

St Marys EYFS Long Term Curriculum Map 2025 - 26

	Autumn 1 (8 weeks)	Autumn 2 (7 weeks)	Spring 1 (6 weeks)	Spring 2 (5 weeks)	Summer 1 (7 weeks)	Summer 2 (6 weeks)
Cross-curricular theme	Look at me! 	The word on the street! (Our community) 	Fire! Fire! (People who help us) 	Down on the farm 	Dastardly dinosaurs! 	Here comes the sun! 
Year 1 links	History - Changes within living memory: From being a baby Science – Plants DT – Mechanisms: Sliders Music – Exploring sound	Science – Animals inc Humans Art – Painting Block B Focus Artist – Piet Mondrian Use of Primary Colours Geography - Locational knowledge Countries and capital cities of the United Kingdom Music – Celebration music	Science – Animals not inc Humans Art – Printmaking Karen Lederer History: The Great Fire of London Music – Music & Movement	Science – Seasonal changes Geography – Mapping skills & fieldwork Music: Timbre & rhythmic patterns (Fairytales) KAPOW	Science – Materials History - Lives of significant individuals: Mary Anning & David Attenborough Art: Textiles & collage Focus Artist – Anne Kelly Music – Big band	Science – DT – Food: Fruit & vegetables KAPOW – Year 1 Unit Geography: Study of hot & cold countries
Predictable interests	Autumn Family	Bonfire night Halloween Diwali Christmas	Winter Chinese New Year Valentine's day	Spring Lent Easter	Early summer Seasons	Holidays Beach/Park
Butterfly moments/Visits and Visitors	Visit to Cronkshaw Farm – Through the seasons Autumn	Santa Express Post a letter to Father Christmas at the Post	Visitors- fire fighters/police/ Fire Museum – Bury	Visit to the Farm – Through the seasons Winter Butterflies	Dinosaur trip	Visit to the park for ice cream and a picnic Parent Link - end of year picnic, eat ice

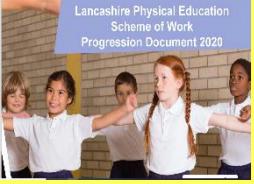
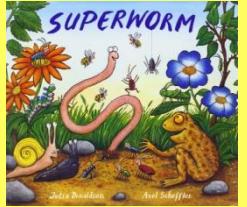
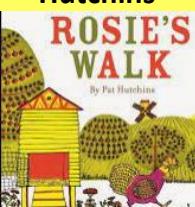
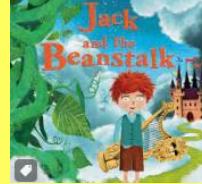
St Marys EYFS Long Term Curriculum Map 2025 - 26

	Parent Link- Love reading afternoon	office/ Walk to local shops/church Walk to the Halo with rest of school	Right start – Road safety		Parent Link- outdoor learning-planting,	creams on the field with children and families
Characteristics of effective teaching and learning 	Playing and Exploring Active learning Creating and thinking critically <i>All aspects weave through all areas of learning throughout this half term</i>	Playing and Exploring Active learning Creating and thinking critically <i>All aspects weave through all areas of learning throughout this half term</i>	Playing and Exploring Active learning Creating and thinking critically <i>All aspects weave through all areas of learning throughout this half term</i>	Playing and Exploring Active learning Creating and thinking critically <i>All aspects weave through all areas of learning throughout this half term</i>	Playing and Exploring Active learning Creating and thinking critically <i>All aspects weave through all areas of learning throughout this half term</i>	Playing and Exploring Active learning Creating and thinking critically <i>All aspects weave through all areas of learning throughout this half term</i>
Communication and language	Good sitting and listening rules Enjoy storytime. Learn and use a wide range of vocabulary. Follow a 2 part instruction. Understand why questions.	Pay attention to more than one thing at a time. Learn and use a wide range of vocabulary. Sing a large repertoire of songs and rhymes. Start a conversation with an adult or friend.	Listen to a story and recall key points. Learn and use a wide range of vocabulary. Answer a 2 part question. Sing a large repertoire of songs and rhymes. Talk about familiar books.	Learn and use a wide range of vocabulary. Sing a large repertoire of songs and rhymes. Ask questions to find out more and clarify understanding. Familiarity and understanding about stories.	Learn and use a wide range of vocabulary. Sing a large repertoire of songs and rhymes. Talk to organise play. Speak in well formed sentences.	Learn and use a wide range of vocabulary. Sing a large repertoire of songs and rhymes. Connect ideas using connectives. Engage with non-fiction text.

St Marys EYFS Long Term Curriculum Map 2025 - 26

	<p>Sing a large repertoire of songs and rhymes.</p> <p>Engage with non-fiction text.</p>	<p>Engage with non-fiction text.</p>	<p>Engage with non-fiction text.</p>	<p>Engage with non-fiction text.</p>	<p>Describe events in detail.</p> <p>Explain how things work and why they might happen.</p> <p>Deep familiarity and retell story.</p> <p>Engage with non-fiction text.</p>	
Personal, social and emotional development	<p>CORAM SCARF</p> <p>Me & my relationships</p> <p>Class rules and expectations and moderate behaviour accordingly.</p> <p>Sharing and taking turns</p> <p>Making new relationships .</p> <p>The Colour Monster story- feelings</p>	<p>CORAM SCARF</p> <p>Keeping myself safe</p> <p>Class rules and expectations</p> <p>Sharing and taking turns</p> <p>Making new relationships</p> <p>Independently use resources in provision to achieve a goal.</p> <p>Able to leave their adult.</p> <p>Able to say if they are happy or sad.</p>	<p>CORAM SCARF</p> <p>Growing & changing</p> <p>Keeping safe inside & out week.</p> <p>Caring for others/animals/plants /pets/family members</p> <p>Build respectful relationships.</p> <p>Caring for creatures.</p>	<p>CORAM SCARF</p> <p>Valuing difference</p> <p>Rules and why we have to follow them</p> <p>See themselves as a valuable individual.</p>	<p>CORAM SCARF</p> <p>Being my best</p> <p>Talking about being scared and taking risks.</p> <p>Express feelings of self and others.</p> <p>Resilience and perseverance in face of challenge.</p>	<p>CORAM SCARF</p> <p>Rights & responsibilities</p> <p>Trying something new, keeping safe at the seaside, use of suncream.</p> <p>Road safety training</p>

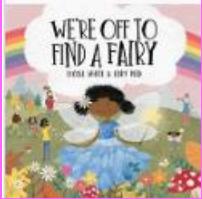
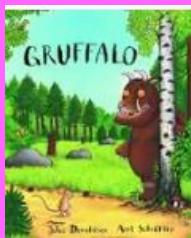
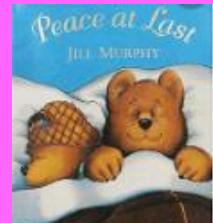
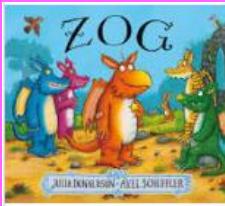
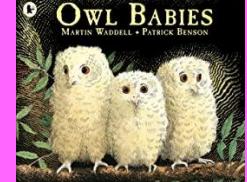
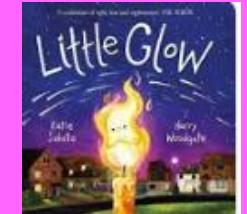
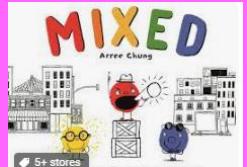
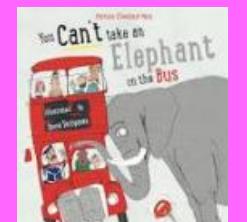
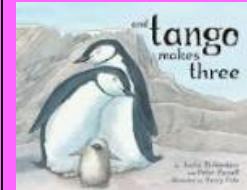
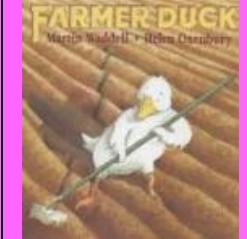
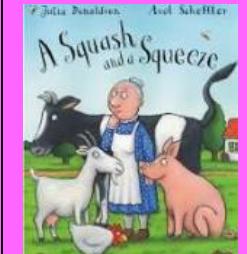
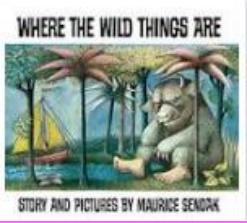
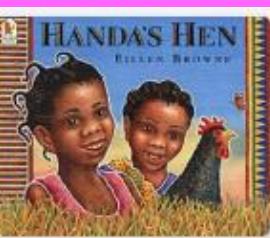
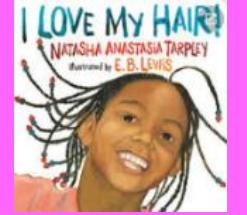
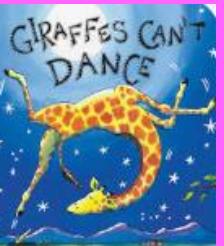
St Marys EYFS Long Term Curriculum Map 2025 - 26

		Managing own needs				
Physical Development	<p>PE unit Lancashire PE Scheme of Work 2020- Themes 'Welcome to PE' Progression 1-6</p>  <p>Superworm by Julia Donaldson</p>  <p>The Queens Hat by Steve Antony- children to move like to soldiers in the book-dangle/march/clambe red/bolted/dashed.... Dough disco</p>	<p>PE Unit Lancashire PE Scheme of Work 2020- Themes Transport Theme Progression 1 &2</p> <p>Introduce Squiggle whilst you wiggle</p> <p>Begin to have control of pencil.</p> <p>Increasingly independent getting dressed and undressed.</p>	<p>PE Unit Lancashire PE scheme of work 2020 – stories</p> <p>Rosies Walk by pat Hutchins</p>  <p>'</p> <p>Comfortable grip and good control of pencil.</p> <p>Able to use regular scissors.</p>	<p>PE Unit Lancashire PE Scheme of Work 2020- Themes Jack & the Beanstalk Progression 1-5</p>  <p>Develop a fast and efficient hand writing style.</p>	<p>PE Unit Lancashire PE scheme of work 2020 – Themes 'Seaside' Progression 1-5'</p>  <p>Confidently use pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons.</p>	<p>PE Unit Lancashire PE Scheme of Work 2020- Themes Progression 1-6</p> <p>EYFS Fundamental Movement Skills assessment</p> <p>Making healthy choices about food, drink, activity and tooth brushing.</p> <p>Know about factors that affect health and well-being.</p>

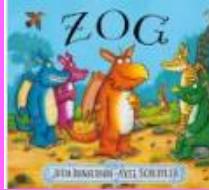
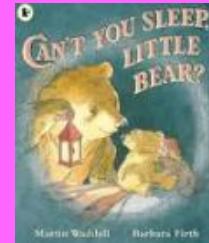
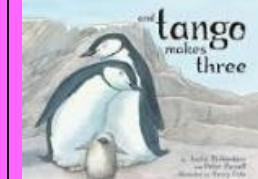
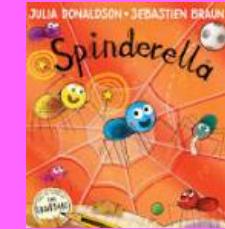
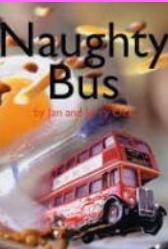
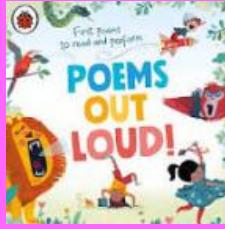
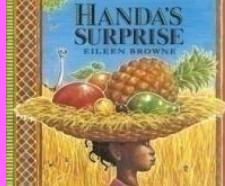
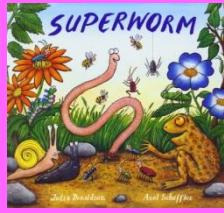
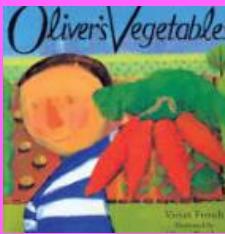
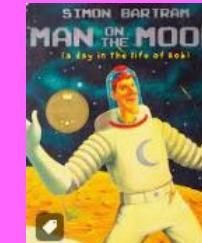
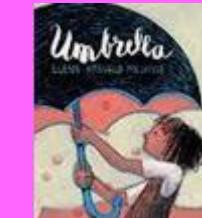
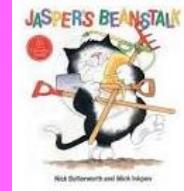
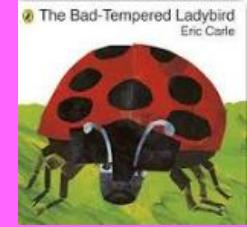
St Marys EYFS Long Term Curriculum Map 2025 - 26

	 <p>Large muscle movements.</p> <p>One handed tools and equipment. (Loop scissors)</p> <p>Starting to independently use a knife and fork.</p> <p>Preference for a dominant hand.</p> <p>Increasing independent meeting own care needs.</p> <p>Core muscle strength when sitting on floor or table.</p> <p>Develop skills to manage school day.</p>				
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St Marys EYFS Long Term Curriculum Map 2025 - 26

Key books and Texts	<p><u>Super Six!</u> <i>We're off to find a fairy</i>  <i>Room on the broom</i>  <i>The Gruffalo</i>  <i>Peace at Last</i>  </p>	<p>Zog – By Julia Donaldson  Stickman by Julia Donaldson  <p><u>Super Six!</u> <i>Owl babies</i></p>  <i>Little Glow</i>  </p>	<p><u>The Train Ride</u>  <p><u>Mixed</u></p>  <p><u>The Train Ride</u></p>  <p><i>You can't let an elephant drive a bus</i></p>  </p>	<p><u>Super Six!</u> <i>And Tango makes three</i>  <i>Farmer Duck</i>  <p><i>A squash and a squeeze</i></p>  </p>	<p><u>Super Six!</u> <i>Where the wild things are</i>  <p><i>Lost & Found by Oliver Jeffers</i></p>  </p>	<p><u>Super Six!</u> <i>Handa's Hen</i>  <p><i>I love my hair</i></p>  <p><i>Billy Bucket</i></p>  <p><i>Giraffes can't dance</i></p>  <p><i>Jaspers Beanstalk</i></p> </p>

St Marys EYFS Long Term Curriculum Map 2025 - 26

<p>Zog</p>  <p><i>Can't you sleep, little bear</i></p>  <p>Rhymes linked to Ourselves- Head, Shoulders, knees and toes. If you happy and you know it. Nursery rhymes</p> <p>Range of non fiction texts People in our community – Fire brigade, ambulance, police</p>	<p><i>And Tango makes three</i></p>  <p>Spinderella</p>  <p>Traditional Christmas rhymes</p> <p>Other storybooks: The Jolly Christmas Postman One Snowy Night Pumpkin Soup</p> <p>Range of non fiction texts Christmas</p>	<p><i>The naughty bus</i></p>  <p>Poems out loud</p>  <p><i>Handas Surprise</i></p>  <p>Traditional Nursery rhymes</p> <p>Range of non fiction texts Transport Maps Journeys</p>	<p><i>The Very Hungry Caterpillar</i></p>  <p>Superworm</p>  <p><i>Olivers Vegetables</i></p>  <p>Additional stories: <i>3 little pigs</i> <i>The 3 Billy Goats Gruff</i> <i>Little Red Riding Hood</i> <i>Goldilocks & the 3 bears</i></p>	<p>No Bot</p>  <p><i>Man on the moon</i></p>  <p><i>Umbrella</i></p>  <p>Range of non fiction texts Non Fiction – Dinosaurs, fossils, volcanoes</p>	 <p>The bad tempered ladybird</p>  <p>Range of non fiction texts The seaside Seaside range of poems Holiday Seasons Hot & cold countries</p>
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St Marys EYFS Long Term Curriculum Map 2025 - 26

		Celebrations around the world		<i>Range of non fiction texts</i> Growing and planting Healthy eating books		
Key vocabulary (To be added to throughout the year)	Label, sentence, caption Non fiction, fiction roof, window, door, house types-detached, semi, terraced, bungalow, flat, caravan, materials-glass, bricks, slate, plastic, metal, cement, wood. Body parts Rhyme	Celebration /decorate/mix/pour/bake recipe/ingredients beginning/middle/end nocturnal/dark/exhausted/late wise/Oak/less/more tradition	Police ambulance Fire brigade Seasons, spring, summer, autumn, winter, weather, thunder, snow, rain, frost, ice, rain, cold, deciduous, evergreen, hibernate, migrate, Baked, ingredients, recipe clambered, bolted, dashed, squeezed, floated, dangled	Journey, Map Juicy, spikey, smooth Instructions, first, then, next last Easter, cross, Jesus, Seasons, resurrection Mini beasts Farm animals Herbivore Carnivore Omnivore Cockerel, names of baby animals Farmyard	Dinosaurs Herbivore Carnivore Omnivore Fossil archaeologist	Sand, beach, sea, lighthouse, cliffs, rocks, rock pool
Phonics	Phase 1 & 2 including a heavy focus on oral blending and segmenting RWI Wordtime	Tricky words I/no/to/go/the/into RWI - Groups	Tricky words he/she/was/my/we/be/me/all/they RWI - Groups	RWI - Groups	RWI - Groups	RWI – Groups Year 1 Phonics screener

St Marys EYFS Long Term Curriculum Map 2025 - 26

Reading 	<p>Introduce home-school readers.</p> <p>Story book bags</p> <p>Initial books for home-no words</p> <p>Ditty red books and masdt inpgo reading games and activities</p>	<p>Ditty red books</p> <p>Story book bags</p> <p>Read individual letters by saying the sounds.</p> <p>Blend sounds in to words.</p> <p>Ch. re-read books to build up confidence in word reading.</p>	<p>Ditty red books & Purple books</p> <p>Story book bags</p> <p>Read some digraphs and tricky words (P3)</p>	<p>Purple & Pink reading books</p> <p>Story book bags</p> <p>Engage in extended conversations about stories.</p>	<p>Pink & Orange reading books</p> <p>Story book bags</p>	<p>Yellow reading books</p> <p>Story book bags</p>
Writing	<p>Making marks, wavy, zig zag, straight, curved.</p> <p>Links to gross motor and fine motor activities.</p> <p>Print has meaning.</p> <p>Read from left to right and top to bottom.</p> <p>Develop phonological awareness.</p> <p>Recognising & writing name</p>	<p>More focus on Letter formation and recognition</p> <p>Name writing activities</p> <p>Segment VC and spell tricky words</p> <p>Use some print and letter knowledge in early writing.</p> <p>Write some or all of their name.</p> <p>Write some letters accurately.</p>	<p>Write CVC & CCVC words</p> <p>Understand that print can have different purposes.</p> <p>Page sequencing (links to independent writing)</p>	<p>Writing simple sentences which can be read by themselves and others</p> <p>Understand different parts of a book.</p>	<p>Phase 2 and 3 sentences and variations more independently.</p> <p>Write short sentences using capital letter and full stop.</p> <p>Use writing checklist</p> <p>Re-read to check it makes sense.</p>	<p>Sentence writing</p> <p>Form lowercase and capital letters correctly.</p>

St Marys EYFS Long Term Curriculum Map 2025 - 26

		Phonetically plausible attempts at spelling word using phoneme fingers. Read p2 tricky words.				
Maths 	Subitising to 5 Counting, cardinality and ordinality Composition of 3 & 4 Comparison of quantity	Counting, ordinality and cardinality Comparison of sets Composition – Parts & Wholes Composition of 3,4 & 5	Subitising more complex patterns Counting, ordinality and cardinality – How many altogether Composition- 2 parts of 5 Composition of 6 & 7 Comparison – Numerosity of sets	Counting, ordinality and cardinality – Counting from larger sets & counting to 20 and beyond Comparison of numbers to 8 Composition of numbers to 7 Subitising – doubling Composition – Odd & even	Cardinality, ordinality and counting Subitising as a counting strategy Composition of 5 in many different representations Composition of numbers to 10 Comparison – attributes & ordinality	Comparing groups of the same object with a big difference in number, and then a small difference Comparing by looking, then by matching 1-to-1 Understanding when groups have an equal amount Comparing groups of objects that are of different sizes, colours or attributes Beginning to generalise about '1 more/1 less' within 10 Developing a sense of magnitude, e.g. knowing that 8 is a lot more than 2, but that 4 is only a little bit more than 2.

St Marys EYFS Long Term Curriculum Map 2025 - 26

Understanding the world	Simple family tree- son/grandchild/great grandchild - Homework Making links between family members Begin to make sense of own life story. Changes they notice. Name different body parts and the colour of us To know about our community and where we live (Haslingden, Lancashire) Types of houses and features of houses. Use all our senses to explore natural materials. (outdoor learning) Developing positive attitudes about the differences between people.	Diwali – The Story of Rama and Sita Guy Fawkes- Historical figure background Light and dark experiment/shadow puppets? Developing positive attitudes about the differences between people. Baking – coconut burfi Use all our senses to explore natural materials. (outdoor learning) Changes they notice. Christmas traditions Winter learning- seasons The area in which we live.	Baking –pancakes Use all our senses to explore natural materials. (outdoor learning) Seasons - Winter Changes they notice. Animals in Winter People who help us – what do they do? Chinese New Year	Grow your own Caterpillars Stick insects Snails Wormery Nature area - Tadpoles Changes they notice Haslingden's place in the World/London/UK. Farm animals	Dinosaurs – carnivores, herbivores & omnivores Compare lives of people from the past to the modern day Changes they notice Plant seeds and care for growing things. Changes they notice. Labelling different parts of the plant Summer learning seasons	Packing to go on tour holidays- make lists What would you find in a rock poll compared to a pond Sandcastles Ice creams Ice cream role play Kiddik the Frog- BBC Bitesize, links to droughts and other climates Weather links Changes they notice. Forces – floating? Developing positive attitudes about the differences between people.
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St Marys EYFS Long Term Curriculum Map 2025 - 26

	Talk about family and familiar adults. Autumn learning					
RE	Unit 1 Myself Theme: Family – Domestic Church	Unit 2 Baptism/ Confirmation Theme: Belonging Unit 3 Advent/Christmas Theme: Christian Living	Unit 4 Celebrating Theme: Local Church – Community Unit 5 Eucharist Theme: Gathering	Unit 6 Lent/Easter Theme: Giving	Unit 7 Pentecost Theme: Good News Unit 8 Friends Theme: Reconciliation	Unit 9 Our World Universal Church Theme: Universal Church
Expressive arts and design	Learn to sing nursery rhymes and action songs. Self Portrait Singing - head and shoulders, knees and toes. Nursery rhymes. Draw round teacher/TA and label, colour in etc. Explore different materials freely. Develop own ideas and decide which	Kapow Unit: Celebrations Learn to sing more nursery rhymes and action songs. Christmas crafts – include a skill in the making. Mixing colours to make fireworks. Rangoli patterns Diwali music Christingle Nursery rhymes and songs.	Learn to sing more nursery rhymes and action songs. Draw a map Use of Bee bots - ICT Look at different portraits- and different family members Nursery rhymes and songs. Ipads- how to take a quality picture.	Kapow Unit: Musical Instruments Learn to sing more nursery rhymes and action songs. Create your own farm animal with made up features from lots of different animals. Add other materials. Workshop- hand print spiders. Busy fingers- creating webs out of paper plates and wool.	Paint/exploration using vegetables. Observational drawings of fruit and vegetables using different media. Observational drawings of fruit and vegetables using different media. Workshop- hand print spiders. Busy fingers- creating webs out of paper plates and wool.	Design their own lighthouse using different materials. Make and evaluate it. Nursery rhymes and songs. Paint/exploration using vegetables. Observational drawings of fruit and vegetables using different media. Van Gough – sunflowers Innovate nursery rhymes and songs

St Marys EYFS Long Term Curriculum Map 2025 - 26

	<p>materials to use to express them.</p> <p>Join different materials to make our own houses and homes.</p> <p>Mondrian – closed lines</p> <p>Primary colours</p> <p>Listen with increased attention to sounds – p1 phonics</p> <p>Play instruments with control and express feelings.</p>	<p>Cha cha slide/party action songs. – link xmas party</p> <p>Andy Goldsworthy- Autumn Walk</p> <p>Explorify- Autumn</p> <p>Create collaborative art</p>	<p>Complex stories using small world.</p> <p>Make imaginative and complex small worlds.</p> <p>Innovate nursery rhymes and songs</p> <p>Play instruments with control and express feelings – nature walk</p>		<p>Play instruments with control and express feelings – nature walk</p> <p>Collaborative art project where we edit and refine</p>	
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