EYFS Curriculum Map 2026 – 2027

'All children deserve the care and support they need to have the best start in life. Children learn and develop at a faster rate from birth to five years old than at any other time in their lives, so their experiences in early years have a major impact on their future life chances' (EYFS Statutory Framework, July 2025).

	Autumn 1	**Autumn 2**	**Spring 1**	**Spring 2**	**Summer 1**	**Summer 2**
Main Theme	**All about Me**	**Transport & Who keeps us safe?**	**Do you know how wonderful our world is?**	**On the Farm & growing**	**Minibeasts**	**At the Seaside**
Character muscles (characteristics for effective learning)	**Playing and exploring** – listening and communicating, plan and think ahead, making independent choices, making new friends, following own interests, curiosity, concentration **Active learning** – participating in routines, correcting own mistakes, keeping on trying, imagination, risk taking, enthusiasm **Creating and thinking critically** – reviewing their own progress, problem solving, making links, concentrating for extended periods of time, having their own ideas					
Possible ideas / lines of enquiry These mini themes may be changed or replaced depending on child interest or fascination	My favourite stories, my favourite things, expressing opinions, all about me, my family, houses and homes, how to keep myself healthy, my friendships, my feelings, Halloween (my traditions).	Transport including emergency vehicles and people who keep us safe, Birthdays, Remembrance Sunday, bonfire night and Christmas	Chinese New Year, Seasons, weather, our local environment, animals and habitats in the Arctic & Africa (comparisons).	Planting seeds & gardening, how to care for animals, the role of a farmer, farm animals and their young and farm vehicles.	Mini beasts and life cycles of Butterflies, Frogs as well as Hedgehog awareness.	The features of a seaside, animals that live under the sea, exploring floating and sinking, litter in the sea and water safety.
Experiences	School tour using the Everywhere Bear, Library visits, Rec & Y6	Autumn walk, baking and making flapjack, birthday/Christmas cake – exploring change of state,	Walk around the village, creating animal habitats (Forest school), looking at different	Potential visit to Hall Hill Farm or similar. Looking after our gardening area. Planting	Growing butterflies in class, taking care of our outdoor classroom, litter walk, making our	Visit to the seaside/aquarium or bringing the seaside to school.

EYFS Curriculum Map 2026 – 2027

'All children deserve the care and support they need to have the best start in life. Children learn and develop at a faster rate from birth to five years old than at any other time in their lives, so their experiences in early years have a major impact on their future life chances' (EYFS Statutory Framework, July 2025).

	buddies, bringing in favourite story from home, stay & plays with adults from home	Christmas nativity and Christmas carols.	materials, exploring ice and changes of state	beanstalks and sunflowers watching how they grow.	own bug houses & bird feeders.	
Key story books to support the learning	Pathways to Write book for the half term: The Gingerbread Man. Drawing club covers a variety of texts and animations, a new one is covered weekly.	Pathways to Write book for the half term: The Three Little Pigs. Drawing club covers a variety of texts and animations, a new one is covered weekly.	Pathways to Write book for the half term: A walk in the woods. Drawing club covers a variety of texts and animations, a new one is covered weekly.	Pathways to Write book for the half term: The Pirates are coming. Drawing club covers a variety of texts and animations, a new one is covered weekly.	Pathways to Write book for the half term: Clem and Crab. Drawing club covers a variety of texts and animations, a new one is covered weekly.	Pathways to Write book for the half term: The Sea Saw. Drawing club covers a variety of texts and animations, a new one is covered weekly.
Communication and Language *-Daily story time* *-Weekly Library Time* -Word of the Week -Constant development of children's	**We are constantly working to develop children's communication and language skills throughout every half term and this is ongoing. By the end of Reception at Copeland Road Primary School, we want children to be able to:** -Listen carefully and respond to songs, stories and rhymes by joining in. -Use vocabulary to ask for help and communicate with my peers and teachers. - Listen carefully to my peers during circle times by using listening ears, watching eyes, smart sitting. -Talk about key events of a story by re-enacting and answering questions. -Respond to my peers during circle times. - Identify the main characters in the story and talk about their feelings. -Speak in full sentences. -Use new vocabulary throughout the day.					

EYFS Curriculum Map 2026 – 2027

'All children deserve the care and support they need to have the best start in life. Children learn and develop at a faster rate from birth to five years old than at any other time in their lives, so their experiences in early years have a major impact on their future life chances' (EYFS Statutory Framework, July 2025).

<table>
<tr><td>language and vocab during provision time (vocab & key questions up in every area).</td><td colspan="3">-Link events in a story to my own experiences.
-Link my ideas together by using connectives.
-Be confident to communicate with my peers and teachers and use a range of vocabulary when doing so.</td></tr>
<tr><td colspan="4">ELG: Listening, Attention and Understanding
• 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.
• Make comments about what they have heard and ask questions to clarify their understanding.
• Hold conversation when engaged in back-and-forth exchanges with their teacher and peers.

ELG: Speaking
• Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary.
• Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.
• Express their 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 from their teacher</td></tr>
<tr><td>PSED
-Weekly circle times/PSED sessions (in PSED floor book)
-Zones of regulation
-Online safety topics covered</td><td>Keeping / staying safe – identifying risks to keep ourselves and others safe
Understand our class rules help to keep ourselves and others safe.
I can separate happily from main carer
I can follow rules and don't always need an adult support.
Keeping / staying healthy – developing an understanding of the importance of</td><td>Being responsible – understand that sometimes we must do things we don't like doing. Developing a sense of responsibility.
I can share or take turns independently
I can take turns and share with my friends, taking turns and co-operating in play situations.</td><td>Our world - Understand similarities and differences. Identify people who help us in our local community. Respecting the local environment.
I can name ways they can help look after the environment e.g. recycle, waste less, turn off the TV and light switches. Links to water pollution.</td></tr>
</table>

EYFS Curriculum Map 2026 – 2027

'All children deserve the care and support they need to have the best start in life. Children learn and develop at a faster rate from birth to five years old than at any other time in their lives, so their experiences in early years have a major impact on their future life chances' (EYFS Statutory Framework, July 2025).

weekly using Project Evolve	**making healthy choices e.g. sleep, health, allergies, diet, screen time, germs, oral health.** I can manage my own toileting needs e.g. going to the toilet and washing and drying my hands. **Relationships – managing friendships and social interactions. Being aware of our own needs and having empathy for and understanding of others.** Building relationships with others in the class. Playing co-operatively with other children in the class, sharing resources and taking turns. I can explain how to be a good friend.	I can talk with others to resolve conflicts (some adult help needed). **Feelings and emotions – understanding emotions, developing strategies for managing feelings, understanding that it is ok to ask for help.** I can identify feelings using words like happy, sad and angry. I know who can help me if I feel sad/angry. I can stay calm in the face of frustration, I wait patiently, take turns, tidy up after myself and am polite.	**Change and transitions – managing new experiences, taking on new challenges, building confidence, managing changes at home.** **I am preparing to move to the next class.** I am starting to handle new experiences with more confidence. Be confident to try new activities and show independence, resilience and perseverance in the face of challenge.

ELG: Self-Regulation
- Show an understanding of their own feelings and those of others and begin to regulate their behaviour accordingly.
- Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate.
- 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.

ELG: Managing Self
- Be confident to try new activities and show independence, resilience and perseverance in the face of challenge.
- Explain the reasons for rules, know right from wrong and try to behave accordingly.
- Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.

EYFS Curriculum Map 2026 – 2027

'All children deserve the care and support they need to have the best start in life. Children learn and develop at a faster rate from birth to five years old than at any other time in their lives, so their experiences in early years have a major impact on their future life chances' (EYFS Statutory Framework, July 2025).

ELG: Building Relationships
- Work and play cooperatively and take turns with others.
- Form positive attachments to adults and friendships with peers.
- Show sensitivity to their own and to others' needs.

Physical Development- Gross & fine motor -Weekly PE sessions (Get set 4 PE). -Dough Disco -Squiggle While you Wiggle -Fine & gross motor interventions -Free flow play in afternoon (including outdoors with physical equipment). -Fine motor table in provision- changed weekly. -Jungle Journey.	**Introduction to PE- Unit 1** -I can demonstrate balance. -I can make independent choices. -I can negotiate space safely with consideration for myself and others. -I follow instructions involving several ideas or actions. -I play co-operatively and take turns with others.	**Introduction to PE- Unit 2** -I can negotiate space safely with consideration for myself and others. -I follow instructions involving several ideas or actions. -I play co-operatively and take turns with others. -I understand the rules and can explain why it is important to follow them. -I use movement skills with developing balance and co-ordination.	**Games-** -I am beginning to negotiate space safely. -I am beginning to take turns with others. -I can explore movement skills. -I play games honestly guided by the rules with support. -I am beginning to understand how I feel in different situations. I can negotiate space safely with consideration for myself and others. -I follow instructions	**Dance** -I am confident to try new challenges and perform in front of others. -I can combine movements fluently, selecting actions in response to the task. -I can negotiate space safely with consideration for myself and others. -I follow instructions involving several ideas or actions. -I show respect towards others when providing feedback.	**Gymnastics** -I am confident to try new challenges. -I can combine movements, selecting actions in response to the task and apparatus. -I can confidently and safely use a range of large and small apparatus. -I can negotiate space safely with consideration for myself and others. -I follow instructions involving several ideas or actions. -I use movement skills with developing	**Ball skills** -I can make independent choices. -I am beginning to explore a range of ball skills. -I can negotiate space safely with consideration for myself and others. -I persevere when trying new challenges. -I play ball games with consideration of the rules. -I play co-operatively and take turns with others. -I use ball skills with developing

EYFS Curriculum Map 2026 – 2027

'All children deserve the care and support they need to have the best start in life. Children learn and develop at a faster rate from birth to five years old than at any other time in their lives, so their experiences in early years have a major impact on their future life chances' (EYFS Statutory Framework, July 2025).

- Ready Sett Go!	-I use movement skills with developing balance and co-ordination.		involving several ideas or actions. -I play co-operatively, take turns and encourage others. -I use movement skills with developing balance and co-ordination.	-I use movement skills with developing strength, balance and co-ordination showing increasing control and grace.	strength, balance and co-ordination showing increasing control and grace. -I work co-operatively with others and take turns.	competence and accuracy.
ELG: Gross Motor Skills • Negotiate space and obstacles safely, with consideration for themselves and others. • Demonstrate strength, balance and coordination when playing. • Move energetically, such as running, jumping, dancing, hopping, skipping and climbing. ELG: Fine Motor Skills • Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases. • Use a range of small tools, including scissors, paintbrushes and cutlery. • Begin to show accuracy and care when drawing.						
Maths -NCETM-Mastering Number -WRM SSM -Maths area in class with resources that	**Number & Numerical Patterns** -Recognising & subitising within 3. -Counting skills (up to 5).	**Number & Numerical Patterns** -Counting skills (up to 10). - Focus on the 'five-ness of 5' using one hand and the die pattern for 5.	**Number & Numerical Patterns** - Subitise within 5 focusing on die patterns. -Match numerals to quantities.	**Number & Numerical Patterns** - Focus on the 'staircase' pattern and ordering numbers. - Focus on ordering of numbers to 8.	**Number & Numerical Patterns** -Counting – larger sets and things that cannot be seen. -Subitising to 6 including in	**Number & Numerical Patterns** -Introduce Rekenrek. -Review and assess-Subitising, number bonds to 5, composition of

EYFS Curriculum Map 2026 – 2027

'All children deserve the care and support they need to have the best start in life. Children learn and develop at a faster rate from birth to five years old than at any other time in their lives, so their experiences in early years have a major impact on their future life chances' (EYFS Statutory Framework, July 2025).

children can access. -Maths floor books.	-Explore how all numbers are made of 1's. -Composition of 3 and 4. -Comparison of sets - 'just by looking', using language of comparison (more and fewer). **SSM** -Matching and sorting. **-**Name and describe 2D shapes. -Identify shapes in the environment.	- Comparison of sets - by matching. Use the language of comparison: more than, fewer than, an equal number. -Explore the concept of 'whole' and 'part'. - Focus on the composition of 3, 4 and 5. - Practise object counting skills. -Match numerals to quantities within 10. - Verbal counting beyond 20. - Subitising objects and sounds. **SSM** **-**Positional Language.	- Counting – focus on ordinality and the 'staircase' pattern. -See that each number is one more than the previous number. -Composition of 5, 6 and 7. -Making unequal sets equal. **SSM** **-**Repeating patterns.	-Use language of less than. **-**Composition of 7. **-**Doubles. - Odd and Even numbers. **SSM** -Comparing length and height.	structured arrangements. **-**Composition of 10. -Playing track games. **SSM** **-**Comparing weight**.**	numbers to 10, comparison, number patterns & counting. Re-teach any gaps. **SSM** -Introduce 3D shape.
ELG • Have a deep understanding of number to 10, including the composition of each number. • Subitise (recognise quantities without counting) up to 5. • Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts. • Verbally count beyond 20, recognising the pattern of the counting system. • Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity.						

EYFS Curriculum Map 2026 – 2027

'All children deserve the care and support they need to have the best start in life. Children learn and develop at a faster rate from birth to five years old than at any other time in their lives, so their experiences in early years have a major impact on their future life chances' (EYFS Statutory Framework, July 2025).

• Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.	
Literacy-Word Reading -Read, Write, Inc. -Begin teaching from first week. -Phonics books matched to RWI scheme and children's Phonic knowledge. -Reading in school & at home.	**First 6 weeks** – children taught all set 1 sounds then assessed and grouped. **Term 1** Children know all set 1 sounds and are orally blending. Children to be working at RWI ditty level. **Term 2** Children to be working at RWI red level and reading Set 1 digraphs sh ch the ng nk qu and double consonant sounds 'ss, ll, ff, zz'. **Term 3** children to be working at RWI green / purple level and reading set 2 sounds – ay ee igh oo *00* ar or air ir ou oy. Children reading words and sentences using the sounds that they know from the storybooks they are reading. ELG • Say a sound for each letter in the alphabet and at least 10 digraphs. • Read words consistent with their phonic knowledge by sound-blending. • Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.
Literacy-Comprehension	Taught through our daily story times. 'Story of the fortnight' with carefully selected stories (fiction & non-fiction), poems & rhymes (see key stories plan above) which are linked to our half termly themes. Class stories floor book used to display children's understanding of our key stories using recently introduced vocabulary. ELG • Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary. • Anticipate, where appropriate, key events in stories. • Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play.

EYFS Curriculum Map 2026 – 2027

'All children deserve the care and support they need to have the best start in life. Children learn and develop at a faster rate from birth to five years old than at any other time in their lives, so their experiences in early years have a major impact on their future life chances' (EYFS Statutory Framework, July 2025).

Literacy- Writing	Writing own name. Writing some recognisable letters.	Writing CVC words using taught graphemes.	Writing CVC words containing taught graphemes. To begin to write a short sentence/caption.	To begin to compose short sentences and write them using taught graphemes. To write a dictated sentence.	Write recognisable letters, most of which are correctly formed. Spell words by identifying sounds in them and representing the sounds with a letter or letters. Write simple phrases and sentences that can be read by others.	Write recognisable letters, most of which are correctly formed. Spell words by identifying sounds in them and representing the sounds with a letter or letters. Write simple phrases and sentences that can be read by others.
ELG • Write recognisable letters, most of which are correctly formed. • Spell words by identifying sounds in them and representing the sounds with a letter or letters. • Write simple phrases and sentences that can be read by others.						
Understanding the World: The Natural World Experiences Not limited to just these. Children's interests and	Explore, observe and comment on changes in Autumn. Explore, observe and comment on the natural environment	Observe seasonal change in Winter. Observe and comment on changes in state looking at freezing and melting in the natural world.	Understand that the Arctic is a cold place on Earth and is made from ice. Understand that Africa is a warmer place.	Understand that farms have animals but also produce food. Name some farm animals and their young.	Name some common mini beasts found in the garden and forest environment. Observe and name stages of the butterfly life cycle.	Identify common animals associated with the beach and sea. Explore floating and sinking.

EYFS Curriculum Map 2026 – 2027

'All children deserve the care and support they need to have the best start in life. Children learn and develop at a faster rate from birth to five years old than at any other time in their lives, so their experiences in early years have a major impact on their future life chances' (EYFS Statutory Framework, July 2025).

events will also be explored	local to our school. Be able to name key body parts.		Be able to name animals associated with each environment.	Notice and observe new life and seasonal changes in Spring. Plant seeds and observe them as they grow.	To observe seasonal changes in Spring.	Explore properties of magnets.
Understanding the World: People, Culture & Communities	Harvest	Diwali- how is it celebrated? Christmas- comparing other people's traditions to our own.	Where is Kenya? What is life like in a rural Kenyan Village compared to life in our village? Using maps of our local area to find our house. Drawing maps of our village.	Easter celebrations	Describing Forest School area and what can be found there.	What happens at the beach? Why do people go there? What do people do there? Exploring simple treasure maps to find 'treasure'.

EYFS Curriculum Map 2026 – 2027

'All children deserve the care and support they need to have the best start in life. Children learn and develop at a faster rate from birth to five years old than at any other time in their lives, so their experiences in early years have a major impact on their future life chances' (EYFS Statutory Framework, July 2025).

Understanding the World: Past and Present	What makes me special? How have I changed since I was a baby?	Talking about my past experiences during my birthdays and celebrations.	Focus on immediate past using daily routine & morning calendar/visual timetable.			Pirates in the past? Exploring real life pirates. Beach holidays in the past- how are they the same/different to now?

ELG: The Natural World
• Explore the natural world around them, making observations and drawing pictures of animals and plants.
• Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class.
• Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.

ELG: People, Culture and Communities
• Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.
• Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class.
• 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.

ELG: Past and Present
• Talk about the lives of the people around them and their roles in society.
• Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.
• Understand the past through settings, characters and events encountered in books read in class and storytelling.

EYFS Curriculum Map 2026 – 2027

'All children deserve the care and support they need to have the best start in life. Children learn and develop at a faster rate from birth to five years old than at any other time in their lives, so their experiences in early years have a major impact on their future life chances' (EYFS Statutory Framework, July 2025).

Expressive arts and design experiences- **Music – Music session once per fortnight:** Charanga and Music development matters -Singing focus every half term using Nursery Rhyme of the Week (see separate plan)- listening, singing, actions and performing. -Daily singing as part of routines **Art-** Focus activities each half term but children also get chance to have free access	**Music** Focus on developing listening skills- discriminating between sounds, environmental sounds. **Art** -Exploring mark making using different textures (wax crayons, felt tip	**Music** Focus on keeping the pulse using body percussion and percussion instruments. **Art** -Using paint and colour mixing- painting planets, fireworks. -Using junk modelling materials. Focus on	**Music** Focus on making and copying different, simple rhythms using body percussion and percussion instruments. **Art** **-**Creating masks with a focus on colouring & cutting skills.	**Music** Focus on pitch; singing high and low and tempo; singing fast and slow. **Art** -Collage. Using a range of materials to create a farm collage.	**Music** Focus on responding to music that they hear. **Art** -Experimenting with clay (creating clay minibeasts in Forest School).	**Music** Sing a range of well-known nursery rhymes and songs. Perform songs, rhymes, poems and stories with others, and try to move in time with music. **Art** -Bringing together all art forms to create an ocean box scene.

EYFS Curriculum Map 2026 – 2027

'All children deserve the care and support they need to have the best start in life. Children learn and develop at a faster rate from birth to five years old than at any other time in their lives, so their experiences in early years have a major impact on their future life chances' (EYFS Statutory Framework, July 2025).

to resources in art area to explore & follow own interests. Opportunities for show & tell at the end of the day. **Imaginative play** Role play area changed half termly (more/less depending on children's interests).	pens, whiteboard pens, chalk, pencils). Pencil drawings- self-portraits & family pictures. **Imaginative play** Home corner	joining materials- making rockets. **Imaginative play** Home corner- developed and added to from Autumn 1. Pumpkin Café Birthday Party	**Imaginative play** Chinese New Year	-Observational painting (using watercolour paints) of plants/flowers. **Imaginative play** Fruit and Veg Shop Vets	**Imaginative play** Italian Restaurant Pizza Shop	**Imaginative play** Ice cream stand Travel Agents Dentist
ELG: Creating with materials • Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. • Share their creations, explaining the process they have used. • Make use of props and materials when role playing characters in narratives and stories. ELG: Being imaginative and expressive • Invent, adapt and recount narratives and stories with peers and their teacher. • Sing a range of well-known nursery rhymes and songs. • Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time with music.						

EYFS Curriculum Map 2026 – 2027

'All children deserve the care and support they need to have the best start in life. Children learn and develop at a faster rate from birth to five years old than at any other time in their lives, so their experiences in early years have a major impact on their future life chances' (EYFS Statutory Framework, July 2025).