

EYFS Curriculum Map 2025- 2026

	Autumn 1 8 weeks	Autumn 2 7 weeks	Spring 1 6 weeks	Spring 2 5 weeks	Summer 1 6 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 linked 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	

Characteristics of Effective Learning

Playing and exploring: - Children investigate and experience things, and 'have a go'. Children who actively participate in their own play develop a larger store of information and experiences to draw on which positively supports their learning

Active learning: - Children concentrate and keep on trying if they encounter difficulties. They are proud of their own achievements. For children to develop into self-regulating, lifelong learners they are required to take ownership, accept challenges and learn persistence.

Creating and thinking critically: - Children develop their own ideas and make links between these ideas. They think flexibly and rationally, drawing on previous experiences which help them to solve problems and reach conclusions.

Communication and Language The development of children's spoken language underpins all seven areas of learning and development. Children's back-and-forth interactions from an early age form the foundations for language and cognitive development. The number and quality of the conversations they have with adults and peers throughout the day in a language-rich environment is crucial. By commenting on what children are interested in or doing and echoing back what they say with new vocabulary added, practitioners will build children's language effectively. Reading frequently to children, and engaging them actively in stories, non-fiction, rhymes and poems, and then providing them with extensive opportunities to use and embed new words in a range of contexts, will give children the opportunity to thrive. Through conversation, storytelling and

	role play, where children share their ideas with support and modelling from their teacher, and sensitive questioning that invites them to elaborate, children become comfortable using a rich range of vocabulary and language structures. C&L is developed throughout the year through high quality interactions, daily group discussions, sharing circles, PSHE times, stories, singing, speech and language interventions, Pie Corbett T4W actions, EYFS productions, assemblies and weekly interventions.					
	Listening, Attention and Understanding Understand how to listen carefully and why listening is important. Be able to express a point of view. Learn to listen carefully to rhymes and songs, paying attention to how they sound. Learn some rhymes, poems and songs Speaking Express ideas and feelings. Acquire and develop social phrases. Will participate in story times and learn new vocabulary.	Listening, Attention and Understanding Listen to and respond to stories to build familiarity and understanding. They will retell the story by repeating some words and also using their own words. Speaking Make comments about what they have heard. Will be encourages to use new vocabulary through the day in their play.	Listening, Attention and Understanding Explore non- fiction books Speaking Learn to ask questions to find out more and to check they understand what has been said to them. They will articulate their ideas and thoughts in well-formed sentences and use new vocabulary in different context.	Listening, Attention and Understanding Learn to listen to and talk about non-fiction books to develop a deep familiarity with new knowledge and vocabulary. Speaking Be able to connect one idea or action to another using a range of connectives when they talk. They will describe events in some detail. They will use talk to help work out problems and organise thinking. They will explain how things work and why they might happen.	Listening, Attention and Understanding Encouraged to make comments about what they have heard and ask questions to clarify their understanding. Learn to hold conversations when engaged in back-and-forth exchanges with their teacher and peers. Speaking Will participate in small group, class and one-to-one discussions, offering their own ideas. Offer explanations for why things might happen and use new learnt vocabulary from stories, non-fiction, rhymes and poems.	Listening, Attention and Understanding Learn 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. Speaking Learn to express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses. Use conjunctions, with modelling and support from their teacher.
Personal, Social and Emotional Development	Self-Regulation Children will talk about their feelings in regard to their family and making friends. They will be using words like 'happy', 'sad', 'angry' or 'worried'. Pupils will understand gradually how others around them might be feeling. For example, considering the needs of their friends and understanding their feelings. Pupils will find solutions to conflicts and rivalries between them and their friends. For example, accepting that not everyone can be Spider-Man in the game, and suggesting other ideas. Managing Self Pupils will show more confidence in new social situations. For example, being in a new class and around new friends. They will develop their sense of responsibility and membership of a community. Building Relationships Pupils will become more outgoing with unfamiliar people		Self-Regulation Pupils will show resilience and perseverance in the face of challenge. They will identify and moderate their own feelings, socially and emotionally. Managing Self Pupils will see themselves as a valuable individual. Pupils will manage their own needs. Building Relationships Pupils will express their feelings and consider the feelings of others. They will build constructive and respectful relationships.		Self-Regulation Pupils will identify and moderate their own feelings socially and emotionally. Pupils will show an understanding of their own feelings and those of others and begin to regulate their behaviour accordingly. Pupils will set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate. Pupils will give focused attention to what the teacher says, responding appropriately even when engaged in activity. Pupils will show an ability to follow instructions involving several ideas or actions. Managing Self Pupils will see themselves as a valuable individual. They will be able to talk about how they are a superhero to someone else. Pupils will be confident to try new activities and show independence, resilience, and perseverance in the face of challenge.	

	such as their new teacher and their peers, in the safe context of their setting. Pupils will play with one or more other children, extending and elaborating play ideas.				Pupils will explain the reasons for rules, know right from wrong and try to behave accordingly. Pupils will manage their own basic hygiene and personal needs, including dressing, going to the toilet, and understanding the importance of healthy food choices. Building Relationships Pupils will think about the perspectives of others. Pupils will work and play cooperatively and take turns with others. Pupils will form positive attachments to adults and friendships with peers. Pupils will show sensitivity to their own and to others' needs.	
Physical Development Fine motor Continuously check the process of children's handwriting (pencil grip and letter formation,). Extra help and guidance when needed.	To use large muscle movements to wave flags and streamers, paint and make marks. To use one-handed tools and equipment, for example, making snips in paper with scissors. Pupils will learn how to use a comfortable grip with good control when holding pens and pencils. They will eat independently and learn how to use a knife and fork. They will show a preference for a dominant hand. Pupils will be increasingly independent as they get dressed and undressed, for example, putting coats on and doing up zips.		Pupils will develop their small motor skills so that they can use a range of tools competently, safely and confidently. For example, pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons. Pupils will progress towards a more fluent style of moving, with developing control and grace.		Pupils will develop the foundations of a handwriting style which is fast, accurate and efficient. Pupils will hold a pencil effectively in preparation for fluent writing using the tripod grip in almost all cases. Pupils will use a range of small tools, including scissors, paint brushes and cutlery. Pupils will begin to show accuracy and care when drawing.	
Gross motor Bikes out throughout the year. Access to climbing equipment in outdoor area.	Develop a range of skills such as their movement, balancing, riding and ball skills Be able to climb steps and stairs or climb up apparatus using alternate feet. Cooperation games i.e. parachute games.	Continue to develop arrange of skills such as their movement, balancing, riding and ball skills Ball skills- throwing and catching. Dance related activities To skip, hop, stand on one leg and hold a pose for a	To use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor. To revise and refine the fundamental movement skills they have already acquired. For example, rolling, crawling, walking, jumping, running,	To develop overall body-strength, balance, co-ordination and agility. To develop confidence, competence, precision and accuracy when engaging in activities that involve a ball. To develop and refine a range of ball skills- aiming,	They will combine different movements with ease and fluency. They will negotiate space and obstacles safely, with consideration for themselves and others. Obstacle activities children moving over, under, through and around equipment.	To develop the overall body strength, co-ordination, balance and agility needed to engage successfully with future physical education sessions and other physical disciplines including dance, gymnastics and sport. Demonstrate strength, balance and coordination when playing. Pupils will move energetically,

	Climbing – outdoor equipment Changing for PE / Help individual children to develop good personal hygiene. Acknowledge and praise their efforts. Provide regular reminders about thorough handwashing and toileting.	game like musical statues.	hopping, skipping and climbing. Provide a wide range of activities to support a broad range of abilities. Dance / moving to music Gymnastics / Balance	dribbling, pushing, throwing & catching, patting, kicking, passing, batting and aiming. To confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group. Use picture books and other resources to explain the importance of the different aspects of a healthy lifestyle.	Encourage children to be highly active and get out of breath several times every day. Provide opportunities for children to, spin, rock, tilt, fall, slide and bounce. Dance / moving to music	such as running, jumping, dancing, hopping, skipping and climbing. Take part in Races / team games involving gross motor movements and dance related activities. Gymnastics / Balance
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.	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.	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.	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	Pupils will learn to write simple phrases and sentences that can be read by others. Writing opportunities will be; -Story writing. -Character description about

		-Story word mat. -Autumn walk - list writing - Letter to Santa	Writing opportunities will be; -Description of nocturnal animals -Story Writing - Beginning - Weather Words	-Mini-beast hunt -lists. -Label parts of a mini-beast. -Story writing - settings	seed. -Story writing - middle. -Thank you card/letters to superheroes in the community.	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	Past and Present Pupils will begin to understand the past through settings, characters and events encountered in books read in class and storytelling. Pupils will compare and contrast characters from stories, including figures from the past. People, culture and communities Pupils will start to name and describe people who are familiar to them. Pupils will begin to understand that people have different beliefs and celebrate special times in different ways. The Natural World Pupils will acquire a range of skills to describe what they see, hear and feel whilst outside. Pupils will explore and observe the natural world around them.	Past and Present Pupils will begin to understand the past through settings, characters and events encountered in books read in class and storytelling. Pupils will compare and contrast characters from stories, including figures from the past. People, culture and communities Pupils will begin to identify some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class. The Natural World Pupils will acquire a range of skills to describe what they see, hear and feel whilst outside. Pupils will begin to draw information from a simple map - focusing on school environment. Pupils will explore and observe	Past and Present Pupils will begin to acquire a range of skills to compare and contrast characters from stories, including figures from the past. People, culture and communities Pupils will develop understanding towards different beliefs and celebrations - special times in different ways. Pupils will explore and observe their immediate environment and be able to describe using knowledge from observation, discussion, stories, non-fiction texts and maps. Pupils will expand on explaining some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and - when appropriate -maps. The Natural World Pupils will continue acquiring their skills to draw information from a	Past and Present Pupils will begin to comment on images of familiar situations in the past e.g. transport. People, culture and communities Pupils will develop their understanding that some places are special to members of their community - focus towards superheroes. Pupils will talk about the lives of the people around them and their roles in society. The Natural World Pupils will understand the effect of changing seasons - winter to spring on the natural world around them. RE To appreciate the miracle of seed growth. To have some ideas about why we have plants in the world. To consider why sheep and cows are important to humans. To have some ideas about why we have animals and to be able	Past and Present Pupils will continue to comment on images of familiar situations in the past. People, culture and communities Pupils will develop understanding towards some places that are special to members of their community. The Natural World Pupils will apply their skills to explore and understand the effect of the cold climate on the natural world around RE To begin to explore the concept of 'special' To become more aware of who is special to us and why. To know how to find out more about a person, who helps us and what makes them special in their work. To know how to find out about people and what makes them different from, or the same as us.	Past and Present Pupils will independently acquire a range of skills understand some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class. People, culture and communities Pupils will be taught to independently apply their learning to explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and - when appropriate - maps. The Natural World Pupils will independently experience and understand the effect of changing seasons - spring to summer on the natural world around them. RE To treat everything with respect and care. To show respect for non-living things e.g., water. To show respect for non-living

	RE To consider who their friends are, why they like them and how to be a good friend.	the natural world around them. Pupils will explore and begin to understand changing seasons. Through experiences, pupils will explore the natural world around them, making observations and drawing pictures of animals and plants. Pupils will begin to understand some important processes and changes in the natural world around them, including the seasons and changing states of matter. RE To understand that books can tell stories - even books with no words. To recall the Bible story of Christmas and its significance.	simple map - focusing on wider environments e.g., parks. Pupils will begin to recognise some environments that are different to the one in which they live (contrast to another country). Pupils will recognise some similarities and differences between life in this country and life in other countries. Pupils will continue to identify some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class. RE To understand that books can tell stories - even books with no words.	to explain why they think animals and plants must die.	To know how to find out about people and what makes them special	things e.g. the environment. To recognise the importance of keeping healthy. To talk about own behaviour, right, wrong and the consequences. To reflect and modify actions. To be aware of own influence on other people.
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. 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	Creating with Materials Pupils will make use of props and materials when role playing characters in narratives and stories. Being Imaginative and Expressive 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.	Creating with Materials Pupils will independently use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. Being Imaginative and Expressive Pupils will explore and engage in music making and dance, performing solo or in groups. Pupils to confidently develop storylines in their pretend play.	Creating with Materials Pupils will share their creations, explaining the process they have used. Being Imaginative and Expressive 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.	Creating with Materials Pupils will independently use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. Being Imaginative and Expressive 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.	Creating with Materials Pupils to independently share their creations, explaining the process they have used. Being Imaginative and Expressive 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	Rhythm and pulse		Instrumental	Singing games		Pitch
RE, celebrations and British Values	Christianity /Judaism	Christianity / Judaism / Hinduism	Buddhism	Christianity / Muslims / Judaism	Muslims / Judaism	Muslims
	Harvest Sukkot	Diwali Christmas Hanukkah Christmas Visit local Church for Christmas Service Bonfire Night Remembrance Day St Andrews Day	Stories to share the values and codes of behaviour for people to live by -The Buddha and the hungry man -Buddha and the injured swan Chinese New Year Burns Night	Ash Wednesday Shrove Tuesday Palm Sunday Easter Sunday Passover Start of Ramadan Mother's Day St David's Day St Patricks Day	End of Ramadan Hajj - Traveling to Meca Shavuot St George's Day	Eid 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
PSHCE	Beginning and Belonging MMR1 BBF My Emotions MMR3 MEF	Family and Friends (incl. anti-bullying) MMR2 FFF Healthy Lifestyles HSL3 HLF	Me and My World Cit2 MWF	Identities & Diversity Cit1 IDF	Keeping Safe (incl. Drug Education) HSL 2 KSF	My Body and Growing Up Teaching SRE With Confidence programme

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