Curriculum Map – Windsor Class EYFS 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 – 7 weeks	Autumn 2 – 7 weeks	Spring 1 – 6 weeks	Spring 2 - 6 weeks	Summer 1 – 5 weeks	Summer 2 –7 weeks
Possible Themes	**Marvellous Me!** 	**Sparkle and shine!** 	**Once upon a time!** 	**Seeds, bugs and beasts!** 	**Superheroes!** 	**Let's Discover!** 
The Big Question	**How am I special?**	**How do people celebrate special times?**	**What makes a good story?**	**How can I care for nature?**	**Who is a real-life superhero?**	**What can we see and hear at the seaside?**
Interests/Lines of Enquiry These themes may be adapted at various points to allow for children's interests to flow through the provision	Starting school/settling in My new class School routines New Beginnings My family/My pets Being kind Autumn Celebrating Difference What makes me special Like and dislikes	Bonfire Night Remembrance Sunday Diwali Advent & Christmas	Investigating a crime scene - who did it? Exploring the settings for different stories, Building dens / houses using different materials. Which one is strongest / waterproof? How can we check?	Lifecycles of a plants and minibeasts Bug Hunt What are insects? Habitats Animals around the world Climates / Hibernation Down on the Farm Mini Beasts Animals on the Farm Night and day animals	Emergency Services Heath Care Workers School Staff Council Workers Hospitality Workers Transport Workers	Pirates Off on holiday / clothes Where in the world shall we go? Send me a postcard! Marine life Fossils – Mary Anning Seasides in the past Compare: Now and then! Seaside art
Cultural capital and enrichment	School tour Harvest festival Helena Visit – Godly Play	Nativity	Fairytale day Chinese new year Valentines day	Caterpillars Pancake day World book day Mothers day	Posting letters Visits from real life superheroes Superhero day	Sports day Wheels day Teddy Bear's Picnic
Roleplay areas	Home corner Building site outside Pumpkin patch	Home corner- Christmas theme	Cosy cottage Three little pigs houses outside	Vets Farm	Doctors School	Travel agents Pirate ship

Personal, Social and Emotional Development Self-regulation Managing Self Building Relationship	**We will be learning to…** Recognise that we are an important person in our class. Be a good friend to others and know what that means and involves. Manage own needs e.g. fastening coat, putting on shoes. 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.	**We will be learning to…** Recognise that we are an important person in our class and school. 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 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.	**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. Be resilient and persevere when we find an activity challenging when working in the inside and outside learning environment. Form positive relationships with adults and friendships with peers. Manage own self-care needs. .	**We will be learning to…** Consider and talk about how others may be feeling or what they might be thinking during different activities. Explain the reasons for rules, know right from wrong and try to behave accordingly. (ready, respectful, safe) 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.	**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. Be confident to try new activities and show independence, resilience and perseverance in the face of challenge. 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.	**We will be learning to…** Be resilient and persevere when we find an activity challenging when working in the inside and outside learning environment. 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. Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.
Physical Development Gross Motor Skills Fine Motor Skills	**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.
	Throughout the year we will… Take part in 'funky fingers' activities so that we can use a range of tools with care, control and confidence. Develop our tripod grip when using a pencil or pen. Hold and use scissors with increasing confidence and control.					

Communication and Language Listening, attention and understanding Speaking	We will be learning to… Understand how to listen carefully and why listening is important. 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?	We will be learning to… Connect one idea to another using a range of connectives. 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	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. 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	We will be learning to… Engage in non-fiction books about animals, learning and using new vocabulary from them. 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.)	We will be learning to… Use new vocabulary in different activities and areas of learning. 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	We will be learning to… Engage in non-fiction books about transport, learning and using new vocabulary from them. 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.
Literacy	**Literacy tree** Where the Wild Things Are <u>Additional Texts:</u> The Colour Monster Families, Families, Families Owl Babies	**Literacy tree** Look Up <u>Additional Texts:</u> Little glow Hello autumn/winter When's my birthday Bonfire Night Hanukkah Rama and Sita Meet the weather The Nativity Leaf man	**Literacy tree** Little Red The Magic Paintbrush <u>Additional Texts</u> The Gingerbread Man The Three Little Pigs The Little Red Hen Goldilocks Rapunzel: A Rebel Fairytale The three little pigs There is no dragon in this story Little Red: A Rebel Fairytale	**Literacy tree** The Tiny Seed <u>Additional Texts</u> What the Ladybird heard What to do with a tail like mine The Very Hungry Caterpillar Aghh Spider! The great pet sale The girl who loves bugs	**Literacy tree** Izzy Gizmo <u>Additional Texts:</u> Supertato My Mum is a superhero My Dad is a superhero A superpower like mine Eliot midnight superhero	**Literacy tree** The Night Pirates <u>Additional Texts</u> Martha Maps it Out Clean Up Lighthouse Keeper' s Lunch Billy's Bucket Commotion in the Ocean Pirates love Underpants
Diversity Texts	**BAME**	**Cultural Diversity**	**Neurodiversity**	**Physical Disabilities**	**Different families**	

To be read throughout the year during story time session	So much Shine Lulu's first day Baby goes to market Mommy saying Full, full full of love Maisie's Scrapbook Jabari jumps	The big book of families Maisie's scrapbook Hats of faith The Jasmine Sneeze Golden domes and silver lanterns We are all Welcome. Shu Lin's Grandpa Hats of Faith	Through the eyes of me Loud A Friend for Henry We're all wonders Incredible you I see things differently Because What makes me a me?	Amazing Susan Laughs What happened to you? Its ok to be different When Charlie met Emma Only one you Don't call me special Happy to be me Millie gets her super ears	Two Homes My pirate mums Love makes a family The girl with two dads We are family More people to love me Our class is a family Love makes a family Heather has two mummies	
Comprehension Word Reading Writing	**We will be learning to…** **Comprehension** Children will independently look at a book, hold it the correct way and turn pages. **Word Reading** Children will segment and blend sounds together to read words. **Writing** Children will give meanings to the marks they make.	**We will be learning to…** **Comprehension** Children will engage and enjoy an increasing range of books. **Word Reading** Children will begin to read captions and sentences. **Writing** Children will form letters correctly	**We will be learning to…** **Comprehension** Children will act out stories using recently introduced vocabulary. **Word Reading** Children will recognise taught digraphs in words and blend the sounds together. **Writing** Children will write words representing the sounds with a letter/letters	**We will be learning to…** **Comprehension** Children will be able to talk about the characters in the books they are reading. **Word Reading** Children will read words containing tricky words and digraphs **Writing** Children will write labels/phrases representing the sounds with a letter/letters	**We will be learning to…** **Comprehension** Children will retell a story using vocabulary influenced by their book. **Word Reading** Children will read longer sentences containing phase 4 words and tricky words. **Writing** Children will write words which are spelt phonetically	**We will be learning to…** **Comprehension** Children will be able to answer questions about what they have read. **Word Reading** Children will read books matched to their phonics ability. **Writing** Children will write simple phrases and sentences using recognisable letters and sounds.
	Throughout the year we will… Read and re-read familiar texts with words, simple phrases and sentences made up of words with known letter–sound correspondences and a few exception words. Form lower-case and capital letters correctly.					
Phonics **At St John's we follow Essential Letter** ELS developed by Knowledge Schools Trust Essential Letters and Sounds	Consolidate Phase 1 <u>Phase 2</u> **Week 1 (14/09/26):** s/a/t/p **Week 2**: i/n/m/d I, the, no **Week 3:** g/o/c/k put, of, it **Week 4:** Ck, e, u, r to, go, into **Week 5:** **Assess and review** pull **Week 6:** h/b/f/ll as, his	Phase 3 <u>Phase 3</u> **Week 1:** j/v/w/x he, she, buses **Week 2:** y/z/qu/ch we, me, be **Week 3:** Sh/th/ng/nk **Week 4:** ai/ee/igh/oa was, her **Week 5:** **Review** **Week 6:** **Review** **Week 7:** **Assessment week**	Phase 3 **Week 1:** oo **Week 2:** ar/ur/oo/or they, all, are **Week 3:** ow/oi/ear/air **Week 4:** ure/er/ow ball, tall **Week 5:** **Assess review** when, what **Week 6:** **Review**	Consolidation **Week 1:** Said, so, have **Week 2:** Were, out, like **Week 3:** Some, come, there **Week 4:** Little, one, do **Week 5:** Children, love **Week 6:**	Consolidation based on assess and review	Phase 5 **Week 1:** ay/ou/ie/ea **Week 2:** oy/ir/ue/aw **Week 3:** wh/ph/ew/oe **Week 4:** au/ey/a-e/e-e **Week 5:** **Assess and Review** **Week 6:** i-e/o-e/u-e/c

Mathematics	**We will be learning to…** Opportunities for settling in, introducing the areas of provision. Key times of the day, class Routines. Exploring the continuous provision inside and out. Where do things belong? Positional language Count objects, actions and sounds accurately and with confidence. Subitise. numbers 1-6	**We will be learning to…** Use talk to compare length, weight and capacity of different items. Continue, copy and create repeating patterns using colours, shapes and everyday objects. Name different 2D shapes, recognise and find similarities and differences between them.	**We will be learning to…** Count objects, actions and sounds accurately and with confidence. Subitise numbers 1-6 Match the correct numeral to a set of objects up to 10 and beyond. Explore number bonds for numbers 0–5 and some to 10.	**We will be learning to…** Find a number that is 'one more than/one less than' a given number. Explore the composition of numbers to 10. Recall number bonds for numbers 0–5 and some to 10. Subitise numbers.	**We will be learning to…** Understand the 'one more than/one less than' relationship between consecutive numbers. Explore the composition of numbers to 10. Automatically recall number bonds for numbers 0–5 and some to 10.	**We will be learning to…** Count objects beyond ten. Understand the 'one more than/one less than' relationship between consecutive numbers. Explore the composition of numbers to 10. Recall number bonds for numbers 0–5 and some to 10.
Understanding the World Past and Present People, Culture and Communities Natural World	**Our History questions** How have I changed? Who is in my family? **Our Geography question** Where in the world do I live? **Our Science question** What are my senses?	**Our History questions** How have birthdays changed? What was Christmas like a long time ago? **Our Geography question** How do other people celebrate? **Our Science questions** How does it work? What is it changing?	**Our History question** How has my school changed? **Our Geography question** What is it like at school? **Our Science question** What is the weather like today?	**Our Geography question** Where do animals live? **Our Science question** How do animals grow and change?	**Our History question** Were there doctors and nurses a long time ago? **Our Geography question** What jobs do people have in my community? **Our Science question** Who helps me to keep my body healthy?	**Our History question** How have vehicles changed? **Our Geography question** Where did you go on holiday? **Our Science question** How do toy vehicles work? What is happening to my ice lolly?
	Throughout the year we will… Explore the natural world around us and talk about what we see, hear and feel whilst outside. Understand the effect of changing seasons on the natural world around us.					

Expressive Art and Design Creating with Materials Being Imaginative and Expressive	**Art question** Can I identify and incorporate a variety of colours in my artwork? **DT question** Can I create a memory box?	**Art question** How will I print my own celebration wrapping paper? **DT question** What do I need to create a Christmas decoration?	**Art question** How can I use what I find in the garden to create a picture? **DT question** How will I build a den?	**Art question** Which artists have painted pictures of animals? **DT question** How will I create a 'hatching' animal?	**Art question** How will I create a superhero cityscape? **DT question** How will I create a model of an emergency vehicle?	**Art question** Which artists have painted pictures of the seaside? **DT question** How will I make a fruit smoothie ice lolly?
Music						
Religious Education	RE Today Why is the word God so important to Christians?	RE Today Why do Christians perform Nativity plays at Christmas? (Why is Christmas special for Christians?)	RE Today Being special: where do we belong?	RE Today Why do Christians put a cross on their Easter Garden? (Why is Easter special to Christians?)	RE Today Which places are special and why?	RE Today Which stories are special and why?
PE						
PSHE						
British Values Where this might be seen in EYFS:	**Mutual respect** Sharing outside area; School rules; Faith Weeks; Visitors to talk to children such as a Hindu or Sikh; Festivals and celebrations such as Diwali and Chinese New Year; Links to our Core Values; supporting charities	**Mutual Tolerance** In addition to previous: Anti-bullying week; Faith week; Celebrations from all cultures; Children in Need;	**Rule of law** In addition to previous: School rules; Class rules; Encouraging cooperation; Nursery and Reception working as one unit; People who Help Us; stranger danger; safeguarding; Team games in PE or outside	**Individual liberty** In addition to previous: Teaching in our RE and Journey in Love; Exploring our differences; How we are all unique;	**Democracy** In addition to previous: Collective worship; speaking and listening at circle times; developing social skills;	**British Values** In addition to previous: Our World- RE topic;