



EYFS	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Introduce Golden Rules at Great Berry Introduce Classroom rules Playground games Snack Show and Tell Star of the day Healthy living week All About Me topic Family and Friends topic People Who help us topic	Following Classroom and Golden rules Sharing holiday news Circle Time Begin to attend KS1 assemblies Start PSED lessons Lunchtime Games Snack Show and Tell Star of the Day Bonfire Night and Fireworks topic Christmas Cultural Week- Spanish food tasting	Sharing Holiday News Following Classroom and Golden rules Snack Star of the Day Circle Time Chinese New Year topic Healthy eating topic E-Safety week	Following Classroom and Golden rules Snack Star of the Day Circle Time	Following Classroom and Golden rules Snack Star of the Day Barleylands Class trip How have we changed? What can we do now? Circle Time	Following Classroom and Golden rules Snack Star of the Day Transition between EY and Y1
ELG						
Self Regulation						
Show an understanding of their feelings and those of others and begin to regulate their behaviour accordingly.						
Set and work towards simple goals, be able to wait for what they want and control their immediate impulses when appropriate.						
Give focused attention to what the teacher says, respond appropriately even when engaged in an activity, and show an ability to follow instructions involving several ideas or actions.						
Managing Self						
Be confident to try new activities and show independence, resilience and perseverance in the face of challenges.						
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.						
Building Relationships						

Work and play cooperatively and take turns with others.						
Form positive attachments to adults and friendships with peers.						
Show sensitivity to their own and others' needs.						



Early Years PE Curriculum Coverage and Progression 26-27

EYFS	Aut 1	Aut 2	Spr 1	Spr 2	Sum 1	Sum 2
	Outside area Bikes Stilts Stepping stones Sandpit Mud Kitchen Funky Finger activities Playdough activities Sandpit Mud Kitchen Scissor Skills	Outside area Bikes Stilts Stepping stones Sandpit Mud Kitchen PE lessons Multi-skills Spanish Flamenco Dance Daily handwriting Funky Finger activities Focus on strengthening pencil grip Scissor Skills	Outside area Bikes Stilts Stepping stones Sandpit Mud Kitchen PE lessons Ball skills Gymnastics- Mats and Benches Chinese New Year topic- Dragon and fan dance, plate painting Funky Finger activities Daily handwriting Scissor Skills	Outside area Bikes Stilts Stepping stones Sandpit Mud Kitchen PE lessons Multiskills Funky Finger activities Daily handwriting Scissor Skills	Outside area Bikes Stilts Stepping stones Sandpit Mud Kitchen PE lessons Ball Skills Funky Finger activities Daily handwriting Scissor Skills	Outside area Bikes Stilts Stepping stones Sandpit Mud Kitchen PE lessons Multiskills Sports Day Funky Finger activities Daily handwriting Scissor Skills
ELG						
Gross Motor Skills						
Negotiate space and obstacles safely, with consideration for themselves and others.						
Demonstrate strength, balance and coordination when playing.						
Move energetically such as running, jumping, dancing, hopping, skipping and climbing.						
Fine Motor Skills						
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, paintbrushes and cutlery.						
Begin to show accuracy when drawing.						



To support learning in EAD and all other areas we prioritise the Characteristics of Effective Learning to enable children to build key skills for the future and support staff in planning appropriately for their individual needs and abilities. These are: playing and exploring - children investigate and experience things, and 'have a go'; active learning - children concentrate and keep on trying if they encounter difficulties and enjoy their achievements for their own sake; creating and thinking critically - children have and develop their own ideas, make links between ideas, and develop strategies for doing things. In addition, the Prime Areas of Learning (Personal, Social and Emotional Development, Communication and Language and Physical Development) underpin and are an integral part of children's learning across all areas.

EYFS	Autumn 1 Myself Family & Friends Autumn People Who Help Us	Autumn 2 Bonfire Night and Fireworks Space Cultural Week Christmas	Spring 1 Superheroes Science Week Animals Chinese New Year	Spring 2 Room on the Broom The Gruffalo Great Berry Reading Week Easter	Summer 1 Jack and the Beanstalk The Gingerbread Man The Three Little Pigs Dinosaurs	Summer 2 Minibeasts Pirates and Mermaids Summer Year One
Objectives						
Explore, use, and refine a variety of artistic effects to express their ideas and feelings.						
Return to and build on their previous learning refining ideas and developing their ability to represent them.						
Create collaboratively, sharing ideas, resources.						
ELG: Creating with Materials						
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.						
Continuous provision offered throughout the year:- - Children can self-select from a range of tools and materials in the continuous provision both inside and outside-obstacle course, construction bricks and kits inside and outside, mud kitchen preparing and cooking recipes, Loose parts/inside and outside, junk modelling and sewing and threading - Children learn by experimenting with tools such as scissors and hole punches. They make use of fixing and joining materials such as sellotape, masking tape, string, pipe cleaners and glue. - Through questioning children are encouraged to talk about what they like about their work and other children's designs and how they would improve it. - Help to design and make small worlds in line with topic.						



Early Years History Curriculum Coverage and Progression 2026-2027

In Early Years, History forms part of **Understanding the World** and is delivered through a balance of adult-led activities and continuous provision.

Children begin by exploring their own experiences and developing an awareness of **past and present**. They talk about their families, recall events, and begin to understand changes over time. Through stories, photographs, and role play, they are introduced to events and people from the past.

Adults support learning through high-quality interactions, questioning and modelling language. Children are encouraged to use simple vocabulary such as *before, after, old and new*, helping them to begin to organise their understanding of time.

We use EYFS Development matters 'non-statutory curriculum guidance for the Early Years Foundation stage' as guidance. We then assess the children using the Early Learning Goals at the end of the academic year.

EYFS	Autumn 1 Myself Family & Friends Autumn People Who Help Us	Autumn 2 Bonfire Night and Fireworks Space Cultural Week Christmas	Spring 1 Superheroes Science Week Animals Chinese New Year	Spring 2 Room on the Broom The Gruffalo Great Berry Reading Week Easter	Summer 1 Jack and the Beanstalk The Gingerbread Man The Three Little Pigs Dinosaurs	Summer 2 Minibeasts Pirates and Mermaids Summer Year One
Objectives						
Comment on images of familiar situations in the past.						
Compare and contrast characters from stories, including figures from the past.						
ELG: Understanding the World: Past and Present						
Talk about the lives of 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.						



Early Years Geography Curriculum Coverage and Progression 2026-2027

In Early Years, Geography is taught through **Understanding the World** and is embedded within play-based learning and continuous provision.

Adults support learning through discussion, exploration and questioning, helping children to develop early geographical language such as *place, near, far, hot, cold*.

We use EYFS Development matters 'non-statutory curriculum guidance for the Early Years Foundation stage' as guidance. We then assess the children using the Early Learning Goals at the end of the academic year.

EYFS	Autumn 1 Myself Family & Friends Autumn People Who Help Us	Autumn 2 Bonfire Night and Fireworks Space Cultural Week Christmas	Spring 1 Superheroes Science Week Animals Chinese New Year	Spring 2 Room on the Broom The Gruffalo Great Berry Reading Week Easter	Summer 1 Jack and the Beanstalk The Gingerbread Man The Three Little Pigs Dinosaurs	Summer 2 Minibeasts Pirates and Mermaids Summer Year One
Objectives						
Draw information from a simple map.						
Recognise some similarities and differences between life in this country and life in other countries.						
Explore the natural world around them.						
Recognise some environments that are different to the one in which they live.						
ELG: Understanding the World: People, Culture and Communities						
Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.						
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.						
ELG: Understanding the World: The Natural World						
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.						
Understand some important processes and changes in the natural world around them, including the seasons.						



Music Curriculum Coverage and Progression 2026-2027

Early Years Being Imaginative and Expressive (expressive arts and design)

EYFS	Autumn 1 Unit	Autumn 2 Unit	Spring 1 Unit	Spring 2 Unit	Summer 1 Unit	Summer 2 Unit
Early Learning Goal / Unit	2 Weeks CI (Part Time) Myself Family & Friends Autumn People Who Help Us	Bonfire Night and Fireworks Diwali (8 th Nov.) Cultural Week (7 th Dec) (Spain) Christmas	Superheroes Science Week 18 th Jan Animals Chinese New Year (22nd Feb)	Room on the broom The Gruffalo Easter World Book Day	Jack and the Beanstalk The Gingerbread Man The Three Little Pigs Barleylands Trip TBA Dinosaurs	Minibeasts Pirates and Mermaids Summer Year One
<u>Being Imaginative and Expressive</u>						
Sing a range of well known nursery rhymes and songs						
Performs songs, rhymes, poems and stories with others, and- when appropriate try to move in time with music.						



Early Years Music Curriculum Coverage and Progression 2026-2027

EYFS	Autumn 1 Unit	Autumn 2 Unit	Spring 1 Unit	Spring 2 Unit	Summer 1 Unit	Summer 2 Unit
Early Learning Goal / Unit <i>Charanga (optional units)</i>	Myself Family and Friends People Who help us <i>Me! (nursery rhymes and action songs)</i>	Fireworks/ Diwali Cultural week/ Christmas <i>My Stories (nursery rhymes and action songs)</i>	Superheroes Animals Chinese New Year <i>Everyone (nursery rhymes and action songs)</i>	Room on the Broom/ The Gruffalo <i>Our World (nursery rhymes and action songs)</i>	Fairy-tales <i>Big Bear Funk (listening and appraising)</i>	Mini beasts/ Pirates and Mermaids/ Class assembly <i>Reflect, Rewind, Replay (consolidate the language of music)</i>
Enjoys joining in with dancing and ring games.						
Sings a few familiar songs.						
Beginning to move rhythmically						
Imitates movement in response to music.						
Taps out simple repeated rhythms.						
Explores and learns how sounds can be changed.						
Begins to build a repertoire of songs and dances.						
Explores the different sounds of instruments.						
Children sing songs, make music and dance, and experiment with ways of changing them.						
Uses movement to express feelings.						
Creates movement in response to music.						
Sings to self and makes up simple songs.						
Makes up rhythms.						



Early Years Expressive Arts and Design Curriculum Coverage and Progression 2026-27

EYFS	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Early Learning Goals / Unit	2 Weeks CI (Part Time) All About Me Family and Friends Autumn People Who Help Us	Bonfire Night and Fireworks Diwali Space Cultural Week (Spain) Christmas	Superheroes Science Week Animals Chinese New Year	Julia Donaldson Easter World Book Day	Fairytales	Minibeasts Dinosaurs Summer Year One
Creating with Materials ELG						
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 narrative and stories.						
Being Imaginative and Expressive ELG						
Invent, adapt and recount narratives and stories with peers and their teacher.						



Early Years Science Curriculum Coverage and Progression 2026-2027

EYFS	Autumn 1 Unit	Autumn 2 Unit	Spring 1 Unit	Spring 2 Unit	Summer 1 Unit	Summer 2 Unit
Early Learning Goal / Unit	2 Weeks CI (Part Time) Myself Family & Friends Autumn People Who Help Us	Bonfire Night and Fireworks Diwali (8 th Nov.) Space Cultural Week (7 th Dec) (Spain) Christmas	Superheroes Science Week 18 th Jan Chinese New Year (6 th Feb) Spring	Room on the broom The Gruffalo Great Berry Reading Week 8 th March World Book Day Easter	Jack and the Beanstalk The Gingerbread Man The Three Little Pigs Barleylands Trip TBA Dinosaurs	Minibeasts Pirates and Mermaids Summer Year One
<u>The Natural World</u>						
Explore the natural world around them, making observations and drawing pictures of animals and plants.						
Knows some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class.						
Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.						



EYFS	Autumn 1 Harvest Festival. Children talk about and share their own traditions and experiences and explore new vocabulary linked to religions and worldviews. Talk about the work of people from faith communities, such as the vicar, imam, rabbi or priest- People who help us topic. Look at similarities and differences in modern places of worship and more ancient religious buildings.	Autumn 2 Diwali- Share the story of Rama and Sita. Explain which religion the characters are. Make Rangoli Patterns. Explore questions about clothes, artefacts and actions linked to different religions. Spanish Christmas- What is different to how we celebrate in England? Christmas- Share the Christmas story. Explain which religion the characters are. Understand and be sensitive to differences in diet, style of dress, festivals celebrated. Diwali and the Hindu story of Rama and Sita, Christmas and the Nativity could be an opportunity for roleplay and to talk in simple terms about the meaning of incarnation.	Spring 1 Shrove Tuesday. Ash Wednesday. Lent. Chinese New Year- Zodiac Story. Explore differences between China and England. Understand and be sensitive to differences in diet, style of dress, festivals celebrated. Children talk about and share their own traditions and experiences and explore new vocabulary linked to religions and worldviews.	Spring 2 Mothering Sunday- Make a Mothers Day card. Palm Sunday . Maundy Thursday. Good Friday. Easter Sunday- Share the Easter Story. Understand and be sensitive to differences in diet, style of dress, festivals celebrated. Children talk about and share their own traditions and experiences and explore new vocabulary linked to religions and worldviews. Make a Easter card.	Summer 1 Children talk about and share their own traditions and experiences and explore new vocabulary linked to religions and worldviews.	Summer 2 Children talk about and share their own traditions and experiences and explore new vocabulary linked to religions and worldviews.
ELG						
Listening, Attention and Understanding						

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.						
Speaking						
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.						
Self Regulation						
Show an understanding of their own feelings and those of others and begin to regulate their behaviour accordingly.						
Building relationships						
Show sensitivity to their own and to others needs.						

Literacy Comprehension						
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 roleplay.						
Past and Present						
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.						
People, Culture and Communities						
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.						
Creating with Materials						
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.						



EYFS Computing Curriculum Coverage and Progression 2026-2027

Computing may not be part of the EYFS framework; however, it is during this stage that children build foundations for computational thinking – a golden thread which runs throughout Years 1-6 covering the National Curriculum. We live in a digital world full of technology that is integrated into the lives of young children. Therefore, children having access to computing lessons from an early age ensures they develop listening skills, problem solving abilities and thoughtful questioning – as well as improving subject skills across the seven areas of learning. Therefore, computing is included to prepare the children for their computing lessons in Year 1. This progression of skills combines a personalised approach from experience with the children in our setting and some adapted statements from the Birth to 5 documents where technology is still included.

EYFS	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	2BeSafe Health, Wellbeing and Lifestyle	Bonfire Night and Fireworks Diwali Space Cultural Week Christmas 2BeSafe Online Bullying	Superheroes Science Week Animals Chinese New Year GB E-Safety Week 2BeSafe Managing Online Information	Room on the broom The Gruffalo Great Berry Reading Week Easter 2BeSafe Self-Image and Identity	Jack and the Beanstalk The Gingerbread Man The Three Little Pigs Dinosaurs 2BeSafe Online Relationships	Minibeasts Pirates and Mermaids Summer Year One 2BeSafe Online Reputation
Reception (4-5 year olds) Digital Literacy						
Develops digital literacy skills by being able to access, understand and interact with a range of technologies.						
I can give simple examples of rules when staying safe online.						
I can give examples of devices in my home that might be connected to the internet.						
I can give examples of when I should ask for permission to do something online and explain why this is important.						
I can recognize some ways in which technology might be used to communicate with people I know.						



EYFS Computing Curriculum Coverage and Progression 2026-2027

EYFS	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	2BeSafe Health, Wellbeing and Lifestyle	Bonfire Night and Fireworks Diwali Space Cultural Week Christmas 2BeSafe Online Bullying	Superheroes Science Week Animals Chinese New Year GB E-Safety Week 2BeSafe Managing Online Information	Room on the broom The Gruffalo Great Berry Reading Week Easter 2BeSafe Self-Image and Identity	Jack and the Beanstalk The Gingerbread Man The Three Little Pigs Dinosaurs 2BeSafe Online Relationships	Minibeasts Pirates and Mermaids Summer Year One 2BeSafe Online Reputation
Reception (4-5 year olds) Computer Science						
Completes a simple program on electronic devices such as bee bot or a coding app.						
Show skill in making toys work by pressing parts or lifting flaps to achieve effects such as sound, movements or new images. Knows that information can be retrieved from digital devices and the internet.						
Shows an interest in technological toys with knobs, pulleys, real objects such as cameras and touchscreen devices such as mobile phones and tablets.						



EYFS Computing Curriculum Coverage and Progression 2026-2027

EYFS	Autumn 1 2BeSafe Health, Wellbeing and Lifestyle	Autumn 2 Data Explorers Bonfire Night and Fireworks Diwali Space Cultural Week Christmas 2BeSafe Online Bullying	Spring 1 Superheroes Science Week Animals Chinese New Year GB E-Safety Week 2BeSafe Managing Online Information	Spring 2 Room on the broom The Gruffalo Great Berry Reading Week Easter 2BeSafe Self-Image and Identity	Summer 1 Jack and the Beanstalk The Gingerbread Man The Three Little Pigs Dinosaurs 2BeSafe Online Relationships	Summer 2 Minibeasts Pirates and Mermaids Summer Year One 2BeSafe Online Reputation
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Reception (4-5 year olds)

Information Technology

Uses IT hardware to interact with age-appropriate apps.						
Can use the internet with adult supervision to find and retrieve information of interest to them.						
Input commands using a mouse to control a cursor and use the left click to select options OR use finger control to interact with a tablet (double tap, swipe)						
Input commands using the space bar, backspace, enter, letters and numbers on a keyboard on any device (including on a tablet).						
Manage a device by correctly closing websites or apps and safely turning on and off.						
Knows how to operate simple equipment eg- turn on the interactive board, use a remote control.						

