

Reception Curriculum

2026-2027

Our vision: We unite together to enable all to prosper in every aspect of their life.





St James & St John Church of England Primary School

Curriculum Overview EYFS 2026-2027



Our Curriculum Intent

This Long-Term Plan outlines the intended progression of knowledge, skills and experiences across the Reception year. It has been carefully designed to provide a broad, balanced and ambitious curriculum that builds progressively over time, ensuring children develop the knowledge, skills and attitudes needed to flourish in Year 1 and beyond. The document maps how knowledge and skills are developed through carefully sequenced learning experiences, meaningful contexts and high-quality interactions. It provides repeated opportunities for children to revisit, practise and apply their learning, enabling them to become confident, resilient and independent learners. Whilst this plan provides a clear overview of curriculum progression, it remains responsive to the interests, needs and developmental stages of each child. Teaching is adapted through ongoing assessment and responsive practice to ensure every child is supported, challenged and able to make excellent progress. Learning is underpinned by meaningful play, rich language experiences, high-quality interactions and first-hand opportunities that inspire curiosity, creativity and a lifelong love of learning.

Our Reception Curriculum Principles

At St James & St John Church of England Primary School, we believe every child deserves an ambitious, language-rich and nurturing curriculum that enables them to flourish academically, socially, emotionally and physically. Our Reception curriculum is carefully designed around the following principles, ensuring children develop the knowledge, skills and attitudes they need to thrive in Year 1 and beyond.

Child-Centred

Children are at the heart of every decision we make. Learning builds upon children's interests, prior experiences and individual needs whilst ensuring all children access a broad, balanced and ambitious curriculum.

Learning Through Play

Play is central to our curriculum. Children learn through meaningful, purposeful and carefully planned play experiences that encourage exploration, curiosity, creativity and independence. Adults skillfully extend learning through high-quality interactions, questioning and modelling.



St James & St John Church of England Primary School

Curriculum Overview EYFS 2026-2027



Language-Rich Environment

Communication and language underpin every aspect of our curriculum. High-quality interactions, storytelling, Helicopter Stories, Drawing Club, singing, rhyme and explicit vocabulary teaching ensure children develop the language needed to think, communicate and succeed.

Sequential Curriculum

Knowledge and skills are carefully sequenced so learning builds progressively throughout the year. Children revisit key concepts regularly, allowing them to deepen their understanding and make meaningful connections across the curriculum.

High Expectations for All

We believe every child is capable of achieving highly. Through carefully planned teaching, appropriate challenge and timely support, all children are encouraged to become resilient, independent and confident learners.

Learning Through First-Hand Experiences

Meaningful experiences, visitors, educational visits and exploration of the natural world provide memorable opportunities that enrich learning and help children make sense of the world around them.

Physical Development as the Foundation for Learning

We recognise that strong gross motor, fine motor and pre-writing skills provide the foundations for successful learning. Daily opportunities for movement, outdoor play, Dough Disco, scarf dancing, finger strengthening and carefully planned pre-writing activities develop the coordination, strength and control required for fluent handwriting and lifelong physical wellbeing.

Reading at the Heart of the Curriculum



St James & St John Church of England Primary School

Curriculum Overview EYFS 2026-2027



Books are central to our curriculum. Carefully selected high-quality texts inspire curiosity, develop vocabulary and provide meaningful contexts for learning across all areas of the curriculum, fostering a lifelong love of reading.

Inclusive and Responsive Practice

We celebrate every child's uniqueness and recognise that children develop at different rates. Through observation, assessment and responsive teaching, learning is adapted to ensure every child can thrive and make excellent progress.

Strong Partnerships

Positive relationships with families are fundamental to children's success. We work closely with parents and carers to build strong partnerships that support children's learning both at school and at home.

Our EYFS Daily Rhythm

	<u>Autumn 1</u>	<u>Autumn 2</u>	<u>Spring 1</u>	<u>Spring 2</u>	<u>Summer 1</u>	<u>Summer 2</u>
<u>Half- term themes</u>	'Adventure awaits'	'Around the world'	'Winter magic'	'Growing and changing'	'Roars, waves and wonders'	'Journeys, heroes and holidays'
<u>Core texts</u>	Our Class is a Family What the Ladybird Heard The Hungry Caterpillar Handa's Surprise The Lion Inside We're going on a bear hunt	Leaf Man Binny's Diwali Owl babies Night monkey, Day monkey Whatever next The circles all around us Twas the Night before Christmas	Jack Frost Bear snores on Lost and Found Oi Frog! The Great Race Mr Wolf's Pancakes	Elmer and the Rainbow Stuck Superworm Once upon a Raindrop Jack and the Beanstalk	Katie Morag and the Tiresome Ted Only One You The boy who unplugged the sea My first book of dinosaurs The 3 little pigs	Supertato The Bumble Bear The Train Ride Are you a spider? Goldilocks and the 3 bears Simon sock



St James & St John Church of England Primary School

Curriculum Overview EYFS 2026-2027



	Little Red Riding Hood				The dinosaur who pooped a planet Lighthouse Keepers Lunch	
<u>Linked texts</u>	The Invisible String A Squash and a Squeeze The Bad-Tempered Ladybird Handa's Hen The Koala who could The Gruffalo	The Leaf Thief The Best Diwali Ever Ruby's Worry The Owl Who Was Afraid of The Dark The Way Back Home Stick Man The Nativity Story	The Storm Whale The Gruffalo's Child The Bear and the Piano Room on the Broom The Tiger Who Came to Tea	Elmer Perfectly Norman Mad about Minibeasts Come on, Rain! Oliver's Vegetables The Enormous Turnip	The Lighthouse Keepers Rescue All Are Welcome Sharing a Shell Harry and the Dinosaurs go to school The Three Little Wolves and the Big Bad Pig The Rainbow Fish	Evil Pea Rules The Odd Egg Duck in the Truck The Very Busy Spider Goldilocks and Just One Bear A Letter to My Class on the Last Day of School
<u>Songs, Rhymes and Poems</u>	Twinkle Twinkle Little Star If You're Happy and You Know It Heads, Shoulders, Knees and Toes The Wheels on the Bus	Rudolph the Red Nose Reindeer When Santa Got Stuck Up the Chimney I'm a Little Snowman Jingle Bells	Five Little Ducks The Animals Went In 2 by 2 Old McDonald had a Farm It's a Small World Poems celebrating	Dingle Dangle Scarecrow There's a Worm at the Bottom of my Garden Tiny Caterpillar I'm Bringing Home my Baby Bumble Bee	A Sailor Went to Sea Row Row the Boat Down at the Station The Day I went to Sea Tiny Turtle	10 Green Bottles Incy Wincey Spider Humpty Dumpty Miss Polly had a Dolly Alice the Camel One, Two Buckle My Shoe



St James & St John Church of England Primary School

Curriculum Overview EYFS 2026-2027



	One Finger, One Thumb 10 Fat Sausages	Christmas Poems 5 Little Men in a Flying Saucer 5 Currant Buns	different cultures and families	Mary Mary Quite Contrary Five Little Ducks	1, 2, 3, ,4, 5 Once I Caught a Fish Alive This Little Piggy	
<u>Song of the Year</u> Each Reception class shares a special 'Song of the Year' that becomes part of our daily rhythm. As we come together at the end of each day, our chosen song provides a calm opportunity to reflect, celebrate our learning and strengthen our sense of belonging as a class community. Over time, this shared tradition becomes a treasured memory of children's Reception journey. 2026–2027 Song of the Year: A Million Dreams (The Greatest Showman)						
<u>Enrichment Experiences</u>	20 th Anniversary Celebration Listening walk around local area	Nativity Production Pantomime	Pancake Day World Book Day Winter walk	Easter Eggstravaganza Waddesdon Manor Trip Farm talk from local farmers	Gulliver's Farm and Dinosaur Trip Planting in outside area	Beach Day People who help us visit
<u>Parental engagement</u>	Harvest Assembly 20 th Anniversary Celebration	Parent's Evening Nativity Production Games afternoon		Mother's Day Assembly Farm talk from local farmers (Parent in class)	Parent's evening Games afternoon	Marvellous Men EOY Reports Sports Day
<u>Our values Assemblies/ Circle time</u>	<u>Mutual respect</u> We are all unique. We	<u>Mutual Tolerance</u> Everyone is	<u>Rule of law</u> We all know that we have	<u>Individual liberty</u> We all have the right to	<u>Democracy</u> We all have the right to be	<u>Recap all British Values</u> Fundamental British Values



St James & St John Church of England Primary School

Curriculum Overview EYFS 2026-2027

These will mirror the principles and values of our school. We will 'dip in and out of each area' each term as and when we need to. Children will also attend collective worship 3 times a week for singing, church assembly and a celebration assembly.	respect differences between different people and their beliefs in our community, in this country and all around the world. All cultures are learned, respected, and celebrated.	valued, all cultures are celebrated and we all share and respect the opinions of others. Mutual tolerance of those with different faiths and beliefs and for those without faith.	rules at school that we must follow. We know who to talk to if we do not feel safe. We know right from wrong. We recognise that we are accountable for our actions. We must work together as a team when it is necessary.	have our own views. We are all respected as individuals. We feel safe to have a go at new activities. We understand and celebrate the fact that everyone is different.	listened to. We respect everyone and we value their different ideas and opinions. We have the opportunity to play with who we want to play with. We listen with intrigue and value and respect the opinions of others.	underpin what it is to be a citizen in a modern and diverse Great Britain valuing our community and celebrating diversity of the UK. Fundamental British Values are not exclusive to being British and are shared by other democratic countries
<u>Assessment opportunities</u>	RWI Assessments Speechlink Sound Assessment Baseline	RWI Assessments Speechlink Language Assessment Checkpoint assessment	RWI Assessments CEW Assessment	RWI Assessments Checkpoint assessment for Reading, Writing, Maths	RWI Assessments CEW Assessment	RWI Assessments EYFSP- EOY Data Checkpoint assessment for



St James & St John Church of England Primary School

Curriculum Overview EYFS 2026-2027



		Name writing Assessments	for Reading, Writing, Maths CEW Assessment Pupil Progress Meetings		CEW Assessment Pupil Progress Meetings		Reading, Writing, Maths CEW Assessment
<u>Communication and Language</u>	Overview	Communication and Language is at the heart of our Early Years curriculum and underpins all areas of learning. We provide a language-rich environment where children are immersed in high-quality conversations, stories, songs, rhymes and purposeful play. Through carefully planned interactions, Helicopter Stories, storytelling, role play and explicit vocabulary teaching, children develop confidence as communicators, becoming attentive listeners and articulate speakers who can express their ideas, ask questions and engage meaningfully with others. Adults model ambitious vocabulary, extend children's thinking through sustained shared conversations and provide meaningful opportunities for children to listen, respond and communicate with confidence. Communication and language is developed throughout every aspect of our curriculum through high-quality interactions, sustained shared thinking, storytelling, play, first-hand experiences and a language-rich learning environment.					
	ELG Statements	<u>ELG: Listening, Attention and Understanding</u> Children at the expected level of development will: -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. <u>ELG: Speaking</u>					



St James & St John Church of England Primary School

Curriculum Overview EYFS 2026-2027



		Children at the expected level of development will: -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.					
	<u>Listening, Attention and Understanding</u>	Listens to others in one-to-one or small groups when conversation interests them. Showing sustained attention when listening to rhymes, songs and stories and beginning to recall key phrases. Begin to shift attention when required.	Maintain attention for short periods of time in new situations e.g., during assembly times as well as familiar ones. Can stay with a self-selected task for longer periods of time. Know how to listen carefully e.g., look at the speaker,	Listen attentively in a range of situations. Maintains focused attention, concentrating and sitting quietly for short periods of time in the classroom. Stays with an activity that has been set by an adult, not just a self-chosen task. Listens to	Listens to and understand instructions about what they are doing, whilst busy with another task. Keeps play going in response to the ideas of others and engage in conversation relevant to play theme. Ask questions to find out more details, showing an	Ask and answer 'what', 'when', 'where', 'how' questions relevant to what they are doing at that moment. Make relevant comments, actions, and questions in response to what they hear. Asks questions more regularly to clarify understanding. Listens and responds to	Listen attentively and respond to what they hear with relevant questions, comments, and actions. Attends to others in play, plays co-operatively with others and can pretend to be someone else talking. Engages in back and forth exchanges with



St James & St John Church of England Primary School **Curriculum Overview EYFS 2026-2027**

		Can recall events from a familiar story Beginning to understand how and why questions. Follow a two part instruction.	think about what they are saying. Make relevant comments when listening to stories and answer a why question based upon what has been read. Link events in a story to their own experiences.	peers when engaging in play. Begin to ask questions to check they understand what they have heard. Respond appropriately and make relevant comments about what they have heard.	interest in a particular topic.	ideas expressed by others in conversation discussion or during play. Use new vocabulary and knowledge from non-fiction books in conversation and in play. Show understanding of 'how', 'why' and 'where' questions.	both peer and adults. Understands questions such as who; why; when; where and how. Understand that words can be put into groups or categories and give examples from each category, such as animals, vehicles, food etc. Use words correctly to demonstrate understanding.
	<u>Speaking</u>	Use short simple sentences of 4-6 words to communicate, sometimes using conjunctions. Use talk to	Use intonation to make meaning clear to others. Start a conversation with peers and	Uses language to imagine and recreate roles and experiences in play situations.	Use well-formed sentences to share their thoughts and ideas. Use talk to clarify thinking,	Uses talk to organise, sequence and clarify thinking, ideas, feelings, experiences, and events.	Speak clearly in well-formed sentences with some detail. Use new vocabulary in different



St James & St John Church of England Primary School **Curriculum Overview EYFS 2026-2027**

		organise themselves and their play. Begin to talk about things that are of particular importance to them. Uses spoken language to answer questions from others.	a familiar adult. continuing for many turns. Retell a past simple event e.g., how they fell over. Extends vocabulary, especially by grouping and naming, exploring the meaning and sounds of new words. Orally compose a sentence and hold it in memory to share with others. Talks more extensively about things that are of particular	Begin to demonstrate the use of past tense verbs such as ran or fell, with some accuracy. Recount events that have happened in detail. Begin to independently use simple conjunctions in talk to link thoughts such as 'and' and 'because'.	connect ideas and share thinking with others. Retell and/or create their own stories for a teacher to scribe. Use simple conjunctions such as 'and' and 'because' with increasing confidence. Use talk to help solve problems and organise thinking and activities. Demonstrate the use of past tense verbs such as ran or fell with increasing confidence and begin to use future tense within oral	Use a range of tenses with increasing accuracy. Introduces a storyline or narrative into their play using learnt vocabulary. Uses talk to solve problems collaboratively. Adapt language for different situations.	contexts. Use past, present, and future tenses when in conversation with peers and adults. Use conjunctions to extend and articulate their ideas, join phrases with words such as 'if', 'so', 'could', 'because'. Offer explanations, using new vocabulary, during 1:1, small group, and whole class discussions. Explain ideas clearly. Justify opinions. Predict and reason.
--	--	--	---	--	---	---	---



St James & St John Church of England Primary School

Curriculum Overview EYFS 2026-2027



			importance to them.		sentences such as 'I will play outside'.		
	<u>Vocabulary Progression</u>	Learn and use everyday classroom vocabulary. Name familiar objects, people and emotions. Join in with repeated story language and nursery rhymes. Begin to use new vocabulary from high-quality texts during play.	Use topic-specific vocabulary during play and adult-led activities. Describe events using increasingly detailed language. Begin to explain ideas using recently taught words.	Use new vocabulary independently during conversations, storytelling and play. Learn and use subject-specific vocabulary linked to current learning. Ask questions to clarify understanding.	Use ambitious vocabulary from stories and learning experiences in different contexts. Explain thinking using a widening range of vocabulary. Use language to compare, predict and describe.	Confidently use recently taught vocabulary across the curriculum. Choose precise words to explain ideas, solve problems and discuss learning.	Use an increasingly ambitious vocabulary across all areas of learning, explaining ideas, making links and adapting language for different purposes and audiences.
	<u>Helicopter Stories</u>	Become familiar with the Helicopter Stories routine. Dictate simple ideas for an adult to scribe. Act out stories with support and begin to	Dictate simple stories with a clear beginning or familiar events. Join in confidently when acting out stories and begin to	Create simple stories with a beginning, middle and end. Develop confidence when performing stories and begin to extend	Create imaginative stories with greater detail, including characters, settings and simple problems. Use story language	Develop more complex storylines using descriptive vocabulary. Build on the ideas of others and confidently perform stories to an audience.	Independently create, dictate, perform and adapt original stories, drawing upon experiences, high-quality texts and their own imagination



St James & St John Church of England Primary School

Curriculum Overview EYFS 2026-2027



		understand story language.	include characters and settings.	ideas independently.	during independent play.		while collaborating confidently with others.
<u>Personal, Social and Emotional Development</u>	Overview	Personal, Social and Emotional Development is embedded throughout our curriculum and school values. We nurture happy, confident and resilient learners by developing positive relationships, emotional literacy and independence. Through consistent routines, play-based experiences, My Happy Mind, collaborative learning and opportunities to reflect, children learn to regulate their emotions, persevere through challenges and develop respect, kindness and empathy towards others. They develop the confidence, resilience and emotional wellbeing needed to become independent, respectful and lifelong learners. Warm, trusting relationships, consistent routines and high-quality interactions create a safe environment where every child feels valued, confident and ready to learn. Personal, Social and Emotional Development is woven throughout every aspect of school life through positive relationships, high expectations, purposeful play, reflection, collaboration and meaningful experiences.					
	ELG Statements	<u>ELG: Self-Regulation</u> Children at the expected level of development will: -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. <u>ELG: Managing Self</u>					



St James & St John Church of England Primary School

Curriculum Overview EYFS 2026-2027



		Children at the expected level of development will -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. <u>ELG: Building Relationships</u> Children at the expected level of development will: -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.					
	<u>Self- regulation</u>	Show an awareness of their own feelings and talk about a wider range of feelings. Know who to seek support from and begin to explore	Talks about their own and others' feelings and behaviour and its consequences. Can show concern for others and show	Attempts to repair a relationship or situation with support. Can show pride in achievements by showing their work to others. Explore	Seeks support, 'emotional refuelling' and practical help in new or challenging situations. Can make choices in play and	Is aware of behavioural expectations and sensitive to the ideas of justice and fairness. Will initiate an apology where	Seeks ways to manage conflict, for example through holding back, sharing, negotiation and compromise. With increasing



St James & St John Church of England Primary School

Curriculum Overview EYFS 2026-2027



		different ways to manage their emotions. Understands why rules are important and begins to follow them accordingly. Can name people in school that they can turn to if they need help or are worried. Waiting for short periods. Beginning to follow simple routines. Recognising and naming simple emotions.	awareness of how their actions may impact on others. Begin to express their feelings and consider the perspective of others. With increasing independence begin to take turns and share resources. Can usually tolerate delay when needs are not immediately met. Can say when they need help.	and use a range of learnt strategies to manage big emotions.	communicate what they need. With support develop skills to listen to the feelings of others and act accordingly.	appropriate. Show an awareness that other people respond and think differently to them. Can follow instructions, requests, and ideas in a range of situations.	independence, find strategies to successfully manage big emotions and self-regulate. Can consider the perspective of others. Can set and work towards a simple goal. Can show sensitivity to others' needs and feelings. Can manage disappointment appropriately.
	<u>Managing Self</u>	Adapting themselves to suit different	Is more aware of their relationship to	Shows confidence in speaking to	Can describe their competencies,	Has a clear idea about what they want to do in	Talk about self, abilities and



St James & St John Church of England Primary School

Curriculum Overview EYFS 2026-2027

		environments and social situations. Know what they like and dislike. Show an awareness of rules and behavioural expectations within the classroom and take on some responsibilities. Manage their own personal hygiene such as going to the toilet. Shows some independence when putting on coats, shoes, wellies etc. With support can make healthy choices and beginning to understand why	particular social groups and sensitive to prejudice and discrimination. With some support can get dressed and undressed for PE sessions. Can independently choose an area they would like to play in or resources they would like to use. Show an awareness of right and wrong.	others about their own needs, wants, interests and opinions in a familiar group. Can independently manage and communicate their own needs, including eating, drinking, accessing snack, going to the toilet, and knowing when to rest. Can talk about healthy and unhealthy foods and understand the importance of healthy food choices. Know what behaviours constitute right	what they can do well and are getting better at, describing themselves in positive but realistic terms. Can explain right from wrong and try to behave accordingly. Can independently get dressed and undressed for PE sessions. Show some resilience and perseverance when faced with challenges. Knowing it is important to work together, to look after our classroom resources and our school grounds.	their play and how they want to go about it. Can talk about their own abilities positively. Confident to try new activities and say why they like things more than others. Show resilience and perseverance in the face of challenges. Follow instructions with multiple components.	interests in positive terms. Can seek out a challenge and enjoy the process. Understand what it means to keep healthy, has knowledge of food groups, and knows exercise keeps the body healthy. Can take account of the ideas of others about how to organise an activity. Takes responsibility for equipment.
--	--	--	---	--	--	--	--



St James & St John Church of England Primary School

Curriculum Overview EYFS 2026-2027



		they are important.		and wrong. Begin to show persistence when faced with challenges.	Can reflect on the work of others and self-evaluate their own work.		
	<u>Building Relationships</u>	Starting to build constructive and respectful relationships. Engage in positive interactions with adults and peers. Play collaboratively with one or more children, sometimes initiating play. Becoming more able to leave main carers in new situations with support from a familiar adult.	Develop a particular friendship with other children, which help them understand different points of view and to challenge their own and others' thinking. Continue to build constructive and respectful relationships with others.	Is increasingly flexible and cooperative as they are more able to understand other peoples' needs, wants and behaviours. Seek familiar adults and peers to share interests with and ask for help.	Is increasingly socially skilled and will take some steps to resolve conflicts with other children by negotiating and finding a compromise; sometimes by themselves, sometimes with support. Can keep play going by cooperating, listening, speaking, and explaining. Use language to negotiate, play and organise.	Returns to the secure base of a familiar adult to recharge and gain emotional support and practical help in difficult situations. Beginning to respect a different point of view and work together in collaboration.	Is proactive in seeking adult support and able to articulate their wants and needs. Can resolve conflict and is able to compromise. Take responsibility for their own actions. Shows empathy towards others and independently includes others in play.
	<u>My HappyMind</u>	PSHE- Meet Your Brain	PSHE- Places	PSHE- Appreciate	PSHE- Relate	PSHE- Engage	PSHE- myHappy Body



St James & St John Church of England Primary School

Curriculum Overview EYFS 2026-2027



		Explore what our brain looks like and what it helps us with. Learn how to look after our brain. Learn how we can grow our brains.	Learn and recognise a range of emotions. Think about how someone might show or demonstrate different emotions. Understand you can feel a range of emotions. Start to recognise when you feel happy and safe and when you don't. Understand the different places – Happy Place, Busy Place	Learn how to be grateful for other people and how being grateful makes you feel. Learning to be grateful for activities and times we feel happy about. Learn how to be grateful for ourselves.	Learn how to be a good friend and why getting along with others is so important. Learn why listening is important and what Active Listening is. Learning about our emotions and how it feels when we are not getting along with others.	Learn what goals are and how to set goals. Learn what Big Dream Goals are. Explore what to do when goals are tricky.	Manage their own personal hygiene needs. Know and talk about the different factors that support their overall health and well-being: regular physical activity, healthy eating, teeth brushing, sensible amounts of 'screen time', having a good sleep routine, being a safe pedestrian. myHappy Relationships Build constructive and
--	--	--	---	---	--	--	--



St James & St John Church of England Primary School

Curriculum Overview EYFS 2026-2027



			and Middle Place. Begin to use different self-regulation strategies. Celebrate Learn what character strengths are and the love and kindness strength. Learn about character strengths of bravery and honesty, and teamwork and friendship. Learn about character strengths exploring and				respectful relationships. Continue developing positive attitudes about the differences between people. Express their feelings and consider the feelings of others. Show resilience and perseverance in the face of challenges. Identify and moderate their own feelings socially and emotionally.
--	--	--	---	--	--	--	--



St James & St John Church of England Primary School

Curriculum Overview EYFS 2026-2027



			learning, and love of life and our world.				Think about the perspectives of others. myHappyWorld Name and describe people who are familiar to them. See themselves as a valuable individual.
<u>Physical Development</u>	Overview	Physical Development is prioritised through a carefully planned progression of gross motor, fine motor and pre-writing experiences. Daily opportunities, including outdoor play, PE, balance bikes, Dough Disco, scarf dancing, finger gym and carefully sequenced mark-making activities, develop children's core strength, shoulder strength, coordination, balance, physical confidence and pencil control. Fine motor skills are further strengthened through threading, construction, malleable materials, tweezers, peg boards, cutting, creative activities and self-care tasks, enabling children to develop the dexterity, precision and control needed for writing and everyday independence. We recognise that secure gross and fine motor development provides the physical foundations for fluent handwriting, allowing children to become confident, capable and independent learners.					
	ELG Statements	<u>ELG: Gross Motor Skills</u> Children at the expected level of development will: -Negotiate space and obstacles safely, with consideration for themselves and others					



St James & St John Church of England Primary School

Curriculum Overview EYFS 2026-2027



		-Demonstrate strength, balance and coordination when playing -Move energetically, such as running, jumping, dancing, hopping, skipping and climbing. <u>ELG: Fine Motor Skills</u> Children at the expected level of development will: -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, paint brushes and cutlery -Begin to show accuracy and care when drawing.					
	<u>Gross Motor Skills</u>	Develop core strength, shoulder strength and body awareness through climbing, crawling, balancing, running, jumping and large body movements. Introduce balance bikes to develop balance, coordination and spatial awareness. Build	Strengthen core muscles, shoulders and upper body through climbing, hanging, balancing and obstacle courses. Develop confidence and control when riding balance bikes, improving	Refine balance, coordination and agility through increasingly challenging physical activities. Continue to develop shoulder strength and postural control to support fine motor development	Develop strength, stability and coordination through team games, gymnastics and outdoor challenges. Demonstrate improved control when changing speed, direction and negotiating equipment. Build endurance	Combine movement skills with increasing confidence, precision and control. Show good postural stability and shoulder strength during physical activities and when seated for longer periods. Ride balance bikes with	Demonstrate confident, coordinated movement across a range of physical activities. Apply balance, agility and coordination independently, showing the core strength, shoulder strength and postural control



St James & St John Church of England Primary School

Curriculum Overview EYFS 2026-2027



		confidence when moving in different ways and negotiating space safely.	balance, coordination and steering skills. Move with increasing control and awareness of others.	and handwriting. Use balance bikes confidently, negotiating space and changing direction safely.	in the large muscle groups that support writing and sustained learning.	confidence and control and begin to transfer these skills to pedal bikes with training wheels.	needed to support successful learning in Year 1. Ride pedal bikes and training wheels with confidence, when ready begin to practise without the use of training wheels.
	<u>Fine Motor Skills</u>	Develop hand strength and dexterity through construction, malleable materials and a range of tools. Begin to show a preference for a dominant hand. Use paintbrushes, pencils and other tools with increasing control. Practise	Use tools, construction equipment and malleable materials safely and with increasing control. Demonstrate a stronger hand preference and increasing pencil control. Form recognisable	Refine hand strength, dexterity and control through daily fine motor opportunities. Begin to form recognisable letters independently with an emerging tripod grip. Use scissors confidently to	Develop greater precision when using pencils, scissors and creative tools. Form recognisable letters independently with increasing consistency. Cut more complex shapes and patterns with	Consolidate the foundations of an efficient handwriting style, using a tripod grip for most writing tasks. Demonstrate increasing precision when using a range of tools across the curriculum.	Use a pencil effectively to form recognisable lower-case letters and some upper-case letters, most of which are accurately formed. Select and use a range of tools with confidence, accuracy and



St James & St John Church of England Primary School

Curriculum Overview EYFS 2026-2027



		using cutlery and begin to use scissors to make snips. Explore anti-clockwise movements, vertical lines and other early mark-making patterns. Begin to manage zips with adult support.	letters following adult modelling. Develop scissor control to cut along straight and curved lines. Create marks in a variety of directions and use cutlery independently.	cut a range of simple shapes with increasing accuracy.	control and accuracy.		precision across a variety of learning experiences.
	<u>Pre-writing Development-</u> Daily pre-writing experiences include Dough Disco, scarf dancing, finger gym, large-scale mark making, vertical drawing, construction, malleable materials, threading, tweezers, peg boards and other	Develop the physical foundations for writing through scarf dancing, Dough Disco, finger gym and large-scale mark making. Build core strength, shoulder strength, crossing the midline and anti-clockwise movements. Explore a range	Continue to develop core strength, shoulder strength and wrist rotation through daily pre-writing activities. Introduce vertical mark making, simple patterns and controlled movements. Develop an	Consolidate an effective tripod grip and develop pencil control through purposeful fine motor activities. Form pre-writing patterns confidently and begin to apply correct letter formation during adult-led sessions.	Refine letter formation, size and orientation. Increase stamina for writing through daily pre-writing activities and purposeful mark making. Continue to strengthen muscles through Dough Disco, finger gym and	Demonstrate increasing fluency when forming letters and recording ideas. Sustain correct posture, grip and pencil control across independent writing opportunities.	Demonstrate automatic pencil grip, fluent letter formation and good writing stamina. Apply secure physical skills independently to support writing across all areas of learning.



St James & St John Church of England Primary School

Curriculum Overview EYFS 2026-2027



	carefully planned activities which progressively develop children's gross and fine motor skills to support handwriting readiness.	of mark-making opportunities using whole-body movements.	effective pencil grip with support and practise pre-writing shapes.		creative activities.		
	<u>PE (S4A)</u>	PE: Introduction to PE Unit 1 To improve the knowledge and understanding of following different instructions. To improve the knowledge and understanding of the ability to move safely around others. To improve the knowledge and understanding of sharing	Forest School PE: Ball skills Unit 1 To improve knowledge and understanding of how to roll a ball towards a target. To improve the knowledge and understanding of throwing a ball towards a target.	PE: Dance To improve knowledge and understanding of different types of dinosaurs and to use actions to show the different types of dinosaurs. To improve knowledge and understanding of the different types of herbivore dinosaurs and	PE: Gymnastics To improve knowledge and understanding of individual balances in gymnastics. To improve knowledge and understanding of partner/group balances in gymnastics. To improve knowledge and understanding	Forest School PE: Athletics To improve knowledge and understanding of how to use the correct running technique. To improve knowledge and understanding on how to jump correctly using our arms and legs.	PE: Games Unit 2 To improve knowledge and understanding of how to be accurate when playing ball rolling target games. To improve the knowledge and understanding of different tag games and how working as a team can allow for success.



St James & St John Church of England Primary School

Curriculum Overview EYFS 2026-2027



		equipment with others. To improve the knowledge and understanding of our ability to take turns. To improve the knowledge and understanding of confidence in P.E. To improve the knowledge and understanding of space and how to find space. PE: Fundamentals Unit 1 To improve knowledge and understanding of different types of movements.	To improve the knowledge and understanding of catching a ball using the cup catch technique. To improve the knowledge and understanding of bouncing a ball with control. To improve the knowledge and understanding of dribbling the ball with our feet. To improve the knowledge and	to use dynamics to show a herbivore travelling. To improve knowledge and understanding of learning all the features of a carnivore dinosaur and to use facial expression and your body to show the features of a carnivore. To improve knowledge and understanding of recognising how a flying dinosaur takes off, flies and lands and to use different	of what shapes are and how they look in gymnastics. To improve knowledge and understanding of different types of jumps and shapes in gymnastics. To improve knowledge and understanding of different rolls in gymnastics. To improve knowledge and understanding of creating a performance in gymnastics. PE: Fundamentals Unit 2	To improve knowledge and understanding of how to throw a ball towards a target. To improve knowledge and understanding of what team running is and how to pass on the baton. To improve knowledge and understanding of how to jump further with control. To improve knowledge and understanding of how to throw a javelin correctly.	To improve knowledge and understanding of how to aim towards a target when playing throwing games. To improve knowledge and understanding of how to gain success in different types of jumping games. To improve knowledge and understanding of working as a team when playing team games. To improve knowledge and understanding
--	--	--	---	--	---	--	---



St James & St John Church of England Primary School **Curriculum Overview EYFS 2026-2027**

		To improve knowledge and understanding of running and stopping safely. To improve knowledge and understanding of changing direction. To improve knowledge and understanding of balancing. To improve knowledge and understanding of jumping and landing safely. To improve knowledge and understanding of coordination.	understanding of dribbling a ball with our hands.	levels to move like a flying dinosaur. To improve knowledge and understanding of how a dinosaur swims and to use call and respond to show swimming dinosaurs hunting prey. To improve knowledge and understanding of all the types of dinosaurs we have learnt and to use actions, dynamics, levels, facial expressions and call and respond to move like them.	To improve knowledge and understanding of changing speed. To improve knowledge and understanding of how to move safely when running. To improve knowledge and understanding of coordination, balancing and landing safely. To improve knowledge and understanding of how to change direction to dodge others.	of how to be successful when running and dodging. PE: Football fundamentals To learn how to dribble a ball. To learn how to keep the ball under control. To learn how to turn with the ball. To learn how to stop with the ball. To learn how to pass. To learn how to dribble past an opponent.
--	--	--	--	--	---	---



St James & St John Church of England Primary School

Curriculum Overview EYFS 2026-2027



				PE: Introduction to PE Unit 2 To improve knowledge and understanding of how to use equipment safely and controlled. To improve knowledge and understanding of taking turns with others. To improve knowledge and understanding of working with a partner. To improve knowledge and understanding of following instructions and	To improve knowledge and understanding of how to use skipping, jumping and hopping actions. To improve knowledge and understanding of throwing and catching.		To learn how to score a goal.
--	--	--	--	---	--	--	--------------------------------------



St James & St John Church of England Primary School **Curriculum Overview EYFS 2026-2027**

				working independently. To improve the knowledge and understanding of moving & stopping safely. To improve knowledge and understanding of finding space whilst under pressure.			
<u>Literacy</u>	Overview	Literacy lies at the heart of our Reception curriculum. Through high-quality texts, Drawing Club, storytelling and purposeful opportunities to draw, talk and write, children develop a love of reading alongside the knowledge and skills needed to become confident readers and writers. Carefully planned progression, combined with meaningful contexts for writing and daily opportunities to apply phonics, ensures children develop fluency, comprehension, vocabulary and confidence as communicators. Physical development and pre-writing experiences underpin handwriting readiness, enabling every child to develop fluent handwriting alongside the confidence, knowledge and skills needed to become a successful writer. Writing is supported by the carefully sequenced pre-writing progression outlined within Physical Development, ensuring children develop the physical foundations needed for fluent handwriting and sustained writing. Word reading is taught through the Read Write Inc. phonics programme. As children progress through the programme at different rates, progression is responsive to individual attainment whilst ensuring all children receive high-quality, systematic phonics teaching and regular opportunities to apply their learning. Common Exception Words are introduced progressively alongside phonics and revisited regularly to develop automatic recognition. Children read fully decodable books matched to their current Read Write Inc. phonics stage to ensure success, build					



St James & St John Church of England Primary School

Curriculum Overview EYFS 2026-2027



		fluency and foster confidence as readers. High-quality texts shared throughout the curriculum develop comprehension, vocabulary and a lifelong love of reading.
	ELG Statements	<u>ELG: Comprehension</u> Children at the expected level of development will: -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. <u>ELG: Word Reading</u> Children at the expected level of development will: -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. <u>ELG: Writing</u> Children at the expected level of development will:



St James & St John Church of England Primary School

Curriculum Overview EYFS 2026-2027



		-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.					
	<u>Comprehension</u>	Develop a love of stories through daily story time and high-quality texts. Listen attentively to stories, join in with repeated phrases and begin to talk about key events, characters and settings with adult support.	Retell familiar stories using story language and begin to answer simple questions about what has happened. Make links between stories and personal experiences and begin to predict what might happen next.	Demonstrate increasing understanding of a range of texts by discussing characters, settings and events. Make simple predictions, answer questions and begin to explain ideas using evidence from stories.	Develop comprehension through discussing a wider range of fiction, non-fiction and poetry. Retell stories in sequence, infer simple meanings and make connections between texts and real-life experiences.	Explain understanding of stories using increasingly ambitious vocabulary. Predict, discuss characters' feelings and motivations and compare different texts.	Demonstrate secure comprehension by discussing, retelling and responding to a range of texts. Explain ideas, make predictions, answer questions and draw on story language and vocabulary confidently during discussions and play.
	<u>Word Reading (Following RWI)</u>	Begin the Read Write Inc. phonics programme by learning Set 1	Continue through the Read Write Inc. programme,	Progress through the Read Write Inc. programme, developing	Continue to apply taught phonics confidently when reading books	Develop increasing fluency and confidence when reading books	Read accurately and confidently using taught phonic knowledge,



St James & St John Church of England Primary School

Curriculum Overview EYFS 2026-2027



		sounds and developing oral blending and Fred Talk. Begin to recognise and read simple Common Exception Words appropriate to individual progress.	applying Set 1 sounds to blend and read simple words and captions. Recognise and read an increasing number of Common Exception Words appropriate to individual attainment.	fluency when reading decodable words, captions and simple texts. Read and recall Common Exception Words with increasing automaticity.	matched to individual Read Write Inc. levels. Read a wider range of Common Exception Words accurately and begin to develop expression and understanding.	matched to individual phonics knowledge. Recognise and read Common Exception Words automatically and apply decoding skills independently.	progressing through the Read Write Inc. programme at an individual pace. Apply knowledge of Common Exception Words automatically and demonstrate increasing fluency, expression and understanding when reading a range of appropriately matched texts.
	<u>Writing (to include Handwriting)</u>	Give meaning to marks, develop name writing and begin to form recognisable letters. Orally segment simple words and begin	Form recognisable letters with increasing accuracy, beginning to develop consistent size	Form lower-case letters correctly with increasing consistency and begin to develop an effective	Refine letter formation, size, orientation and spacing to improve handwriting fluency. Write increasingly	Develop a fluent and increasingly automatic handwriting style using an effective tripod grip. Sustain writing for longer	Apply a fluent and legible handwriting style when writing independently. Form recognisable



St James & St John Church of England Primary School

Curriculum Overview EYFS 2026-2027



		recording initial sounds. Develop correct letter formation through daily phonics sessions and meaningful mark-making opportunities.	and orientation. Write CVC words and simple captions using taught phonics, re-reading writing to check meaning. Continue to develop pencil control and handwriting through daily practice.	handwriting style. Write simple sentences using taught phonics, finger spaces and capital letters with support, recording ideas with growing independence.	accurate sentences for a range of purposes, applying taught phonics with increasing independence.	periods, producing linked sentences with consistent letter formation and spacing. Begin to review and improve writing with adult support.	lower-case letters and some upper-case letters accurately, using appropriate spacing and presentation. Write confidently for a range of purposes, demonstrating increasing stamina, independence and pride in presentation.
	<u>Drawing Club</u>	Become familiar with the Drawing Club routine through high-quality texts and storytelling. Develop imagination by drawing and talking about	Use Drawing Club to retell familiar stories, develop vocabulary and represent ideas through detailed drawings. Begin to	Create imaginative drawings inspired by stories and real-life experiences. Record words, captions and simple	Develop detailed narratives through Drawing Club, using drawings as a stimulus for writing. Record simple sentences to describe	Independently generate imaginative ideas through Drawing Club, recording sentences to communicate thoughts and extend stories. Apply taught	Use Drawing Club independently to plan, develop and communicate creative ideas through drawing and writing. Write for a



St James & St John Church of England Primary School

Curriculum Overview EYFS 2026-2027



		ideas, characters and settings. Begin to give meaning to marks and record simple words or labels with adult support.	record simple words, labels and captions using taught phonics.	sentences to explain drawings, applying taught phonics with increasing independence.	characters, settings and events, drawing on an increasing range of vocabulary.	phonics, vocabulary and handwriting skills with increasing confidence.	range of purposes inspired by high-quality texts, demonstrating imagination, confidence and increasing independence.
<u>Maths</u>	Overview	Mathematics is taught through a carefully sequenced curriculum that develops children's confidence, curiosity and enjoyment of mathematics. Through practical experiences, high-quality interactions, mathematical talk and purposeful play, children develop secure number sense, recognise patterns and relationships, solve problems and explain their thinking. Learning is carefully sequenced using the White Rose Maths scheme alongside continuous provision, ensuring children revisit and deepen key mathematical concepts throughout the year.					
	ELG Statements	<u>ELG Number:</u> Children at the expected level of development will: -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. <u>ELG Numerical Patterns:</u>					



St James & St John Church of England Primary School

Curriculum Overview EYFS 2026-2027



		Children at the expected level of development will: -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 -Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.					
	<u>Number</u>	Develop number sense through practical exploration. Count objects with increasing accuracy, match quantities to numerals and begin to represent numbers to 5. Compare small quantities using mathematical language such as more, fewer and the same.	Secure understanding of numbers to 5 before extending to 10 if ready. Explore composition of numbers, subitising, one more and one less and simple addition through practical experiences.	Develop a secure understanding of numbers to 10. Explore number bonds, composition and early subtraction using manipulatives and practical resources. Begin to explain mathematical thinking using appropriate vocabulary.	Apply understanding of number through practical problem solving. Develop confidence with addition and subtraction facts within 10 and explore doubling, sharing and grouping through meaningful contexts.	Consolidate understanding of numbers to 10, demonstrating increasing fluency and flexibility. Solve practical mathematical problems using a range of strategies and explain reasoning.	Apply secure number knowledge confidently across a range of contexts. Demonstrate automatic recall of key number facts within 10 and use mathematical language to explain strategies and concepts, justify answers and solve increasingly complex



St James & St John Church of England Primary School

Curriculum Overview EYFS 2026-2027



							problems. Use mathematical vocabulary confidently and make connections between concepts.
	<u>Numerical Patterns</u>	Explore simple repeating patterns, compare size, mass and capacity through practical play and begin to describe positional language using everyday vocabulary.	Continue, copy and create repeating patterns. Compare quantities and explore sequencing through daily routines. Develop understanding of shape and positional language.	Explore relationships between numbers through counting forwards and backwards. Investigate 2D and 3D shapes, measure and compare objects and identify patterns in the environment.	Recognise, describe and extend more complex patterns. Develop understanding of time, sequencing and measures through real-life experiences.	Explore numerical patterns beyond 10, recognising relationships and making connections between mathematical concepts. Apply knowledge of shape, space and measure in practical situations.	Recognise, create and explain patterns confidently. Demonstrate secure understanding of shape, space, measure and numerical relationships, applying knowledge flexibly during independent play and adult-led learning.
	<u>White Rose Maths</u>	<u>Getting to know you</u> Key times of the day Class routines Where do things belong Positional language <u>Match, sort & compare</u>	<u>Circles & triangles</u> Identify & name circles & triangles Compare circles & triangles Shapes in the environment	<u>Alive in 5!</u> Introduce zero Find 0 to 5 Subitise 0 to 5 Represent 0 to 5 1 more 1 less	<u>Length, height & time</u> Explore height Compare height Talk about time Order & sequence time <u>Building 9 & 10</u>	<u>To 20 & beyond</u> Build numbers beyond 10 (10-13) Continue patterns beyond 10 (10-13) Build numbers beyond 10 (14-20)	<u>Sharing & grouping</u> Explore grouping Grouping Even & odd sharing Play with & build doubles



St James & St John Church of England Primary School

Curriculum Overview EYFS 2026-2027

		Match objects Match pictures & objects Identify a set Sort objects to a type Explore sorting techniques Create sorting rules Compare amounts <u>Talk about measure & pattern</u> Compare size Compare mass Compare capacity Explore simple patterns Copy & continue simple patterns Create simple patterns <u>It's me 1, 2, 3!</u> Find 1,2 & 3 Subitise 1,2 & 3 Represent 1,2 & 3 1 more 1 less Composition of 1,2 & 3	Describe position <u>1,2,3,4,5</u> Find 4 & 5 Subitise 4 & 5 Represent 4 & 5 1 more 1 less Composition of 4 & 5 Composition of 1-5 <u>Shapes with 4 sides</u> Identify & name shapes with 4 sides Combine shapes with 4 sides Shapes in the environment My day & night	Composition Conceptual subitising to 5 <u>Mass & Capacity</u> Compare mass Find a balance Explore capacity Compare capacity <u>Growing 6,7,8</u> Find 6,7 & 8 Represent 6,7 & 8 1 more 1 less Composition of 6,7 & 8 Make pairs – odd & even Double to 8 (find a double) Double to 8 (make a double) Combine 2 groups Conceptual subitising <u>Length, height & time</u> Explore length Compare length	Find 9 & 10 Compare numbers to 10 Represent 9 & 10 Conceptual subitising to 10 1 more 1 less Composition to 10 Bonds to 10 (2 parts) Make arrangements of 10 Bonds to 10 (3 parts) Double to 10 (find a double) Double to 10 (make a double) Explore even & odd <u>Explore 3D shapes</u> Recognise & name 3D shapes Find 2D shapes within 3D shapes Use 3D shapes for tasks 3D shapes in the environment Identify more complex patterns Copy & continue patterns Patterns in the environment	Continue patterns beyond 10 (14-20) Verbal counting beyond 20 Verbal counting patterns <u>How many now?</u> Add more How many did I add? Take away How many did I take away? <u>Manipulate, compose & decompose</u> Select shapes for a purpose Rotate shapes Manipulate shapes Explain shape arrangements compose shapes Decompose shapes Copy 2D shape pictures Find 2D shapes within 3D shapes <u>Sharing & grouping</u> Explore sharing Sharing	<u>Visualise, build & map</u> Identify units of repeating patterns Create own pattern rules Explore own pattern rules Replicate & build scenes & constructions Visualise from different positions Describe positions Give instructions to build Explore mapping Represent maps with models Create own maps from familiar places Create own maps & plans from story situations <u>Make connections</u> Deepen understanding Patterns & relationships
<u>Understanding the World</u>	Overview	Children develop curiosity about themselves, their community and the wider world through meaningful experiences, high-quality texts, visitors, trips and exploration of the natural environment. Learning encourages children to ask questions, investigate, observe change and develop an understanding of the past, different cultures, religions, people and the world around them. Meaningful experiences help children make connections between their own lives and the wider world, fostering curiosity and respect for diversity. Understanding the World is enriched through carefully planned experiences drawn from the disciplines of History, Geography, Science, Religious Education and Computing. These subjects provide children with opportunities to explore, question, investigate and make sense of the world around them through practical,					



St James & St John Church of England Primary School

Curriculum Overview EYFS 2026-2027



		meaningful and age-appropriate learning experiences. Learning is enriched through carefully planned first-hand experiences, educational visits, visitors and outdoor exploration, enabling children to apply their knowledge in meaningful and memorable contexts.
	ELG Statements	<u>ELG Past and Present:</u> Children at the expected level of development will: - 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. <u>ELG People Culture and Communities:</u> Children at the expected level of development will: - 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. <u>ELG The Natural World:</u> Children at the expected level of development will: - 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;



St James & St John Church of England Primary School

Curriculum Overview EYFS 2026-2027



		- Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.					
	<u>Past and Present</u> <u>History</u>	Talk about themselves, their families and significant events in their own lives. Begin to understand daily routines and changes over time.	Compare past and present through seasonal celebrations, family traditions and stories. Begin to sequence familiar events and talk about how things change. History- Historical events and space travel Can use words to sequence e.g., first, next, in the end. Learn about key historical events and	Explore the past through stories, photographs and artefacts. Compare similarities and differences between then and now.	Develop an understanding of chronology by discussing events, people and changes over time linked to learning themes and stories.	Talk confidently about past experiences and make connections between their own lives and the lives of others History- Jurassic period Explore the Jurassic coast Understand the past through stories (dinosaurs). Understand the Jurassic period.	Demonstrate an understanding of the past by discussing changes over time, using stories, photographs and experiences to compare past and present. History- Past and present Explore holidays past and present, dating back to Victorian periods. Explore past and present



St James & St John Church of England Primary School

Curriculum Overview EYFS 2026-2027



			people linked to space travel, including Mae Jemison and Neil Armstrong. Discuss past and present with relation to space travel, and Christmas traditions. Begin to understand why and how we celebrate other key historical events today, e.g., Remembrance Day, Diwali, Christmas Day.			Explore the past through artefacts and Mary Anning.	modes of transport. Talk about clothing past and present. Can sequence key memories that have happened in their lives.
--	--	--	---	--	--	--	---



St James & St John Church of England Primary School

Curriculum Overview EYFS 2026-2027



			Begin to ask questions and use a variety of different sources with adult support to find answers to questions about the past.				
	<u>People, Culture and Communities</u> RE <u>Geography</u>	Learn about their new school community, classroom routines and people who help us. Begin to understand similarities and differences between themselves and others. RE- Special People	Explore celebrations and traditions within their own community and begin to learn about different beliefs and cultures through stories and experiences. RE- Christmas	Develop understanding of different occupations, communities and ways of life. Learn about places that are special to themselves and others. RE- Celebrations Discuss how people	Compare life in different countries and communities through high-quality texts, maps and real-life experiences. Develop respect for similarities and differences. RE- Easter Look for signs of Spring.	Explore the wider world through enquiry, visitors and educational visits. Develop understanding of different environments, cultures and communities. RE- Stories Explore stories from other cultures and	Demonstrate respect, curiosity and understanding when discussing different people, places, beliefs and cultures, making links between their own experiences and the wider world.



St James & St John Church of England Primary School

Curriculum Overview EYFS 2026-2027



		Identify things you do with your family. Talk about special friends. Discuss role models. Understand Jesus as a role model for Christians. Recall the story of Jesus performing a miracle by healing. Understand the Moses commandments and rules for our classroom.	Discuss giving presents. Understand the importance of saying thank you. Understand the significance of the baby, the shepherds and the wise men in the Christmas story. Talk about past and present Christmas celebrations.	celebrate events. Draw your favourite celebration. Discuss how people celebrate birthdays around the world. Discuss how people celebrate Chinese New Year. Discuss and draw images to represent the Hindu festival Holi	Recognise new life as a sign of spring. Recognise images that represent Easter and discuss your experiences of Easter. Learn the beginning of the Easter story. Role-play the beginning and middle of the Easter story. Discuss the miracle of Jesus at the	faiths, to include: - The boy who cried wolfv (fable) - The crocodile and the priest (Sikhi) - Bilal and the butterfly (Muslim) - The gold giving serpent (Indian fairy-tale) Best friends (Asia)	RE- Special Places Explore homes around the world. Explore special rooms in homes. Explore special places around the world. Explore the features of a church. Explore the features of a synagogue. Explore the features of a mosque.
--	--	--	---	--	--	--	--



St James & St John Church of England Primary School

Curriculum Overview EYFS 2026-2027



		Geography- Outdoor adventures (To be continued throughout year to observe seasonal changes). Explore natural objects using the senses. Explore & make observations of the world around them. Describe the effects of different weather conditions. Use the sense to observe and talk about		Geography- Around the World Compare features in the local environment to other places around the world. Compare contrasting places within the UK. Recognise the difference between city & countryside environments. Compare different landscapes	end of the Easter story. Geography- Exploring maps Find & name familiar features on maps. Consider shapes & positions of features when making a map. Build & describe a model of a familiar place. Describe a journey using found objects as prompts.		
--	--	--	--	--	--	--	--



St James & St John Church of England Primary School

Curriculum Overview EYFS 2026-2027



		experiences whilst outside. Begin to notice some of the features of the changing seasons. Begin to recognise seasonal weather conditions. Sustainability: understand how to help local animals by making places for them to live.		around the world. Understand the characteristics of desert environments, including climate & landscape. Explore & understand life in a cold place, comparing & contrasting it with our own lives.	Explore a range of maps. Apply their knowledge of maps to make their own.		
	<u>The Natural World</u> <u>Science</u>	Explore the school grounds and seasonal changes through first-hand	Investigate autumn and winter, noticing changes in weather,	Observe signs of spring, explore growth and life cycles and begin to	Develop scientific enquiry through observing, comparing,	Investigate minibeasts, habitats, plants and local wildlife through outdoor	Demonstrate curiosity and confidence when exploring the natural



St James & St John Church of England Primary School

Curriculum Overview EYFS 2026-2027



		experiences. Observe plants, animals and natural materials, using simple scientific language to describe what they notice. Science- Me and My Small World Name farm animals. Name and identify body parts. Science: What's in my basket? Name and identify fruits and vegetables. Sort fruits and vegetables	daylight and the environment. Begin to care for the natural world through outdoor learning experiences. Science: Let's go outside Investigating natural materials and notice changes in the seasons. Science: What's changed? Talk about the differences between materials and	ask questions about the natural world. Make simple predictions and investigate using all their senses. Science: Changes in winter Talk about clothing that is suitable for winter. Explore features of animals in cold climates. Learn about hibernation. Notice similarities, differences and	grouping and discussing living things, materials and changing states. Continue to explore seasonal change. Science: Watch it Grow Planting seeds and caring for growing plants. Identifying the life cycle of a plant. Identify the parts of a plant. Science: Animal detectives	learning and educational visits. Explain observations using increasingly ambitious vocabulary. Science: From city to sea Explore key features of ocean habitats and animals which live underwater. Describe pollution. Science: Look all around Observe seasonal changes.	world. Observe, discuss and explain seasonal changes, habitats, life cycles and environmental features, making connections between learning and real-life experiences. Science: Happy and Healthy Exploring ways of staying healthy. Identify ways of maintaining good oral health.
--	--	---	---	---	--	---	---



St James & St John Church of England Primary School

Curriculum Overview EYFS 2026-2027



		according to their features (colour, size, texture, shape). Investigate and experience things. Science: Senses Explore senses and identify which body part they use.	changes in state. Science: Night and Day Explore nocturnal animals. Understanding the difference between day and night. Understand how light sources are used in the dark.	changes in the seasons. Science: Let it flow Investigate the concept of floating and sinking. Exploring materials such as sand and mud. Explore the characteristics of materials when they are wet and dry. Science: From desert to jungle Exploring different environments to	Name key features of animal groups. Making links between ideas. Science: Pushes and pulls Explore simple forces such as magnets, describing them as pushes and pulls. Explore how things work. Explore and test their ideas. Notice links between cause and effect when exploring changes such as speed,	Discuss similarities and differences between changes in seasons. Science: Test it out Explore and use objects made from a range of materials. Test materials for different purposes.	Learn about eating a variety of foods and healthy eating. Identify the positive effects exercise has on our body. Science: Our wonderful world Explore environmental topics such as recycling and increasing pollination. Science: We're going on an animal hunt Explore similarities and differences of minibeasts.
--	--	---	--	---	---	---	--



St James & St John Church of England Primary School

Curriculum Overview EYFS 2026-2027



				the one in which they live. Describing different climates of each habitat. Identify animals that live in different environments. Identify, sort and group animals according to their environment.	direction or shape.		
	Computing	Computing-Computer Discovery Introduction to a computer. Label the parts of a computer.	Computing-Mouse and Keyboard Skills Move the mouse or trackpad and left click to	Computing-E-Safety Discuss using the internet- the perils and the opportunities.	Computing-Digital Photos and videos Learn how to take and use photos and videos.	Computing-Digital Art and Design Explore painting, colouring and designing clothes, robots	Computing-Early Programming Use programmable toys, unplugged activities and



St James & St John Church of England Primary School

Curriculum Overview EYFS 2026-2027

		Learn song lyrics to help understand and remember what computer parts do. <u>National Online Safety Video:</u> Self-image and Identity	select an object. Drag and drop with mouse or trackpad to move objects around the screen. Find letters or numbers on a keyboard. Begin touch typing with home row keys. Early Digital Music Explore how sounds can be changed.	Digital Literacy and Numeracy Explore typing, phonics, writing and digital storytelling. Explore maths activities by skill. <u>National Online Safety Video:</u> Online Reputation and Online Bullying	Know how to operate simple equipment. Choose particular colours for a purpose. Use communication and language and writing skills, within photos or videos. <u>National Online Safety Video:</u> Managing Online Information	and treehouses. Uses simple tools and techniques competently and appropriately. Selects appropriate resources and adapts them where necessary. Explores how colours can be changed. Chooses particular colours to use for a purpose.	code blocks to sequence instructions. Knows how to operate simple equipment. Give and follow directions in a sequence. Use directions in a sequence to create a simple program. <u>National Online Safety Video:</u> Copyright and Ownership
--	--	---	---	--	--	---	--



St James & St John Church of England Primary School **Curriculum Overview EYFS 2026-2027**



			Explore different sounds of instruments. Select and use technology for a particular purpose. Represent own ideas through music <u>National Online Safety Video:</u> Online Relationships			<u>National Online Safety Video:</u> Health, Wellbeing and Lifestyle and Privacy and Security	
<u>Expressive Arts and Design</u>	Overview	Expressive Arts and Design encourages children to explore, create and express themselves with confidence and imagination. Through open-ended experiences, high-quality texts, music, role play, art, design and performance, children develop their creativity, communication and problem-solving skills. Children are					



St James & St John Church of England Primary School

Curriculum Overview EYFS 2026-2027



		encouraged to take risks, explore different media and techniques, revisit and refine their ideas, and celebrate the creative process as well as the finished outcome. Creativity is valued throughout our curriculum and is woven across all areas of learning through continuous provision, open-ended resources, Drawing Club, storytelling, music, role play, outdoor learning and child-initiated exploration. We value children's ideas, exploration and creativity, recognising that the process of creating is often more important than the finished product. Children are encouraged to revisit, refine and celebrate their creative ideas across the curriculum.					
	ELG Statements	<u>ELG Creating with Materials</u> Children at the expected level of development will: - 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. <u>ELG Being Imaginative and Expressive</u> Children at the expected level of development will: - 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.					
	<u>Creating with Materials</u>	Explore a wide range of	Develop increasing	Select appropriate	Combine a range of	Plan and create purposeful	Confidently select, use and



St James & St John Church of England Primary School

Curriculum Overview EYFS 2026-2027



	<u>Art</u> <u>DT</u>	materials, tools and techniques through open-ended play. Begin to make intentional choices about colour, texture and media while developing confidence to create independently. Art- Drawing- Marvellous marks Explore and use a variety of artistic effects such as textures and patterns. Create an observational drawing.	control when using artistic tools and construction materials. Explore joining, shaping, printing, painting and modelling, beginning to talk about their creations. DT- Junk Modelling To explore tools and materials to create a junk model. To develop scissor skills. Can talk about what they are	materials for a purpose and begin to explain creative choices. Experiment with colour mixing, texture and different techniques while refining ideas. Art- Painting and mixed media- Paint my world Explore a variety of artistic effects to express their ideas and feelings. Understands they can paint shapes/marks	materials and techniques to create more detailed representations. Adapt and improve work through discussion, evaluation and experimentation. DT- Bookmarks Share their creations, explaining the process, they have used to make their bookmark. Develop threading and weaving skills.	artwork, models and designs inspired by stories, artists, the natural world and children's own experiences. Demonstrate increasing independence when selecting resources and techniques. Art- Sculpture and 3D creation station Make use of props and materials when role playing characters in narratives and stories. Use tools safely.	combine a range of materials, tools and techniques to create original work. Explain creative choices, refine ideas and take pride in the creative process and final outcome. DT- Boats Explain reasons for using tools and materials safely. Investigate how the shape and structure of boats affects the way they move.
--	------------------------------------	---	--	--	---	--	---



St James & St John Church of England Primary School

Curriculum Overview EYFS 2026-2027



		Begin to explore a variety of materials and uses them creatively. Can talk about what they are creating and the process they are taking. Understand different materials can be used to draw pencils, pens, chalk.	creating and the process they are taking. Exploring materials and permanent and temporary joins. Continue to explore a variety of materials and use them creatively.	to represent people/objects. Create collaboratively, sharing ideas, resources and skills. Use natural resources to paint with. Experiment with different materials to create collage images sometimes layering materials. E.g. tissue paper. Responds to music through the medium of paint.		To create a 3D natural landscape picture using found objects, Explore clay and playdough with tools, techniques and be able to talk about their process of building a sculpture. To explore the work of famous sculptors.	To test and make predictions for which materials float or sink. Use talk to explain their creations, the process used to make it and opinions following feedback. Creates representations of both imaginary and real-life ideas, objects, people and events.
--	--	--	---	--	--	--	---



St James & St John Church of England Primary School

Curriculum Overview EYFS 2026-2027



	<u>Being imaginative and expressive</u> <u>Music</u>	Join in with songs, rhymes, stories and imaginative play. Explore role play and begin to use props and small world resources to represent familiar experiences. Music- Chant to the animals Explore and learn chants that tell a story. Know that a chant uses speaking voices musically. Listen to and show interest in music.	Develop confidence when singing, performing rhymes and engaging in imaginative play. Begin to create simple narratives and explore different characters and roles. Music- Creative Moves Find and move to the beat. Move creatively, expressively with control. Sing familiar songs in a	Create imaginative scenarios through role play, storytelling and small world play. Experiment with movement, music and performance to express ideas and emotions. Music- Liltng lullaby Pitch match with accuracy when singing. Feel the lilt of a 2-3 pattern of beats in music with five beats.	Develop increasingly complex narratives and performances inspired by high-quality texts and real-life experiences. Collaborate with others to create and adapt imaginative play. Music- Number time Sing with expression. Hear, draw and sing melody shapes. Creates their own songs or improvise a	Perform songs, dances and stories with growing confidence. Use imagination creatively across the curriculum, extending ideas through collaborative play, storytelling and performance. Music- Wellbeing matters Learn to explore and share emotions. Follow a leader to play quietly and loudly.	Demonstrate confidence and creativity when performing, storytelling, singing and role playing. Independently create, adapt and extend imaginative ideas, expressing thoughts, feelings and experiences through a range of creative media. Music- Rhythm adventure Sing songs rhythmically. Combine words to compose rhythms.



St James & St John Church of England Primary School

Curriculum Overview EYFS 2026-2027



			group or on their own. Explore and engage in music making and dance, performing solo or in groups.	Begins to play instruments with control to express feelings and emotions. Develop and adapt storylines in their pretend play.	song around one they know. Use a variety of musical instruments safely and with increasing accuracy.	Begin to show the skills of giving positive and constructive feedback by expressing thoughts linked to artwork. Creates and sings their own songs, familiar/well known songs. Take on a role when performing with a group. Listen attentively, move to and talk about music, expressing their feelings and responses.	Creates and sings and performs a range of their own songs, well-known nursery rhymes and songs on their own and with others. Express their opinion on music/artwork. Experiment with music and rhythm using a range of musical instruments. Listen attentively to music and comment on/discuss
--	--	--	--	---	--	---	--



St James & St John Church of England Primary School

Curriculum Overview EYFS 2026-2027



							changes in a piece of music.
Areas/ events to explore with the children (tailored to cohort)	Sensory walk (We're going on a bear hunt) Lion Masks	Firework paintings Poppy wreaths Christmas Crafts Diwali afternoon-making Diya pots Space rockets Space mobile Black History Month	Chinese New Year crafts Holi	Easter crafts	Dinosaur Fossils Clay Animals	Lighthouse collage Sea creature crafts	