



# EYFS – Reception

## Curriculum Overview Map 2025-2026

|            | Autumn 1<br>Character  | Autumn 2<br>Community  | Spring 1<br>Cultural Roots   | Spring 2<br>Curiosity   | Summer 1<br>Courage   | Summer 2<br>Communication   |
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| Core Texts | <p><b><u>Me, My School and My Community</u></b></p> <p><u>Core Texts:</u><br/>The Colour Monster<br/>The Three Pigs (TT)<br/>Little red riding hood (TT)<br/>The Billy Goats Gruff (TT)<br/>Room on the Broom – focus author<br/>Christopher Pumpkin</p> <p><u>Additional texts to read during half term:</u><br/>Emotion Non-Fiction<br/>Whinnie the Witch books<br/>Pumpkin books<br/>Binny’s Diwali<br/>Autumn Non-Fiction (SS)</p> | <p><b><u>It’s Getting Cold Outside</u></b></p> <p><u>Core Text:</u><br/>The Leaf Thief<br/>The Gruffalo – focus author<br/>Owl Babies<br/>The Wombles Autumn leaves (animation)<br/>The Gingerbread man (TT)<br/>The Snowman (animation)<br/>Pingu (animation)</p> <p><u>Additional texts to read during half term:</u><br/>Leaf man<br/>The Christmas Story<br/>Owl Non-Fiction<br/>Woods/forest Non-fiction<br/>Autumn + Winter Non-Fiction<br/>Melting Non-Fiction (SS)</p> | <p><b><u>Castles Knights and Fairy Tales</u></b></p> <p><u>Core Text:</u><br/>Castle’s Knights and Fairytales (NF)<br/>Zog – focus author<br/>Rapunzel (TT)<br/>Chinese New Year (NF)<br/>Beauty and the Beast – clip from the film<br/>Smeds and the Smoos (link to Valentines day)</p> <p><u>Additional texts to read during half term:</u><br/>Winter Non-Fiction<br/>Weather Non-Fiction (SS)<br/>Different homes Non-Fiction (SS)</p> | <p><b><u>Dinosaur Detectives</u></b></p> <p><u>Core Text:</u><br/>Theres a dinosaur in my book<br/>Dinosaurs love underpants<br/>The dinosaur who lost his roar<br/>Dear Dinosaur<br/>Wakey Races (animation)<br/>Bananaman meets Mr Doom (animation)</p> <p><u>Additional texts to read during half term:</u><br/>Tyrannosaurus drip.<br/>How to grow a dinosaur<br/>Harry and the dinosaurs<br/>Dinosaur Non-Fiction<br/>Winter + Spring Non-Fiction<br/>Inside an egg Non-Fiction (SS)</p> | <p><b><u>In the Garden</u></b></p> <p><u>Core Text:</u><br/>Poddington Peas (animation)<br/>Jack and the Beanstalk (TT)<br/>Bill and Ben the Flowerpot men (animation)<br/>The Very Hungry Caterpillar<br/>Handa’s Surprise</p> <p><u>Additional texts to read during half term:</u><br/>Super worm<br/>Oliver’s vegetables<br/>Supertato<br/>Yucky worms<br/>Mad about Minibeasts<br/>Jaspers beanstalk<br/>Plants Non-Fiction (SS)<br/>Minibeast Non-Fiction<br/>Spring Non-Fiction</p> | <p><b><u>Seaside Safari – Discovering the Beach</u></b></p> <p><u>Core Text:</u><br/>Sharing a shell<br/>The Snail and the Whale<br/>Captain Pugwash – monster ahoy (animation)<br/>Tiddler<br/>Popeye (animation)<br/>Look what I found at the seaside.</p> <p><u>Additional texts to read during half term:</u><br/>Seaside Poems<br/>Seaside Non-Fiction<br/>Whale Non-Fiction<br/>Summer Non-Fiction<br/>What floats Non-Fiction (SS)</p> |

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| <b>Songs</b><br><br><b>Rhymes and Poems</b><br><br>(Music links) | Head, Shoulders,<br>Knees and Toes<br>Hokey Cokey<br>Miss Polly had a Dolly<br>Polly put the Kettle On<br>London Bridge is<br>Falling Down<br>Dingle Dangle<br>Scarecrow | Jingle bells<br>Rudolph the Red Nosed<br>Reindeer<br>Feliz Navidad<br>Here comes Santa Claus<br>Frosty the snowman<br>We wish you a merry<br>Christmas | There was a Princess Long<br>Ago<br>Humpty Dumpty<br>The Grand Old Duke of<br>York<br>Pussy Cat Pussy Cat | Incy Wincy Spider<br>Mary Mary Quite<br>Contrary<br>Hop Little Bunnies<br>Spring Songs<br>Higher and higher.<br>Sunshine, showers and<br>rainbows. | Round and round the<br>garden like a teddy bear<br>If you go into the woods<br>today<br>Teddy bear teddy bear<br>touch your toes | Row row, row your boat<br>The big ship sails through<br>the alley alley o<br>She sells seashells on the<br>seashore<br>Cockles and muscles<br>The owl and the pussy<br>cat |
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| <b>Expressive Art &amp; Design</b><br><br><b>Creating with Materials</b><br>(Art & DT links) |  | <b>Creating with Materials, Early Learning Goal:</b> <i>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</i>   |   |  |  |  |
|  |  | <p><b>Focused Artist Autumn – Picasso</b><br/><b>(Male Spanish Block Painting Artist)</b></p> <ul style="list-style-type: none"> <li>-Develop the ability to represent ideas using colour, line, and shape inspired by the work of <b>Pablo Picasso</b>.</li> <li>-Recognise and name the three primary colours and begin to use them purposefully in their artwork.</li> <li>-Experiment with mixing primary colours to create secondary colours and talk about the changes they observe.</li> <li>-Use a variety of brushes and tools with increasing control to apply paint in different ways.</li> <li>-Observe and represent features of people and animals through drawing and painting, using detail and shape.</li> </ul> <p>DT Aut 2: Follow a simple recipe and use tools safely to make gingerbread men</p> | <p><b>Focused Artist Spring - Hans-Helmut Schult</b><br/><b>(Male German Junk Modelling Artist)</b></p> <ul style="list-style-type: none"> <li>-Develop the ability to plan and create 3D models using recycled and found materials, inspired by <b>Hans-Helmut Schult</b></li> <li>- Use a variety of junk modelling materials to build imaginative structures such as castles and shields, combining shapes and forms.</li> <li>- Join and connect materials using a range of tools and techniques (e.g., tape, glue, split pins, hole punchers) to make costumes and props for imaginative play.</li> <li>-Design and build models for a clear purpose, considering their function, structure, and use.</li> </ul> <p>DT Spr 1: Follow simple steps to prepare and cook South East Asian-inspired food, exploring taste, texture, and cultural traditions.</p> | <p><b>Focused Artist Summer – Alma Thomas</b><br/><b>(Female Black African Pattern and Shape Artist)</b></p> <ul style="list-style-type: none"> <li>-Develop the ability to create artwork using repeated patterns, shapes, and colours inspired by the work of <b>Alma Thomas</b>.</li> <li>-Explore traditional African artwork and textiles to notice and recreate cultural patterns, colours, and designs.</li> <li>-Use printing techniques with a variety of tools and shapes to create repeated patterns and decorative effects.</li> <li>-Observe and represent details of natural landscapes through drawing and painting, using shape, line, and colour to show what they see.</li> </ul> <p>DT Sum 1: Harvest, prepare, and taste home-grown vegetables, developing an understanding of healthy eating and where food comes from.</p> |  |  |

Continuous Provision Commitment

*(Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function)*

**Autumn term: Introduce children buttering their own toast in the home corner**

- Provide mirrors for self-portraits
- Display Picasso artwork (especially Cubist portraits)
- Offer primary-coloured paints & palettes
  - Introduce colour mixing trays
- Use various brush sizes and tools (sponges, rollers, forks)

Use loose parts (buttons, corks, shapes) to make abstract faces

- Add photos of Picasso's abstract face sculptures

*(Share their creations, explaining the process they have used)*

Children to share their creations to the whole class, explaining the process they have used with support/modelling from teachers – Evidence Me videos

*(Make use of props and materials when role playing characters in narratives and stories)*

Story of the week pallet/tuff tray

Continuous provision small word area for free choice

Home corner with everyday dress up accessories e.g.: scarfs and hats

Continuous Provision Commitment

*(Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function)*

**Spring 2: Introduce children making their own playdough**

- Provide clean junk materials: tubes, boxes, bottle tops, foil, cardboard
- Add tools: scissors, masking tape, hole punchers, string
  - Photos of Schult's work for inspiration
- Costume materials: fabric scraps, ribbons, buttons

Continuous Provision Commitment

*(Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function)*

**Summer term: Introduce different foods into the home corner to chop and grate**

- Display Alma Thomas' artwork and African textile patterns
- Provide printing tools (sponges, blocks, shapes)
  - Use bold colours and natural dyes
- Include black card and bright paper for contrast
  - Landscape photos and outdoor sketching



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|                                | <b>Being Imaginative</b><br>(Art, Music, DT link)                | <b>Being Imaginative, Early Learning Goal:</b> <i>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.</i>  |  |  |  |   |   |
|                                |  | Kapow, Unit 1<br>Exploring Sounds  | Kapow, Unit 2<br>Celebration<br>Christmas performance  | Kapow, Unit 3 Music +<br>movement  | Kapow, Unit 4 Musical<br>stories   | Kapow, Unit 5 Transport   | Kapow, Unit 6 Big band  |
| <b>Understanding the World</b> | <b>People, culture and communities</b><br>(Geography, PHSE link) | <b>People, Culture &amp; Communities, Early Learning Goal:</b> <i>Describe their immediate environment using knowledge from observation, discussion, stories and non-fiction text 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 text and (when appropriate) maps.</i>                |  |  |  |   |   |
|                                |  | <ul style="list-style-type: none"> <li>-Develop the ability to identify and name key places near our school, such as the church, mosque, shops, and park.</li> <li>-Use digital tools (e.g., Google Earth) to explore and locate our school and its surroundings.</li> <li>-Create and interpret simple maps of familiar outdoor areas, including our school grounds.</li> <li>-Recognise and describe different staff roles within our school community.</li> <li>-Identify people who help us at home and in the wider community and explain how they support us.</li> </ul> | <ul style="list-style-type: none"> <li>- Observe and describe the plants, animals, and natural features found in our greenspace and garden (Gruffalo Walk Hook)</li> <li>-Chn to use their senses to explore and investigate the sights, sounds, smells, and textures of the outdoor environment.</li> </ul> | <ul style="list-style-type: none"> <li>-Recognise and describe some differences between our own culture, Chinese and Muslim culture, including customs, food, and celebrations.</li> <li>- Litter pick to care for our environment and understand the importance of looking after our community spaces.</li> </ul> | <ul style="list-style-type: none"> <li>Litter pick to care for our environment and understand the importance of looking after our community spaces.</li> </ul> | <ul style="list-style-type: none"> <li>-Create and interpret a simple map of an English garden, identifying key features such as plants, paths, and animals.</li> <li>-Observe and describe similarities and differences between an English garden and an African garden, using 'Handa's Surprise' as a reference. What does it look like? What grows there? What animals do we get in our gardens compared to Africa?</li> <li>-Use drawings, photos, or simple writing to record observations about plants and animals from both settings.</li> </ul> | <ul style="list-style-type: none"> <li>-Observe and describe the natural features and properties of the seaside, such as sand, water, shells, and waves.</li> <li>-Identify different types of pollution found in the sea and discuss ways to protect marine environments.</li> <li>-Compare features of the British seaside with seaside resorts in other countries, noticing similarities and differences in landscape, weather, and activities.</li> <li><b>-Record observations and ideas about the seaside through drawings, talk, or simple writing.</b></li> </ul> |

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|  | Events we celebrate<br>(RE + PHSE link) | World Mental Health Day   | Bonfire Night                    | Chinese New Year   |  |  |   |
|  |   | Red card for Racism   | Remembrance Day                  | Valentine's Day  | World Book Day                         |  | Father's Day  |
|  |   | Diwali  | Positive Noticing Day            | Ramadan  | Mother's Day                           |  |   |
|  |   | Halloween   | Christmas                        | Pancake day<br>World Book Day  | Easter                                 |  |   |
| <p><b>Past and Present, Early Learning Goal:</b> <i>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.</i></p> |   |   |                                  |  |  |  |   |
|  | Past + Present<br>(History link)        | Photos of the children as babies and now<br>Family members<br>Family events | Bonfire Night<br>Remembrance Day | Comparing King and Queens:<br>past and present<br>Comparing old and new houses – Castles/wooden huts + houses now<br>Are there still castles?<br>What did they eat then compared to now? | Do Dinosaurs live now?<br>Easter story |  | Look at Seaside towns in the past, what did it look like?<br>What did people wear? Etc<br>Can we find Saltburn in the past?<br>What is the seaside like now? Compare. |
| <p><u>Continuous Provision/Commitment Throughout the year:</u><br/>Daily Morning Calendar – in class<br/>Our Year in a Timeline – Displayed in EY Hall<br/>Key Vocabulary - Yesterday, Today, Tomorrow, Last week etc.<br/>Vocabulary in rhymes + stories to be explored e.g: cradle - cot, broom - brush, candle stick - lights etc</p>   |   |   |                                  |  |  |  |   |

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|  | <b>The Natural World</b><br>(Snap Science, Geography link) | <p><b>The Natural World, Early Learning Goal:</b> 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. Understand some important processes and changes in the natural world around them, including seasons and changing states of matter.</p> |  |   |   |   |  |
|  |  | <p>Unit 4 – What am I made of? Naming body parts (Biology)</p> <p>Unit 10 – What happens when you mix? Mixing colours (Chemistry)</p> <p>Unit 19 – What happens to the trees? Autumn Season (Our changing world)</p>   | <p>Unit 8 - Which hat is best to wear today? Materials + weather (Chemistry)</p> <p>Unit 9 – What melts? (Chemistry)</p> <p>Unit 13 – What happens at night? Bonfire Night/Autumn/Winter darker (Physics)</p> <p>Nocturnal Animals in school – Kirkleatham Owl Sanctuary</p> | <p>Unit 22 – What is the weather like today? Winter Season (Our changing world)</p> <p>Unit 7 – Who lives here? Different homes and the materials they are made of (Chemistry)</p> <p>Unit 16 – What makes it move? DT models (Physics)</p> <p>Unit 3 – What is inside an egg? Dinosaur + Chicken (Biology)</p> <p>Unit 19 – What happens to the trees? Spring Season (Our changing world)</p> <p>Visit Nursery's live chicks</p> | <p>Unit 3 – What is inside an egg? Dinosaur + Chicken (Biology)</p> <p>Unit 19 – What happens to the trees? Spring Season (Our changing world)</p> <p>Visit Nursery's live chicks</p> | <p>Unit 5 – Is all the plant green? Parts of a plant (Biology)</p> <p>Unit 24 – What can I grow in the garden? Grow our own veg and eat it (Our changing world)</p> <p>Spring flowers</p> | <p>Unit 18 – What floats? Boats on the sea (Physics)</p> <p>Unit 22 – What is the weather like today? Summer Season (Our changing world)</p> |
|  |  | <p>Daily <b>'Squiggle Me into a Writer'</b> programme – Developing Gross Motor Skills</p> <p>Daily <b>'Dough Disco'</b> programme – Developing Fine Motor Skills</p> <p><b>'OPAL'</b> lunch times</p> <p>Spring 2 – Weekly <b>Gymnastics</b> session with PE Coach</p>   |  |   |   |   |  |
| <p><b>Gross and fine motor</b></p> <p>(PE links)</p> |  |  |  |   |   |   |  |

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| <b>Hooks, Experiences and Visits</b>     | <p>Family photo album in home corner</p> <p>Visit and identify adults who help us in school e.g caretakers, office admin, HT, AHT, lunchtime supervisors</p> | <p>Nocturnal animals in school – External – Kirkleatham Owl Sanctuary</p> <p>Themed ‘Gruffalo Walk’ on the Greenspace</p> <p>Baking Gingerbread men for DT project</p> | <p>Medieval Feast</p> <p>Sout East Asian Food – (Lunar New Year link) Make and taste rice paper wraps</p> <p>Dinosaur Dome – external</p> <p>Hunting for clues – discovery of a Dinosaur Egg!!</p> <p>Easter Egg hunt with parents</p> | <p>Teach Rex Dinosaur experience – External</p> <p>Hunting for clues around School – Discovery of a Dinosaur Egg!!</p> <p>Easter Egg hunt with parents</p> | <p>Visit the garden/Allotment in Redwood House</p> <p>Live caterpillars</p> <p>Grow our own veg and eat it</p> | <p>Redcar Beach – Educational Visit</p>   |
| <b>Parental Engagement Opportunities</b> | <p>Why Independence is Important – Parent Stay &amp; Play</p> <p>Parents Evening</p>   | <p>Introducing Early Maths - Parent Stay &amp; Play</p> <p>LW Phonics Parent Meeting – Early Reading</p> <p>Christmas Performance</p>                                  | <p>Early Writing – Squiggle Me into a Writer – Parent Stay &amp; Play</p> <p>Parents Evening</p>   | <p>Family Fun Easter Egg Hunt to develop CL, PD &amp; PSED<br/><i>(On Green Space)</i></p>   | <p>Parent Meeting – Oral Health<br/><i>(School Nurse – Parents only in EY Hall)</i></p>                        | <p>Reception New Starters Transition</p> <p>Home Visits</p> <p>Parent Meeting</p> <p>Outdoor Stay and Play</p> <p>School Lunch Taster Session</p> |