

EYFS Long Term Curriculum Mapping 25/26

	Topic	Communication and Language	Personal, Social and Emotional Development	Physical Development	Phonics/Literacy	Mathematics	Understanding the World	Expressive Arts and Design
Autumn 1: Superhero Me	W1: Super Me/Transition	Sitting and listening for short periods of time as a class	Jigsaw- Being in my world Transition	Body Control	SoundsWrite/Kinetic Letters	Whiterose	Talking about immediate family	Beginning to build/create with purpose in mind
	W2: My Super Family	The importance of listening	What am I good at? – valuable individual	Sitting with control and posture	Individual sounds (saying and writing) – Initial Code	Matching and Sorting	Name and describe familiar people	Developing control of material and exploring tools to moderate change
	W3: Superheroes who help us							
	W4: Super Healthy Me	Asking and responding to Questions	How do I make others feel?	Mark Making in Sand	Story Telling – Picture Books/Puppets/Role Play	Numbers 1-5	Differences between people's homes – culture, religion and communities	Explore, use and refine artistic effects to express ideas and feelings
	W5: Harvest	Listen to and engage in stories	Being kind and respectful- positive relationships	Strengthen upper body for writing – Kinetic Letters				
	W6: Autumn	Learn poems, rhymes and songs	Staying Safe	Fine Motor Control to support pencil grip	Name Recognition and Writing		Diwali	Return to and build on previous learning, refining ideas and ability to represent them
	W7: Diwali							
	W8: Halloween							
	Key Events: Harvest (W5)/Diwali (W7)/Halloween (W8)		Managing Personal Needs – Toileting/Hand Washing/Drinking water				Seasonal changes on the natural world – Autumn	
			Rules, routines and boundaries				Explore the natural world	
							Describe what they see, hear and feel whilst outside	
Key Texts	A Year on Adam's Farm Harvest Days Funny Bones The Pumpkin who was Afraid of the Dark	Autumn Poem	The Colour Monster goes to School The Invisible String Super Duper You! Can I Build Another me? A Superpower Like Mine Real Superheroes Germs are Not for Sharing I Want my Potty!	Kinetic letters song to support pencil grip	Each Peach Pear Plum The Runaway Pea	Grandma's Button Box How Many Legs?	Who's in my Family? It's Diwali Tree: Seasons Come, Seasons Go	The Colour Monster

<p>Autumn 2: Once Upon a Time</p>	<p>W1: The Little Red Hen W2: Little Red Riding Hood W3: The Three Little Pigs W4: The Jolly Postman W5: The Gingerbread Man W6/W7: Christmas Story/Nativity</p> <p><u>Key Events:</u> Hannukah (W7)/Children in Need (W2)</p>	<p>Learning new vocabulary and to use it throughout the day</p> <p>Develop Social Phrases</p> <p>Engage in story times, becoming more vocal in opinions and thoughts</p> <p>Learn poems, rhymes and songs</p>	<p>Jigsaw- celebrating difference</p> <p>Express feelings and be aware of other's feelings</p> <p>Understand and value the importance of difference and embracing each other's unique self.</p> <p>Identify own feelings and emotions and be aware of how to moderate feelings</p>	<p>Gymnastics</p> <p>Develop confidence in gross motor control through active movement (dance, climbing, running, jumping)</p> <p>Learning to negotiate space</p> <p>Develop fine motor control to support pencil grip and control – using tools in a variety of ways, such as tweezing, manipulating, cutting etc.</p>	<p>SoundsWrite/Kinetic Letters/Talk for Writing</p> <p>Individual sounds (saying and writing) – Initial Code</p> <p>Begin to segment and blend sounds to form CVC words</p> <p>Begin to write CVC words</p> <p>Use Talk for Writing to develop story language and structure</p> <p>Start to practise tricky words (common exception)</p>	<p>Whiterose</p> <p>Numbers 1-5</p> <p>2D Shapes</p> <p>Day and Night</p>	<p>Compare and contrast characters from stories, including figures from the past</p> <p>Understand that people have different beliefs and celebrate in different ways</p> <p>Learning about historical events</p>	<p>Listen attentively</p> <p>Move to and talk about music</p> <p>Express feelings and responses</p> <p>Explore, use and refine artistic effects to express ideas and feelings</p> <p>Return to and build on previous learning, refining ideas and ability to represent them</p>
<p>Key Texts</p>	<p>Kindness is my Superpower</p>	<p>There's a Mouse in my House Ready for Spaghetti</p>	<p>The Same but Different Spreading my Wings Amazing This is Me My Magic Family Loud! The Perfect Fit All are Welcome</p>	<p>Kinetic Letters song to support pencil grip</p>	<p>The Little Red Hen Little Red Riding Hood The Three Little Pigs The Jolly Postman The Gingerbread Man</p>	<p>Circle Triangle Square The Perfect Fit</p>	<p>Christmas Story First Festivals: Hannukah</p>	<p>The Colour Monster</p>

Spring 1: Amazing Animals	<p>W1: Safari</p> <p>W2: On the Farm</p> <p>W3: Extinct Animals</p> <p>W4: Mini Beasts</p> <p>W5: Hibernation</p> <p>W6: Nocturnal</p> <p><u>Key Events:</u> Chinese New Year (W4)/Valentines (W6)/Safer Internet Day (W6)/Random acts of Kindness Day (W6)/Black History Month</p>	<p>Use talk to begin to solve problems and to find out why and how things work</p> <p>Articulate their thoughts and ideas in well-formed sentences</p> <p>Describe some events in detail</p>	<p>Jigsaw- Dreams and Goals</p> <p>Understand the steps to success</p> <p>Show resilience and perseverance in the face of challenges</p> <p>Take care over the feelings of others and manage own behaviour accordingly</p> <p>Begin to show competence in sharing and turn-taking</p>	<p>Dance</p> <p>Develop confidence in gross motor control through active movement (dance, climbing, running, jumping)</p> <p>Learning to negotiate space</p> <p>Develop fine motor control to support pencil grip and control – using tools in a variety of ways, such as tweezing, manipulating, cutting etc.</p>	<p>SoundsWrite/Kinetic Letters</p> <p>To use initial code to segment and blend CVC, CVCC, CCVC words</p> <p>Practice decoding these words and identifying sounds to write</p> <p>Reading simple sentences</p> <p>Introduction of tricky words (common exception)</p>	<p>Whiterose</p> <p>Mass and Capacity</p> <p>Numbers 6-8</p>	<p>Explore the natural world around them</p> <p>Describe what they feel, see and hear whilst outside</p> <p>Animals and their Habitats</p> <p>Understanding simple adaptations and environmental pressures to wildlife</p> <p>Looking at how to protect our wildlife</p>	<p>Watch and talk about dance and performance art, expressing their feelings and responses.</p> <p>Explore, use and refine artistic effects to express ideas and feelings</p> <p>Return to and build on previous learning, refining ideas and ability to represent them</p>
Key Texts	<p>I love Chinese New Year</p> <p>Our Story Starts in Africa</p> <p>Little Leaders: Bold Women in Black History</p> <p>Little Leaders: Exceptional Men in Black History</p> <p>Little People, Big Dreams Collection</p> <p>The Hugasaurus</p>	<p>First Big Book of Why</p>	<p>When Cucumber Lost His Cool</p> <p>Everybody Worries</p> <p>The Friendship Bench</p> <p>We Feel Happy</p>	<p>Kinetic Letters song to support pencil grip</p>		<p>How Much does a Ladybird Weigh?</p> <p>Knock Knock Superhero</p>	<p>What the Ladybird Heard</p> <p>Farmer Duck</p> <p>Owl Babies</p> <p>We're Going on a Bear Hunt</p> <p>Handa's Surprise</p> <p>How to Spot a Dinosaur</p> <p>I love Chinese New Year</p>	

Spring 2: Come Outside	W1: Plants and Flowers W2: Weather -Science Week W3: Reduce/Reuse/Recycle W4: Life Cycles W5: Easter - Spring <u>Key Events:</u> World Book Day/St Patrick's Day/Ramadan/Eid (W1)/Science Week (W2)/Holi (W3)/Easter (W5)/Mother's Day (W3)	Listen to and talk about stories to build familiarity and understanding Retell the story once they have developed a deep familiarity with the text, exact repetition	Jigsaw- Healthy Me Identify and talk about how to keep a healthy body and mind, including hygiene, sleep, screen time, healthy eating, road safety, mindfulness and physical activity	Agility and Coordination Develop confidence in gross motor control by active movement such as; dance, climbing, running and jumping Learning to negotiate space Develop fine motor control to support pencil grip and control Build confidence in using tools in a variety of ways such as; tweezing, manipulating and cutting	SoundsWrite/Kinetic Letters Build independence in writing to begin to write sentences and phrases for difference purposes. Use the sounds learnt to segment and write words and begin to learn new digraphs. Further tricky word recognition Reading books in line with learnt sounds to build confidence in reading	Whiterose Length and Height Numbers 9 and 10 3D Shapes	Understand that some places are special to members of their community Explore the natural world around them Describe what they see, hear and feel whilst outside Looking at and understanding simple life cycles	Sing in a group or on their own, increasingly matching pitch and following the melody. Explore, use and refine artistic effects to express ideas and feeling. Return to and build on previous learning, refining ideas and ability to represent them
	Key Texts The Easter Story A Scientist Like Me Little People, Big Dreams Collection	The Hungry Caterpillar	The Couch Potato Do not Lick this Book	Kinetic Letters song to support pencil grip	WORLD BOOK DAY – A range of books to continue to develop a love of reading	Ten Fat Sausages One to Ten and Back Again How Big is a Million? How Many Legs?	A Butterfly is Patient Tad The Weather Girls The Best Eid Ever We're Going on an Egg Hunt The Rhyming Rabbit One Springy Day	

Summer 1: Where in the World	<p>W1: Europe – Our Community</p> <p>W2: Asia – Travel and Transport</p> <p>W3: Africa – Animals</p> <p>W4: North/South America – Comparing</p> <p>W5: Antarctica/Australia – Comparing</p> <p>W6: Space – Out of this world</p> <p><u>Key Events:</u> St George's Day/VE Day</p>	<p>Engage in non-fiction books</p> <p>Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary</p>	<p>Jigsaw- Relationships</p> <p>Think about the perspectives of others</p> <p>Develop confidence in what makes a good friend, how to be a good friend and to value friendship</p>	<p>Multi Skills Activities</p> <p>Develop confidence in gross motor control through active movement such as dance, climbing, running and jumping</p> <p>Learn to negotiate space</p> <p>Develop fine motor control to support pencil grip and control</p> <p>Build confidence with using tools in a variety of ways, such as tweezing, manipulating, cutting etc.</p>	<p>Sounds Write/Kinetic Letters</p> <p>Continue to learn the extended code in SoundsWrite</p> <p>Children will be exposed to trickier sounds, including digraphs and tricky words</p> <p>Children will focus on finger spaces between words and full stops</p> <p>Practise dictation to decode words in a sentence, with support</p>	<p>Whiterose</p> <p>20 and Beyond</p> <p>How Many Now?</p> <p>Manipulate, compose and decompose</p>	<p>Draw information from a simple map</p> <p>Recognise some similarities and differences between life in this country and life in other countries</p> <p>Recognise some environments that are different to the one in which they live</p>	<p>Create collaboratively, sharing ideas, resources and skills</p> <p>Explore, use and refine artistic effects to express ideas and feelings</p> <p>Return to and build on previous learning, refining ideas and ability to represent them</p>
	Key Texts	A range of non-fiction books to explore and develop questioning skills	Mini Monsters: Can I Play?	Kinetic Letters song to support pencil grip		How Many Jellybeans? How Many Legs?	Look Up! How to Catch a Star Little People, Big Dreams Collection	

Summer 2: Summer	<p>W1: At the Beach</p> <p>W2: Under the Sea</p> <p>W3: Summer Season</p> <p>W4: On Holiday</p> <p>W5: Climate</p> <p>W6: Pollination – Bees</p> <p>W7: Summer – Transition</p> <p><u>Key Events:</u> D-Day (W1)/Father's Day (W3)/Healthy Eating Week (W2)/School Trip (TBC)/Sport's Day (TBC)/Summer Celebration (TBC)/Transition to Year 1</p>	<p>Connect one idea to another using a range of connectives</p> <p>Begin to use alternative communication for a range of purposes such as humour, storytelling, presenting or instructions</p>	<p>Jigsaw- Changing Me</p> <p>Transition to Year 1</p> <p>Thinking about achievements and next steps</p> <p>Reflecting and feeling proud - affirmation</p>	<p>Athletics and Sports Day Activities</p> <p>Develop confidence in gross motor control through active movement such as dance, climbing, running and jumping</p> <p>Learn to negotiate space</p> <p>Develop fine motor control to support pencil grip and control</p> <p>Build confidence with using tools in a variety of ways, such as tweezing, manipulating, cutting etc.</p>	<p>SoundsWrite/Kinetic Letters</p> <p>Use phonics to write sentences that are clear and can be read by others</p> <p>Try to use finger spaces, full stops and capital letters</p> <p>Say the sentence aloud and try to remember it as it is written</p> <p>Write for a range of different purposes</p>	<p>Whiterose</p> <p>Sharing and Grouping</p> <p>Visualise and Build</p> <p>Make Connections</p>	<p>Comment on images of familiar situations in the past</p> <p>Create simple maps and explore navigation</p> <p>Looking at historical figures and their significant discoveries</p> <p>Mary Anning</p>	<p>Explore and engage in music making and dance – performing solo or in a group</p> <p>Explore, use and refine artistic effects to express ideas and feelings</p> <p>Return to and build on previous learning, refining ideas and ability to represent them</p>
	<u>Key Texts:</u>							