

# Early Years Foundation Curriculum 2025-2026

Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer2	
<b>Topic</b> At the beginning of each topic gather information on what the children are interested in and what experiences they have/need/want	People who help us  999 emergency		Who's that trip trapping over my bridge		Google earth		
<b>Possible texts</b>  Funny Bones Little Red Hen Pumpkin Soup The Colour Monster	Supertato Superhero stories 999 emergency pack Stickman Gruffalo Gruffalo's child Nativity Rama and Sita	Goldilocks Three Little Pigs Three Billy Goats Gruff The Gingerbread Man Little Red Riding Hood	Dear Zoo Elmer Under the Sea Tyrannosaurus Drip The Loudest Roar! We're Going on a bear hunt Dinosaurs in Underpants Harry and his bucket full of dinosaurs	Jack and the Beanstalk The Night Time Pirates The Pirates Next Door The Little Red Hen On the Way home How to catch a star On the way home Aliens love underpants Whatever next	Lighthouse Keeper's Lunch Mr Gumpy's Motorcar Mr Gumpy's Outing Oi Get off my train The Pirate's Next Door		
<b>Author Focus</b>	Janet and Allen Ahlberg	Dr Suess	Julia Donaldson	David McKee	The Hungry Caterpillar	Eric Carle	
<b>Key Experience</b>	Autumn Walk	Fire station	Winter Walk and Donkeys Trip to the farm	Hornimans Museum	Crystal Palace park	Dinotropolis	
<b>Wow'moments</b>	All about me sharing family pics. These people are special to us wall. Autumn trail hunt Harvest time Birthdays Favourite songs Halloween	Autumn sensory walk around the school grounds. Guy Fawkes/Bonfire Night/Nurse/firefighter/ Christmas Diwali Hannukah Children in need	Children to bring their own teddies into school. Making Porridge Making Gingerbread Men Gruffalo hunt Chinese New Year New Year Valentines' day Shrove Tuesday	We're Going on a Bear Hunt trip to the woods. Horniman's Museum Planting Seeds Easter Mother's day Nature walk/hunt	Life Cycle of a Butterfly Walk to park/picnic Eid Fathers day	Making own boats Making sandwiches Danson park and picnic	
<b>Parent Events</b>							
<b>Communication and Language</b>							<b>Early Learning Goals</b>


<p><b>3 &amp; 4-year-olds will be learning to:</b></p> <ul style="list-style-type: none"><li>• Enjoy listening to longer stories and can remember much of what happens.</li><li>• Pay attention to more than one thing at a time, which can be difficult.</li><li>• Use a wider range of vocabulary.</li><li>• Understand a question or instruction that has two parts, such as: “Get your coat and wait at the door”.</li><li>• Understand ‘why’ questions, like: “Why do you think the caterpillar got so fat?”</li><li>• Sing a large repertoire of songs.</li><li>• Know many rhymes, be able to talk about familiar books, and be able to tell a long story.</li><li>• Develop their communication but may continue to have problems with irregular tenses and plurals, such as ‘runned’ for ‘ran’, ‘swimmed’ for ‘swam’.</li><li>• Develop their pronunciation but may have problems saying: - some sounds: r, j, th, ch, and sh - multi-syllabic words such as ‘pterodactyl’, ‘planetarium’ or ‘hippopotamus’.</li><li>• Use longer sentences of four to six words.</li><li>• Be able to express a point of view and to debate when they disagree with an adult or a friend, using words as well as actions.</li><li>• Start a conversation with an adult or a friend and continue it for many turns.</li><li>• Use talk to organise themselves and their play: “Let’s go on a bus... you sit there... I’ll be the driver.” Early Years Foundation Stage Curriculum Personal, Social and Emotional Development</li></ul>						
English Texts	Guess How Much I Love You Goldilocks and the Three Bears Elves and the Shoemaker The Gingerbread Man The Three Little Pigs Little Red Riding Hood	Rama and Sita Stanley’s Stick Owl Babies Pumpkin Soup The Squirrels Who Squabbled Stick Man The Jolly Christmas Postman Dear Santa	Brown Bear, Brown Bear, What Do You See? The Colour Monster Elmer Anna’s Amazing Multi-coloured Glasses Clever sticks	We’re Going on a Bear Hunt We’re Going on a Lion Hunt Say Hello to the Dinosaurs The Bus is For Us Oi Get off our Train! The Way Back Home The Night Pirates Monkey Puzzle	The Very Hungry Caterpillar Farmer Duck Jack and the Beanstalk the Ugly Duckling Handa’s Hen The Odd Egg What the Ladybird Heard	The Rainbow Fish The Snail and the Whale Commotion in the Ocean Captain Green and the Plastic Scene Tad Dear Teacher
Literacy						
<p><b>3 &amp; 4-year-olds will be learning to:</b></p> <ul style="list-style-type: none"><li>• Understand the five key concepts about print- print has meaning - print can have different purposes - we read English text from left to right and from top to bottom - the names of the different parts of a book-page sequencing.</li><li>• Develop their phonological awareness, so that they can: - spot and suggest rhymes - count or clap syllables in a word - recognise words with the same initial sound, such as money and mother.</li><li>• Engage in extended conversations about stories, learning new vocabulary.</li><li>• Use some of their print and letter knowledge in their early writing. For example: writing a pretend shopping list that starts at the top of the page; writing ‘m’ for mummy.</li><li>• Write some or all of their name.</li><li>• Write some letters accurately.</li><li>• To use Makaton to communicate</li><li>• To use PECs board</li></ul>						
<p><b>ELG: Listening, Attention and Understanding Children at the expected level of development will:</b></p> <ul style="list-style-type: none"><li>• 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.</li><li>• Make comments about what they have heard and ask questions to clarify their understanding.</li><li>• Hold conversation when engaged in back-and-forth exchanges with their teacher and peers.</li></ul> <p><b>ELG: Speaking Children at the expected level of development will:</b></p> <ul style="list-style-type: none"><li>• Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary.</li><li>• Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.</li><li>• 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.</li></ul> <p><b>ELG: Comprehension Children at the expected level of development will:</b></p> <ul style="list-style-type: none"><li>• Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.</li><li>• Anticipate – where appropriate – key events in stories.</li><li>• Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play.</li></ul> <p><b>ELG: Word Reading Children at the expected level of development will:</b></p> <p>Say a sound for each letter in the alphabet and at least 10 digraphs.</p> <p>Read words consistent with their phonic knowledge by sound-blending.</p> <p>Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.</p> <p><b>ELG: Writing Children at the expected level of development will:</b></p> <ul style="list-style-type: none"><li>• Write recognisable letters, most of which are correctly formed.</li></ul>						

						<ul style="list-style-type: none"><li>• Spell words by identifying sounds in them and representing the sounds with a letter or letters.</li><li>• Write simple phrases and sentences that can be read by others.</li></ul>
Mathematics						Early Learning Goals
<p><b>3 &amp; 4-year-olds will be learning to:</b></p> <ul style="list-style-type: none"><li>• Develop fast recognition of up to 3 objects, without having to count them individually ('subitising').</li><li>• Recite numbers past 5.</li><li>• Say one number for each item in order: 1,2,3,4,5.</li><li>• Know that the last number reached when counting a small set of objects tells you how many there are in total ('cardinal principle').</li><li>• Show 'finger numbers' up to 5.</li><li>• Link numerals and amounts: for example, showing the right number of objects to match the numeral, up to 5.</li><li>• Experiment with their own symbols and marks as well as numerals.</li><li>• Solve real world mathematical problems with numbers up to 5.</li><li>• Compare quantities using language: 'more than', 'fewer than'.</li><li>• Talk about and explore 2D and 3D shapes (for example, circles, rectangles, triangles and cuboids) using informal and mathematical language: 'sides', 'corners'; 'straight', 'flat', 'round'.</li><li>• Understand position through words alone.</li><li>• Describe a familiar route.</li><li>• Discuss routes and locations, using words like 'in front of' and 'behind'.</li><li>• Make comparisons between objects relating to size, length, weight and capacity.</li><li>• Select shapes appropriately.</li><li>• Combine shapes to make new ones - an arch, a bigger triangle etc.</li><li>• Talk about and identify the patterns around them. For example: stripes on clothes, designs on rugs and wallpaper. Use informal language like 'pointy', 'spotty', 'blobs' etc.</li><li>• Extend and create ABAB patterns – stick, leaf, stick, leaf.</li><li>• Notice and correct an error in a repeating pattern.</li><li>• Begin to describe a sequence of events, real or fictional, using words such as 'first', 'then...' Early Years Foundation Stage Curriculum</li></ul>						<p><b>ELG: Number Children at the expected level of development will:</b></p> <ul style="list-style-type: none"><li>• Have a deep understanding of numbers to 10, including the composition of each number.</li><li>• Subitise (recognise quantities without counting) up to 5.</li><li>• 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.</li></ul> <p><b>ELG: Numerical Patterns</b> Children at the expected level of development will:</p> <ul style="list-style-type: none"><li>• Verbally count beyond 20, recognising the pattern of the counting system.</li><li>• Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity.</li><li>• Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.</li></ul>
Maths	Comparing similarities/ differences Sorting into groups Exploring Numicon shapes Children learn that objects can be sorted by height, size and weight Day and night routines Days of the week Prepositions Repeating patterns Counting and representing numbers to five Composition of numbers to five.	Subitising to five Representing 5 objects on a five frame Count forwards and backwards to 5 Number bonds to 5 More than/ fewer than one more/one less 2D and 3D shapes	Composition of 6,7,8, Numbers to 10 Adding/ subtracting to and from 10 Combining two groups to make 10 2D and 3D shapes	Composition of numbers 9 and 10 Counting forwards and backwards to 10 Recap composition of numbers to 10 Number bonds to 10 Capacity. 2D and 3D shapes Time - yesterday, tomorrow, before, after Weighing using balance scales Exploring the terms same/equal, more than and less than Length and measure	Building numbers beyond 10 using a range of resources i.e. ten frames, cubes and Numicon Noticing odd and even number patterns. Estimating Counting on from a given number Noticing number patterns between the tens and the one Adding Subtracting Spatial reasoning - compose and decompose	Doubling Sharing and grouping Even and odd Problem-solving Exploring patterns between numbers and shapes.

					(children understand that shapes can be combined and separated to make new shapes)		
Understanding The World Around US							Early Learning Goals
<b>3 &amp; 4-year-olds will be learning to:</b> <ul style="list-style-type: none"> <li>• Use all their senses in hands on exploration of natural materials.</li> <li>• Explore collections of materials with similar and/or different properties.</li> <li>• Talk about what they see, using a wide vocabulary.</li> <li>• Begin to make sense of their own life-story and family’s history.</li> <li>• Show interest in different occupations.</li> <li>• Explore how things work.</li> <li>• Plant seeds and care for growing plants.</li> <li>• Understand the key features of the life cycle of a plant and an animal.</li> <li>• Begin to understand the need to respect and care for the natural environment and all living things.</li> <li>• Explore and talk about different forces they can feel.</li> <li>• Talk about the differences between materials and changes they notice.</li> <li>• Continue developing positive attitudes about the differences between people.</li> <li>• Know that there are different countries in the world and talk about the differences they have experienced or seen in photos. Early Years Foundation Stage Curriculum</li> </ul>							<b>ELG: Past and Present Children at the expected level of development will:</b> <ul style="list-style-type: none"> <li>• Talk about the lives of the people around them and their roles in society.</li> <li>• Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.</li> <li>• Understand the past through settings, characters and events encountered in books read in class and storytelling.</li> </ul> <b>ELG: People, Culture and Communities Children at the expected level of development will:</b> <ul style="list-style-type: none"> <li>• Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.</li> <li>• 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.</li> <li>• 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.</li> </ul> <b>ELG: The Natural World Children at the expected level of development will:</b> <ul style="list-style-type: none"> <li>• Explore the natural world around them, making observations and drawing pictures of animals and plants.</li> <li>• 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.</li> <li>• Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.</li> </ul>
<b>Understanding The World Around us.</b>	Exploring all about ourselves and our families Discussing how we are loved and how we can show love to others How we are loved by God and part of God’s family Exploring toys from the past and present and identifying similarities and differences	Exploring seasonal changes, such as how leaves change in colour and texture in autumn The importance of recycling and how we can care for the environment	Learning how rainbows are formed Exploring how animals camouflage with their surroundings so that they cannot be easily seen by prey or predators	<b>Fossils Identifying similarities and differences between environments</b> Exploring vehicles from the past and present and identifying similarities and differences Researching some key explorers and finding out about what they discovered	<b>Growing – lifecycle of a plant</b> Growing caterpillars – lifecycle of a caterpillar Learning about the role of a farmer and how they take care of animals Exploring where our food comes from	<b>Exploring floating and sinking</b> Exploring changing states of matter – freezing water and melting ice (liquids and solids)	
Expressive Art & Design							Early learning Goals
<b>3 &amp; 4-year-olds will be learning to:</b> <ul style="list-style-type: none"> <li>• Take part in simple pretend play, using an object to represent something else even though they are not similar.</li> <li>• Begin to develop complex stories using small world equipment like animal sets, dolls and dolls houses etc.</li> <li>• Make imaginative and complex ‘small worlds’ with blocks and construction kits, such as a city with different buildings and a park.</li> </ul>							<b>ELG: Creating with Materials Children at the expected level of development will:</b>



<ul style="list-style-type: none"> <li>Explore different materials freely, in order to develop their ideas about how to use them and what to make.</li> <li>Develop their own ideas and then decide which materials to use to express them.</li> <li>Join different materials and explore different textures.</li> <li>Create closed shapes with continuous lines and begin to use these shapes to represent objects.</li> <li>Draw with increasing complexity and detail, such as representing a face with a circle and including details.</li> <li>Use drawing to represent ideas like movement or loud noises.</li> <li>Show different emotions in their drawings and paintings, like happiness, sadness, fear etc.</li> <li>Explore colour and colour mixing.</li> <li>Show different emotions in their drawings – happiness, sadness, fear etc.</li> <li>Listen with increased attention to sounds.</li> <li>Respond to what they have heard, expressing their thoughts and feelings.</li> <li>Remember and sing entire songs.</li> <li>Sing the pitch of a tone sung by another person (‘pitch match’).</li> <li>Sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs.</li> <li>Create play instruments with increasing control to express their feelings and ideas</li> <li>Meditation and Mindfulness</li> <li>Sound Bowls activities</li> </ul>							<ul style="list-style-type: none"> <li>Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</li> <li>Share their creations, explaining the process they have used.</li> <li>Make use of props and materials when role playing characters in narratives and stories.</li> </ul> <p><b>ELG: Being Imaginative and Expressive Children at the expected level of development will:</b></p> <ul style="list-style-type: none"> <li>Invent, adapt and recount narratives and stories with peers and their teacher.</li> <li>Sing a range of well-known nursery rhymes and songs.</li> <li>Perform songs, rhymes, poems and stories with others, and – when appropriate – try to move in time with music.</li> </ul>	
<b>Expressive Art &amp; Design</b>	Decorating our names using mixed media Painting selfportraits	Making a nest for the owl babies using a variety of sticks and leaves in the Forest ‘Percy’s Hut’ role play area	Making a rainbow fish using a paper plate, paint and sequins Hand art to make an animal Mixing colours Making colour wheels with collage materials Painting animal patterns to explore camouflage	Designing treasure maps Name writing on rockets Designing our own dinosaur eggs Fossil rubbings ‘Explorers’ role play area	Symmetrical butterflies Life cycle of a butterfly using a variety of pasta shapes Farm animal crafts ‘Farm Shop’ role play area	Underwater scenes using paint, sand and sea creature images Using water to ‘paint’ outside Using watercolour paints ‘Pirate Ship’ role play area		
<b>Physical Development</b>							<b>Early Learning Goals</b>	
<p><b>3 &amp; 4-year-olds will be learning to:</b></p> <p>Continue to develop their movement, balancing, riding (scooters, trikes and bikes) and ball skills.</p> <p>Go up steps and stairs, or climb up apparatus, using alternate feet.</p> <p>Skip, hop, stand on one leg and hold a pose for a game like musical statues.</p> <p>Use large-muscle movements to wave flags and streamers, paint and make marks.</p> <p>Start taking part in some group activities which they make up for themselves, or in teams.</p> <p>Increasingly be able to use and remember sequences and patterns of movements which are related to music and rhythm.</p> <p>Match their developing physical skills to tasks and activities in the setting. For example, they decide whether to crawl, walk or run across a plank, depending on its length and width.</p> <p>Choose the right resources to carry out their own plan. For example, choosing a spade to enlarge a small hole they dug with a trowel.</p> <p>Collaborate with others to manage large items, such as moving a long plank safely, carrying large hollow blocks.</p> <p>Use one-handed tools and equipment, for example, making snips in paper with scissors.</p> <p>Use a comfortable grip with good control when holding pens and pencils.</p> <p>Start eating independently and learning how to use a knife and fork.</p> <p>Show a preference for a dominant hand.</p> <p>Be increasingly independent as they get dressed and undressed, for example, putting coats on and doing up zips.</p> <p>Be increasingly independent in meeting their own care needs, e.g. brushing teeth, using the toilet, washing and drying their hands thoroughly.</p> <p>Make healthy choices about food, drink, activity and tooth brushing.</p>							<p><b>Physical Development ELG: Gross Motor Skills Children at the expected level of development will:</b></p> <ul style="list-style-type: none"> <li>Negotiate space and obstacles safely, with consideration for themselves and others.</li> <li>Demonstrate strength, balance and coordination when playing.</li> <li>Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.</li> </ul> <p><b>ELG: Fine Motor Skills Children at the expected level of development will:</b></p> <ul style="list-style-type: none"> <li>Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases.</li> <li>Use a range of small tools, including scissors, paint brushes and cutlery.</li> <li>Begin to show accuracy and care when drawing.</li> </ul>	
<b>Physical Development</b>	Exploring different ways of moving and walking Fine motor activities Climbing frame	Dance – Ourselves - Using dance to perform daily routines Fine motor activities Climbing frame	Exploring different ways of jumping Fine motor activities Climbing frame	Ball skills using hands Fine motor activities Climbing frame	Ball skills using feet Fine motor activities Climbing frame	Attack v Defence games Fine motor activities Climbing frame Sports Day		

Personal, Social and Emotional Development							Early Learning Goals
<b>3 &amp; 4-year-olds will be learning to:</b> <ul style="list-style-type: none"> <li>Select and use activities and resources, with help when needed. This helps them to achieve a goal they have chosen, or one which is suggested to them. Develop their sense of responsibility and membership of a community.</li> <li>Become more outgoing with unfamiliar people, in the safe context of their setting.</li> <li>Show more confidence in new social situations.</li> <li>Play with one or more other children, extending and elaborating play ideas.</li> <li>Find solutions to conflicts and rivalries. For example, accepting that not everyone can be Spider-Man in the game, and suggesting other ideas. Increasingly follow rules, understanding why they are important.</li> <li>Remember rules without needing an adult to remind them</li> <li>Develop appropriate ways of being assertive.</li> <li>Talk with others to solve conflicts.</li> <li>Talk about their feelings using words like 'happy', 'sad', 'angry' or 'worried'.</li> <li>Understand gradually how others might be feeling</li> </ul>							<b>ELG: Self-Regulation Children at the expected level of development will:</b> <ul style="list-style-type: none"> <li>Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly</li> <li>Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate</li> <li>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.</li> </ul>
<b>Personal, social, emotional development.</b>	Settling in games and activities to help the children get to know one another and the school routines and rules Sharing talents	Learning about why it is important to share Taking turns	Exploring and identifying feelings and thinking about scenarios that can make us feel different emotions	Learning about healthy eating and how we can keep our bodies fit and healthy	Identifying the qualities of a good friend and thinking of ways in which we can be a good friend to others	Learning about oral health Transition to Year 1	<b>ELG: Managing Self Children at the expected level of development will:</b> <ul style="list-style-type: none"> <li>Be confident to try new activities and show independence, resilience and perseverance in the face of challenge.</li> <li>Explain the reasons for rules, know right from wrong and try to behave accordingly.</li> <li>Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.</li> </ul> <b>ELG: Building Relationships Children at the expected level of development will:</b> <ul style="list-style-type: none"> <li>Work and play cooperatively and take turns with others.</li> <li>Form positive attachments to adults and friendships with peers</li> <li>Show sensitivity to their own and to others' needs.</li> </ul>
Interactions & Therapies							
Communication Book -Play Development - Symbol Exchange - Transition Makaton PECS Intensive Interaction Zones of Regulations	Attention Autism Intensive Interaction PECs Makaton Zones of Regulation	Attention Autism Intensive Interaction PECs Makaton Zones of Regulation BLAST	Attention Autism Intensive Interaction PECs Makaton Zones of Regulation BLAST	Attention Autism Intensive Interaction PECs Makaton Zones of Regulation BLAST	Attention Autism Intensive Interaction PECs Makaton Zones of Regulation BLAST	Attention Autism Intensive Interaction PECs Makaton Zones of Regulation BLAST	<b>Inclusion, Independence, Self-worth</b>  <b>Serenity School</b> A Holistic Approach to Education and Childhood Development
Makaton Sign- a – long Signs	help, more, toilet, drink, home, good morning	coat, happy, sad, together, look, eat pig, (other animals) were	sitting, build, draw, paint, bike, who,	big, small, more, lots of, soft play, lunch	please, thank you park, go, stop, big, playground.	Revision of all signs	

Self-regulation	Mindfulness Wake Up Shake up SALT Functional Play Skills Sensory Circuits	Sound Bowls Wake Up Shake up SALT Functional Play Skills Sensory Circuits	Yoga Wake Up Shake up SALT Functional Play Skills Sensory Circuits	Mindfulness Wake Up Shake up SALT Functional Play Skills Sensory Circuits	Sound Bowls Wake Up Shake up SALT Functional Play Skills Sensory Circuits	Yoga Wake Up Shake up SALT Functional Play Skills Sensory Circuits	
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