups: 'that', 'shop', 'chin', 'feet', 'storm', 'night'.	Phonic Sounds: RWI Differentiated groups Reading: Story structure- beginning, middle, end. Innovating and retelling stories to an audience, non-fiction books. Listen to children read some longer words made up of letter-sound correspondences they know: 'rabbit', 'himself', 'jumping'.	Phonic Sounds: RWI Differentiated groups: Reading: Non-fiction texts, Fred in your head, Naming letters of the alphabet. Distinguishing capital letters and lower case letters. Note correspondences between letters and sounds that are unusual or that they have not yet been taught, such as 'do', 'said', 'were'.	Phonic Sounds: RWI Differentiated groups Reading: Reading simple sentences with fluency. Reading CVCC and CCVC words confidently. End of term assessments Transition work with Year 1
Writing <i>TFW used as stimulus across the year</i>	Pupils will learn to write their name, some recognisable letters, form lower case letters accurately. Writing opportunities will be; -Name writing. -Family names.	Pupils will learn to write their name, some recognisable letters, form lower case letters accurately. Writing opportunities will be; -Description about the fox. -Story word mat. -Autumn walk - list writing - Letter to Santa	Pupils will learn to form capital letters accurately and spell words by identifying the sounds and then writing the sound with letter/s. They will learn to re-read what they have written to check that it makes sense. Writing opportunities will be; -Description of nocturnal animals -Story Writing - Beginning - Weather Words	Pupils will develop their skills by writing recognisable letters, most of which are correctly formed. Writing opportunities will be; - Labels on different types of transport. -Mini-beast hunt -lists. -Label parts of a mini-beast. -Story writing - settings	Pupils will learn to spell words by identifying sounds in them and representing the sounds with a letter or letters. Writing opportunities will be; -Letter writing. -Instructions on how to plant a seed. -Story writing - middle. -Thank you card/letters to superheroes in the community.	Pupils will learn to write simple phrases and sentences that can be read by others. Writing opportunities will be; -Story writing. -Character description about the farmer. -Story writing - ending, find a solution. -Sequencing and writing life cycle of a chick.

	Daily invention of own stories / class stories					
Mathematical Development White Rose Mathematics Units	<i>Getting to know you</i> Match, sort and compare Talk about measure and pattern It's me 1, 2, 3	Circles and triangles 1, 2, 3, 4, 5 Shapes with 4 sides	Alive in 5 Mass and capacity Growing 6, 7, 8 Length, height and time	Building 9 and 10 Explore 3D Shapes	To 20 and beyond How many now? Manipulate, compose and decompose	Sharing and grouping Visualise, build and map Make connections <i>Consolidation</i>
Understanding the World						
People Past and Present	To know about their own life story and know how they have changed. Look at baby photos and discuss how we have grown from birth to now	To know some similarities and differences between things in the past and now. -Learn about Guy Fawkes -Learn about Remembrance Sunday	To talk about the lives of people around them. Discuss who is in our family, including pets	To talk about past and present events in their lives and what has been read to them. Create timelines of the children's lives	To know about the past through settings and characters.	To know about the past through settings, characters and events. Learn about famous character from the past
People, Cultures and Communities The Natural World	To know about features of the immediate environment. Starting school: Familiarising children with the Year R classrooms, library, school hall and garden Familiarising children with the classroom layout and where resources belong -Black history month -British values	To know that people around the world have different religions. Find out about different places of worship -British values	To know there are many countries around the world.	To know about people who help us within the local community. Invite parents with different jobs into school to talk about their work and answer questions Find out how people celebrate around the world -British values	To know that people in other countries may speak different languages. Identify different countries around the world using a globe and other maps -British values	To know that simple symbols are used to identify features on a map. Identifying what a map is - Understanding the main features of a map Create our own maps of school and routes we take -British values Comparing farming locally with farming in other countries British values
Expressive Arts and Design						
Creating with Materials	Pupils will safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.	Pupils will make use of props and materials when role playing characters in narratives and stories.	Pupils will independently use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.	Pupils will share their creations, explaining the process they have used.	Pupils will independently use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.	Pupils to independently share their creations, explaining the process they have used.

Being Imaginative and Expressive	Pupils will acquire appropriate skills to listen attentively, move to and talk about music, expressing their feelings and responses. Pupils will begin to develop storylines in their pretend play. Pupils to sing a range of well-known nursery rhymes and songs	Pupils will begin to sing in a group or independently, increasingly matching the pitch and following the melody. Pupils will use their experiences to watch and talk about dance and performance art, expressing their feelings and responses. Pupils to begin performing songs, rhymes, poems and stories with others.	Pupils will explore and engage in music making and dance, performing solo or in groups. Pupils to confidently develop storylines in their pretend play.	Pupils will explore, use and refine a variety of artistic effects to express their ideas and feelings. Pupils to invent, adapt and recount narratives and stories with peers and their teacher.	Pupils will explore, use and refine a variety of artistic effects to express their ideas and feelings. Pupils to return to and build on their previous learning, refining ideas and developing their ability to represent them.	Pupils will create collaboratively, sharing ideas, resources and skills. Pupils will independently invent, adapt and recount narratives and stories with peers and their teacher
Computing- Purple mash units.	Unit 1.1					
Music Active Music	Rhythm and pulse		Instrumental	Singing games		Pitch
RE Essex Agreed Syllables for Religious Education	Christianity - God	Christianity - Christmas and the Nativity		Christianity - Easter		
Celebrations and British Values	Christianity / Judaism Harvest Sukkot	Christianity / Judaism / Hinduism Diwali Christmas Hanukkah Christmas Visit local Church for Christmas Service Bonfire Night Remembrance Day St Andrews Day	Chinese New Year Burns Night	Christianity / Muslims / Judaism Ash Wednesday Shrove Tuesday Palm Sunday Easter Sunday Passover Start of Ramadan Mother's Day St David's Day St Patricks Day	Muslims / Judaism End of Ramadan Hajj - Traveling to Meca Shavuot St George's Day	Special places Things that are special to me. Look at places of worship or objects used by different religions learnt about this year. Summer Solstice Father's Day
PSHE	Beginning and Belonging Family and Friends (incl. anti-bullying)	My Emotions	Identities & Diversity	Me and My World	Keeping Safe Healthy Lifestyles	My Body and Growing Up

This planning may vary in response to the children's needs, interests and in response to observations.