EYFS Curriculum Map 2025-2026

In EYFS, we follow the children's interests and as such the curriculum overview can be subject to change.		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Curriculum Area	Theme & Topic	Starting school and routines What is a Hill Topper?	Festivals & celebrations We do only celebrate birthdays?	My world and community Question TBC	Wider community: London Question TBC	The wider world How do we get there?	Transitions and moving on What is happening in the world around me?
	Brilliant Beginning	Stay and Play	Party	Children's Choice	TBC	TBC	TBC
	Epic Ending	Friendship Friday	Winter celebration	Chinese Restaurant	TBC	Art Gallery	Bath Grounds picnic – whole school
Communication & 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, story-telling 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						
	Listening, Attention & Understanding **Speaking**	Communication and Language is a key part of the EYFS Curriculum and is one of the prime areas of learning. Speaking, listening and understanding underpins each curriculum area through a combination of a language rich environment, explicitly taught lessons and interventions through interactions. We adopt the Elklan approach to promote and support children's SC&L development. On entry assessments are made to establish children's starting points and teaching and learning opportunities are planned from this. Some children will take part in nuture/social communication groups.					
Personal, Social & Emotional Development Alongside weekly explicit PSE lessons in this prime area of learning, children in EYFS are supported in developing their relationships with adults and peers, their self-regulation skills and their ability to manage their own emotions in a variety of social situations.	Children's personal, social and emotional development (PSED) is crucial for children to lead healthy and happy lives, and is fundamental to their cognitive development. Underpinning their personal development are the important attachments that shape their social world. Strong, warm and supportive relationships with adults enable children to learn how to understand their own feelings and those of others. Children should be supported to manage emotions, develop a positive sense of self, set themselves simple goals, have confidence in their own abilities, to persist and wait for what they want and direct attention as necessary. Through adult modelling and guidance, they will learn how to look after their bodies, including healthy eating, and manage personal needs independently. Through supported interaction with other children, they learn how to make good friendships, co-operate and resolve conflicts peaceably. These attributes will provide a secure platform from which children can achieve at school and in later life						
	Self-Regulation **Managing Self** **Building Relationships**	EYFS follow the Whole School approach 'Everyone Belongs' over the year.					
		On entry assessment At school: routines, rules and school life. Building Relationships: My family and friends Building Relationships: Special Relationships		Self-Regulation: My feelings Self-Regulations: Listening and following instructions		Managing Self: Taking on challenges Managing Self: My wellbeing	
Physical Development Skills in this prime area will also be taught through explicit lessons or by modelling through continuous provision.	Physical activity is vital in children's all-round development, enabling them to pursue happy, healthy and active lives. Gross and fine motor experiences develop incrementally throughout early childhood, starting with sensory explorations and the development of a child's strength, co-ordination and positional awareness through tummy time, crawling and play movement with both objects and adults. By creating games and providing opportunities for play both indoors and outdoors, adults can support children to develop their core strength, stability, balance, spatial awareness, co-ordination and agility. Gross motor skills provide the foundation for developing healthy bodies and social and emotional well-being. Fine motor control and precision helps with hand-eye co-ordination, which is later linked to early literacy. Repeated and varied opportunities to explore and play with small world activities, puzzles, arts and crafts and the practice of using small tools, with feedback and support from adults, allow children to develop proficiency, control and confidence						
	Gross Motor Skills	Throughout the year, children have regular access to the outdoor area, trim trail, bikes, scooters and balance bikes to develop their core strength, stability, balance, spatial awareness, co-ordination and agility. We also incorporate yoga and mindfulness into our weekly timetable to promote healthy bodies and emotional well-being.					
		Movement: Jumping & Skipping Big Moves	Movement: Running Gymnastics: Rolling, Jumping, Balancing	Ball skills: Throwing & Rolling Dance: on a theme	Ball skills: Catching and Passing Gymnastics/Dance: linking movements and performance	Sports Day Preparation Games: Athletics	Ball skills: Striking Games: Hill Top Olympics
	Fine Motor Skills	Pen Disco, Dough Disco and Oxford Handwriting is taught throughout the year to develop pencil control and letter formation. Patterns and formation are linked to the phonics teaching.					
		Use a comfortable pen grip with mark making/writing Using one handed equipment with developing control		Write some letters accurately with developing proficiency and control Using tools with control and developing precision		Form lower case and capital letters accurately with an efficient handwriting style Using tools competently, safely and confidently	

<table>
<tr><td rowspan="8">Literacy

At Ashby Hill Top, we follow the Sounds-Write Phonics programme. It is a highly synthetic approach to teach children to read and spell through blending, segmenting and phoneme manipulation. We also have adopted a whole school approach to reading delivering fluency and extended reading lessons – these at taught at an appropriate level for EYFS</td><td colspan="7">It is crucial for children to develop a life-long love of reading. Reading consists of two dimensions: language comprehension and word reading. Language comprehension (necessary for both reading and writing) starts from birth. It only develops when adults talk with children about the world around them and the books (stories and non-fiction) they read with them, and enjoy rhymes, poems and songs together. Skilled word reading, taught later, involves both the speedy working out of the pronunciation of unfamiliar printed words (decoding) and the speedy recognition of familiar printed words. Writing involves transcription (spelling and handwriting) and composition (articulating ideas and structuring them in speech, before writing).</td></tr>
<tr><td>Comprehension
Taught during reading sessions each week</td><td>Story time class texts
Three Little Pigs</td><td>Story time class texts
Elves & the Shoemaker</td><td>Story time class texts</td><td>Story time class texts
Jack & the Beanstalk</td><td>Story time class texts
Three Billy Goats Gruff</td><td>Story time class texts
The Little Red Hen</td></tr>
<tr><td rowspan="2">Word Reading</td><td colspan="2">Read CVC words with code knowledge:
a/i/m/s/t/n/p/o/b/c/g/h/d/f/v/e/k/l/r/u/
Read short phrases with taught code knowledge and CEWs</td><td colspan="2">CVC and CCVC/CVCC words with previous code knowledge plus:
j/w/z/x/y/ff/ll/ss/zz
Read short phrases and sentences with taught code knowledge and CEWs</td><td colspan="2">CCVCC, CVCCC, CCCVC and digraph words previous code knowledge plus:
sh/ch/th/ck/wh/ng/qu/ai/ee/igh/oa/or
Read sentences with taught code knowledge and CEWs</td></tr>
<tr><td colspan="6">Common Exception Words are taught throughout the year matched to the phonics programme and reading scheme.</td></tr>
<tr><td>Writing</td><td colspan="2">Breaking speech into words
Mark making for meaning
Writing CVC words and simple phrases</td><td colspan="2">Writing for different purposes
Writing CVC and CCVC/CVCC words
Write simple phases and sentences</td><td colspan="2">Writing for different purposes
Writing CCVCC, CVCCC, CCCVC and digraph words
Write sentences using capital letters and full stops</td></tr>
<tr><td>Sounds-Write</td><td colspan="2">Initial Code
Unit 1 – 6
CVC</td><td colspan="2">Initial Code
Unit 7 – 9
CVC and CCVC/CVCC</td><td colspan="2">Initial Code
Unit 10 - 11 onwards
CCVCC, CVCCC, CCCVC and digraphs</td></tr>
<tr><td rowspan="3">Mathematics

At Ashby Hill Top, we adopt the White Rose and NCETM approach to teaching Maths and adapt these scheme to meet the needs of our children.</td><td colspan="7">Developing a strong grounding in number is essential so that all children develop the necessary building blocks to excel mathematically. Children should be able to count confidently, develop a deep understanding of the numbers to 10, the relationships between them and the patterns within those numbers. By providing frequent and varied opportunities to build and apply this understanding - such as using manipulatives, including small pebbles and tens frames for organising counting - children will develop a secure base of knowledge and vocabulary from which mastery of mathematics is built. In addition, it is important that the curriculum includes rich opportunities for children to develop their spatial reasoning skills across all areas of mathematics including shape, space and measures. It is important that children develop positive attitudes and interests in mathematics, look for patterns and relationships, spot connections, ‘have a go’, talk to adults and peers about what they notice and not be afraid to make mistakes.</td></tr>
<tr><td>Number</td><td colspan="2">Getting to know you
Match, sort and compare
Talk about measure and patterns
It’s me 1, 2, 3
Circles and triangles</td><td colspan="2">Alive in 5
Mass and capacity
Growing 6, 7, 8
Length, height and time
Building 9 and 10</td><td colspan="2">To 20 and beyond
How many now?
Manipulate, compose and decompose
Sharing and grouping
Visualise, build and map</td></tr>
<tr><td>Numerical Patterns</td><td colspan="2">1, 2, 3, 4, 5
Shapes with 4 sides</td><td colspan="2">Explore 3D shapes</td><td colspan="2">Make connections</td></tr>
<tr><td rowspan="6">Understanding the World
 </td><td colspan="7">Understanding the world involves guiding children to make sense of their physical world and their community. The frequency and range of children’s personal experiences increases their knowledge and sense of the world around them – from visiting parks, libraries and museums to meeting important members of society such as police officers, nurses and firefighters. In addition, listening to a broad selection of stories, non-fiction, rhymes and poems will foster their understanding of our culturally, socially, technologically and ecologically diverse world. As well as building important knowledge, this extends their familiarity with words that support understanding across domains. Enriching and widening children’s vocabulary will support later reading comprehension.</td></tr>
<tr><td rowspan="2">Past and Present</td><td>Compare now to pre-school</td><td>Emmeline Pankhurst: voting and democracy
Remembrance Day
Bonfire Night</td><td>Ashby in the past</td><td>London in the past
Queen Elizabeth II</td><td>World in the past</td><td>Compare self now to the start of the year</td></tr>
<tr><td colspan="2">We’re 5 project: family, school uniform and homes</td><td colspan="2">We’re 5 project: weekend and hobbies</td><td colspan="2">We’re 5 project: days out, holidays and transport</td></tr>
<tr><td rowspan="3">People, Culture and Communities</td><td colspan="6">EYFS will take part in the whole school ‘Hello Alphabet’ project. Each week we will learn how to say hello in a different language.</td></tr>
<tr><td colspan="6">Whole school RE themes throughout the year:
Where do we belong? What stories are special and why? Which people are special and why? What places are special and why? What times are special and why?</td></tr>
<tr><td>My school community
European Day of Languages</td><td>My family
Celebrations from children’s heritage
Christmas
Hanukkah
Birthdays
Road Safety Week
Friendship Week</td><td>My community
Ashby
Chinese New Year
Pancake Day</td><td>Easter
London
David Attenborough</td><td>Hot & cold places
7 wonders of the world</td><td>Special people: moving to Y1</td></tr>
<tr><td>The Natural World</td><td>My school environment
Seasonal change: Autumn</td><td>Hibernation and Migration:
hedgehog run and bird boxes</td><td>Seasonal change: Winter
Ashby</td><td>Seasonal change: Spring
Lifecycles: chicks</td><td>Seasonal change: Summer
Plant care: sunflowers</td><td>Shadows
Heating and cooling</td></tr>
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			Decay: Pumpkin		London British Science Week	**Decay:** sunflowers Floating and sinking	**Materials:** designing and making
Expressive Arts & Design	The development of children's artistic and cultural awareness supports their imagination and creativity. It is important that children have regular opportunities to engage with the arts, enabling them to explore and play with a wide range of media and materials. The quality and variety of what children see, hear and participate in is crucial for developing their understanding, self-expression, vocabulary and ability to communicate through the arts. The frequency, repetition and depth of their experiences are fundamental to their progress in interpreting and appreciating what they hear, respond to and observe						
	Creating with Materials	**Paint** • Brush skills: load brush, clean brush **Drawing** • pencils: hold and grip Loose Parts art family members and introduce to Loose Parts art area	**Paint** • Brush skills: application of paint – thick and thin brushes • brushstrokes – zig-zag, dots **Drawing – pencils** • dark and light lines • top and side of pencil • sketching line **Sculpture – paper** • fold, rip, scrunch Intro Van Gogh – whole school artist	**Paint** • colour mixing – shades/tint/primary **Drawing – pastels** • dark and light lines • top and side of pencil • sketching line **Sculpture – 3D malleable** • rolling, cutting, twisting, moulding Intro Barbara Hepworth – Whole school artist	**Sculpture – paper** • 3D arrangements Intro Henri Matisse – whole school artist	**Print – all flower based** • Press (into malleable), roll, stamp • Ready made • Unusual objects • Make your own Life and work of Van Gogh Sunflowers Intro whole school - Andy Warhol	**Sketching** Shadow art in style of Goldsworthy Outdoor summer/seasonal sketching Healthy food picnic
	Being Imaginative and Expressive	EYFS follow Charanga scheme for work for music. The scheme has core knowledge and skills with Musical Activities that embed pulse, rhythm and pitch, explore voices and classroom instruments. There is a permanent home corner in the classroom that has topical and seasonal enchantments throughout the year					
		Half Termly Traditional Tale					
		EYFS learn a new song each week. These are sent home on QR codes which are also available in our music area in the classroom provision					
		Introduction to home corner Introduction to Storytelling area Introduction to Traditional Tales area Songs and rhymes Role play of first-hand experiences	Nursery rhymes and song with performance time Happy Birthday in different languages Christmas songs Hannukkah songs	Nursery rhymes and song with performance time Theme based storytelling	Nursery rhymes and song with performance time Theme based storytelling	Nursery rhymes and song with performance time Theme based storytelling	Nursery rhymes and song with performance time Theme based storytelling