

Whole School Curriculum Map - Long Term Overview 2025-2026

EYFS, Key Stage 1 & 2 Long Term Curriculum Project Titles

	<i>Autumn</i>		<i>Spring</i>		<i>Summer</i>	
Nursery	I wonder.... What is special about me?	I wonder....What can we celebrate together?	I wonder.... Can you tell me a story?	I wonder.... Where can we go?	I wonder ... What is growing? Let's look for changes!	I wonder.... What can we achieve if we use our imagination?
Reception						
Year 1						
Year 2						
Year 3						
Year 4						
Year 5						
Year 6						

Nursery	Autumn 1 7 weeks		Autumn 2 7 weeks		Spring 1 7 weeks		Spring 2 5 weeks		Summer 1 6 weeks		Summer 2 7 weeks	
This term we will be learning about...	I wonder.... What is special about me?		I Wonder.... What can we celebrate together?		I wonder.... Can you tell me a story?		I wonder.... Where can we go?		I wonder.... What is growing? Let's Look for changes!		I wonder.... What can we achieve if we use our imagination?	
Values Question	Respect What is special about me?		Responsibility What am I learning to do?		Perseverance What will happen if I keep trying?		Love Who do I love?		Empathy How does it feel?		Positivity What am I good at?	
Talk 4 Writing	Fiction text: Focus:	Story Exposure and Role-Play Narratives	Fiction text: Focus:	Hug PSED – Emotions	Fiction text: Focus:	Dear Zoo Descriptive language / Problem solving	Fiction text: Focus:	The Train Ride Rhythm / Rhyme	Fiction text: Focus:	Jaspers Beanstalk Growth / Perseverance / Patience	Fiction text: Focus:	Shark in the Dark Rhyme / Repetition
Linked Texts <i>These thematic texts may be adapted at various points to allow for children's interests to flow through the provision.</i>	Weekly texts:	Full, Full, Full of Love Postman Bear Kitchen Disco Guess How Much I Love You? Funnybones	Weekly texts:	The Very Helpful Hedgehog Marney's Mix-Up The Mixed-Up Chameleon Kipper's Snowy Day Aliens Love Panta Claus The Nativity	Weekly texts:	Hey, Water! We're Going on a Bear Hunt Zog Handa's Hen The Ugly Duckling The Smeds and the Smoots	Weekly texts:	The Everywhere Bear What the Ladybird Heard at the Seaside And the train goes ... Mog and the V.E.T Harry and the Dinosaurs go to School	Weekly texts:	My Very Own Space Norman the Slug with the Silly Shell Little Frog The Tiny Seed If Animals Kissed Goodnight	Weekly texts:	Stanley's Stick The Gruffalo Goodnight Spaceman Winnie the Witch Captain Yellowbelly The Dinosaur Department Store
Oracy	Physical:					Linguistic:						
	Cognitive:					Social and Emotional:						
Writing	Nursery Rhymes – attempting to draw their favourite characters Enjoys drawing and writing on paper, on screen and on different textures, such as in sand or playdough and through using touch- screen technology. Distinguishes between the different marks they make		Ascribes meanings to signs, symbols, and words that they see in different places, including those they make themselves Mark making attempts – lines and dashes Attempting simple body schema		Sometimes gives meaning to their drawings and paintings Sequencing of familiar stories Drawing a simple body schema Mark making attempts – lines and circles		Makes up stories, play scenarios, and drawings in response to experiences, such as outings Includes mark making and early writing in their play Creating their own story maps using a range of materials Beginning to add more detail to their body schema i.e., ears, eyelashes		Imitates adults' writing by making continuous lines of shapes and symbols (early writing) from left to right Shows interest in letters on a keyboard, identifying the initial letter of their own name and other familiar words Attempts to write their own name, or other names and words, using combinations of lines, circles and curves, or letter-type shapes Begins to make letter-type shapes to represent the initial sound of their name and other familiar words		Attempts to write their own name, or other names and words, using combinations of lines, circles and curves, or letter-type shapes Gives meaning to the marks they make as they draw, write, paint and type using a keyboard or touch-screen technology 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. Drawing a detailed body schema	
Word Reading Pre RWI-Phonics Skills <i>Daily phonics focus – initially focusing on Pre RWI Phonics Skills (environmental sounds, discrimination sounds, body percussion etc.) – moving children to RWI Nursery programme when they are ready (Summer Term)</i>	Aspect 1 - General sound discrimination - environmental The aim of this aspect is to raise children's awareness of the sounds around them and to develop their listening skills. Activities suggested in the guidance include going on a listening walk, drumming on different items outside and comparing the sounds, playing a sounds lotto game, and making shakers.		Aspect 3 - General sound discrimination - body percussion The aim of this aspect is to develop children's awareness of sounds and rhythms. Activities include singing songs and action rhymes, listening to music and developing a sounds vocabulary. Aspect 4 - Rhythm and rhyme This aspect aims to develop children's appreciation and experiences of rhythm and rhyme in speech. Activities include rhyming stories, rhyming bingo, clapping out the syllables in words and odd one out.		Aspect 5 – Alliteration The focus is on initial sounds of words, with activities including I-Spy type games and matching objects which begin with the same sound. Aspect 6 - Voice sounds The aim is to distinguish between different vocal sounds and to begin oral blending and segmenting. Activities include Metal Mike, where children feed pictures of objects into a toy robot's mouth and the teacher sounds out the name of the object in a robot voice - /c/- /u/-/p/ cup, with the children joining in.		Aspect 7 - Oral blending and segmenting In this aspect, the main aim is to develop oral blending and segmenting skills. To practise oral blending, the teacher could say some sounds, such as /c/-/u/-/p/ and see whether the children can pick out a cup from a group of objects. For segmenting practise, the teacher could hold up an object such as a sock and ask the children which sounds, they can hear in the word sock. words.		RWI – Nursery Handbook – 15mins (Page 30-37) Consolidating all aspects and the introduction of grapheme- phoneme correspondences. Whole Class Teaching in V-shape – use TA to support focus. Page 32 – Children are taught the mnemonic pictures first to encourage language (particularly EAL children). Introduce using A4 sound cards then small sound cards. Introduce 4 pictures daily. Children need to know the correct names for all pictures to help aid them learning the sounds.		RWI – Nursery Handbook – 15 mins SSL and then Teaching blending. Whole Class Teaching in V-shape – use TA to support focus during SSL or smaller groups for orally blending/blending. Continue teaching speed sound lesson for 15 mins daily including special friends (Page 50). As soon as each set of letters is introduced, children will be encouraged to use their knowledge of the letter sounds to blend and sound out words. For example, they will learn to blend the sounds s-a-t to make the word sat. They will also start learning to segment words. For example, they might be asked to find the letter sounds that make the word tap from a small selection of magnetic letters	

PSED	Being Me in My World	Celebrating Differences	Changing Me / Managing Self	Dreams and Goals	Healthy Me	Relationships
British Values	Rule of Law – Understanding rules matter As part of the focus on managing feelings and behaviour: Children understand their own and others’ behaviour and its consequences and learn to distinguish right from wrong. Children to create the rules and the codes of behaviour, for example, to agree the rules about tidying up and ensure that all children understand rules apply to everyone.	Individual liberty: freedom for all As part of the focus on self-confidence & self-awareness and people and communities Children should develop a positive sense of themselves. Staff can provide opportunities for children to develop their self-knowledge, self-esteem and increase their confidence in their own abilities, for example through allowing children to take risks on an obstacle course, mixing colours, talking about their experiences, and learning. Staff should encourage a range of experiences that allow children to explore the language of feelings and responsibility, reflect on their differences and understand we are free to have different opinions.		Democracy – Making Decisions Together Children to see their role in the bigger picture, encouraging children to know their views count, value each other’s views and values and talk about their feelings, for example when they do or do not need help. When appropriate demonstrate democracy in action, for example, children sharing views on what the theme of their role play area could be with a show of hands.	Mutual respect and tolerance: treat others as you want to be treated As part of the focus on people and communities, managing feelings and behaviour and making relationships: Celebrating an ethos of inclusivity and tolerance where views, faiths, cultures, and races are valued, and children are engaged with the wider community. Children acquire a tolerance and appreciation of and respect for their own and other cultures; know about similarities and differences between themselves and others and among families, faiths, communities, cultures, and traditions and share and discuss practices, celebrations, and experiences. Encourage and explain the importance of tolerant behaviours such as sharing and respecting other’s opinions. Challenging stereotypes -sharing stories that reflect and value the diversity of children’s experiences and providing resources and activities that challenge gender, cultural and racial stereotyping.	
	- Understanding differences - Acceptance - Teamwork - Sharing with a friend - Zone of Regulation - Growth Mindset - Show and tell - Something that is special to me	- My celebrations - Different celebrations to me - Respect and tolerance of others - My beliefs - What do I think? - Compliments - Celebrating our successes	- What stories do I read at home? - What are my grandparents favourite childhood story? - Perseverance - Role play – home corner	- The world around us - What is different - How have I grown? - Voting for our favourite story - Saying Hello in different languages - We all like different foods - Cultural celebrations – Food of festivals	- Showing care for others, how does it feel for them? - What I like about my friend – Sharing a compliment. - Stories from around the world - PSED texts – diversity	- Charity walk – understanding what it means to be charitable - How have we changed? - My feelings about going to Reception - Sharing our successes from our year in Nursery - Graduation – Being proud of our achievements
	British values are taught and referenced throughout the curriculum, including in assemblies but British values which have a specific focus in half terms based on links that can be made to teaching are shown above					
Expressive Arts	Drawing & paint	- Create closed shapes with continuous lines, and begin to use these shapes to represent objects - Begin to use a variety of drawing tools - Draw with increasing complexity and detail, such as representing a face with a circle and including details - Show different emotions in their drawings - Explore colour and colour mixing - Know how to use a variety of drawing tools and techniques – pastels, inks - Know how to draw with increasing complexity and detail, such as representing a face with a circle and including details. - Know about different emotions and can draw them on the faces - Know how to mix paints in a variety of ways		Use of colour, pattern, texture, line, form, space & shape	- Explore different materials freely, in order to develop ideas about how to use them and what to make - Join different materials and explore different textures - Handling, feeling, enjoying, and manipulating materials - Use variety of construction materials - Know how to manipulate materials to create an effect - Know how to use tools to create different textures such as imprint of a shell on clay - Know how to join different materials - Know how to adapt my work	
	Use different materials	- Join different materials and explore different textures - Develop own ideas and decide which materials to use to express them - Know how to safely use and explore a variety of materials to create a piece of natural art - Know how to use different textures to create an effect		Explore a range of artists	- Notice what other children and adults do, mirroring what is observed - Practise artist’s techniques - Discuss likes and dislikes about artwork - Know what I like / dislike about artwork - Know about different artist’s techniques and practise them - Artist Focus: Jackson Pollock, Van Gogh, Georgia O’Keefe, Henri Matisse, Gaudi	
	Music – Performing		Music – Appraising			Music – Composing
- Remember & sing familiar songs e.g., pop songs, rhymes - Taps out simple repeated rhythms - Creates sounds to accompany stories - Sing the melodic shape (moving melody, such as up & down, down, and up) of familiar songs - Play instruments with increasing control to express their feelings and ideas - Know a range a nursery rhymes, poems, and songs - Know how to clap and repeat simple repeated patterns - Know how to play instruments in different ways, e.g., Loud / quiet		- Explore and learn how sounds & movements can be changed e.g., louder, quieter - Notice what other children and adults do, mirror what is observed, adding variations, and doing it spontaneously - Respond to what they have heard, expressing their thoughts and feelings - Know how to change movements to match the tempo of the music - Know how to copy different sounds and movements and add to them - Know how to say how music and songs makes me feel			- Develop an understanding of how to create and use sounds intentionally - Create own songs, or improvise a song around one they know - Know how to listen carefully to songs and join in - Know how to make a variety of sounds using my voice - Know how to copy a simple repeated rhythm - Know how to make a variety of sounds using my body, e.g., clap - Know how to experiment with different ways of playing instruments - Know how to change the words in known songs, e.g., Humpty Dumpty sat on a chair	

	• Know how to change the pitch of my voice					
Physical Development	Cooperation games i.e., parachute games. Climbing – outdoor equipment. Different ways of moving to be explored with children. Changing for PE / Help individual children to develop good personal hygiene. Acknowledge and praise their efforts. Provide regular reminders about thorough handwashing and toileting. Go up steps and stairs, or climb up apparatus, using alternate feet. Use large-muscle movements to wave flags and streamers, paint and make marks.	Ball skills- throwing and catching. Crates play- climbing. Skipping ropes in outside area dance related activities Provide a range of wheeled resources for children to balance, sit or ride on, or pull and push. Two-wheeled balance bikes, wheelbarrows, prams, and carts are all good options 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.	Ball skills- aiming, dribbling, pushing, throwing, and catching, patting, or kicking. Ensure that spaces are accessible to children with varying confidence levels, skills, and needs. Provide a wide range of activities to support a broad range of abilities. Dance / moving to music Gymnastics / Balance. Skip, hop, stand on one leg, and hold a pose for a game like musical statues.	Balance- children moving with confidence, dance related activities. Provide opportunities for children to, spin, rock, tilt, fall, slide, and bounce. Use picture books and other resources to explain the importance of the different aspects of a healthy lifestyle. Collaborate with others to manage large items, such as moving a long plank safely, carrying large hollow blocks	Obstacle activities children moving over, under, through and around equipment. Encourage children to be highly active and get out of breath several times every day. Provide opportunities for children to, spin, rock, tilt, fall, slide, and bounce. Increasingly be able to use and remember sequences and patterns of movements which are related to music and rhythm.	Races / team games involving gross motor movements dance related activities Allow less competent and confident children to spend time initially observing and listening, without feeling pressured to join in. Gymnastics / Balance Dance / moving to music
Gross Motor / Get Set 4 PE	Cooperation games i.e., parachute games. Climbing – outdoor equipment Different ways of moving to be explored with children. Changing for PE / Help individual children to develop good personal hygiene.	Ball skills- throwing and catching. Crates play- climbing. Skipping ropes in outside area Dance related activities Provide a range of wheeled resources for children to balance, sit or ride on, or pull and push. Two-wheeled balance bikes, wheelbarrows, prams, and carts.	Ball skills- aiming, dribbling, pushing, throwing & catching, patting, or kicking. Ensure that spaces are accessible to children with varying confidence levels, skills, and needs. Provide a wide range of activities to support a broad range of abilities. Dance / moving to music Gymnastics / Balance / Yoga.	Balance- children moving with confidence, dance related activities. Provide opportunities for children to, spin, rock, tilt, fall, slide, and bounce. Use picture books and other resources to explain the importance of the different aspects of a healthy lifestyle.	Obstacle activities children moving over, under, through and around equipment. Encourage children to be highly active and get out of breath several times every day. Provide opportunities for children to, spin, rock, tilt, fall, slide, and bounce. Dance / moving to music	Races / team games involving gross motor movements dance related activities Allow less competent and confident children to spend time initially observing and listening, without feeling pressured to join in. Gymnastics / Balance
Life Ready Skills	In Nursery there are many skills that are developed across the academic year. The children are continuing to master these life skills by revisiting and consolidating on a daily basis: • Zipping and unzipping their coats • Washing and drying hands • Putting on shoes on the correct feet • Sharing with a friend • Tidying for the next player • Know why we must have good dental hygiene • Respecting others • Accepting and tolerating change • Making appropriate choices • Being fascinated about the world around them • Using new language that has been introduced • Understanding the concept of time – now, next, today, tomorrow • Ball skills • Balance • Conversational Skills - Serve and return responses • Listening skills • Using cutlery independently • Independent toileting • Problem solving skills • Emotional Literacy • Numeracy Skills – counting, numeral recognition • Taking pride in their achievements • Recognising numerals 1-5 and accurate counting to 10 and beyond • Makes mark independently, attempting to write their name • Developing Tripod pencil grip • Can use scissors safely • Good pincer grip – fine motor • Beginning to sole conflict with some support from a familiar adult • Creative arts – painting, drawing (self-expression) • Performance • Recognising familiar print • Recognising their name • Having their own ideas • Speaking Clearly • Recognising some of the letters from their name • School readiness					
Educational Visits/Enrichment	Transition to Nursery Christmas Performance Harvest Show and tell – something special to you Autumn Walk Marvellous Music Day		World Book Day The Land of The Nursery Rhymes Day ‘Think Outside’ Thursday's Parent workshop Visit from an Author Puppet Show Visit to the Library		Parent Workshop – Den Building Charity walk – Local walk Transition Day ‘Think Outside’ Thursday's Archaeologist Dinosaur Dig Visit from PWHU in our community Nursery Graduation	
Festivals & Special Events	Rosh Hashanah Harvest Festival Black History Month Roald Dahl Day Halloween National Poetry Day Recycle Week	Anti-bullying week Children in Need Diwali Hanukkah Harvest Festivals Bonfire Night St Andrew's Day Christmas (Nativity) Remembrance Day World Science Day Road Safety Week World Nursery Rhyme Week	Chinese New Year Safer Internet Day Valentine's Day Shrove Tuesday LENT Story Telling Week Random acts of kindness week	World Book Week (including World Book Day) British Science Week St David's Day Mother's Day St Patrick's Day Eid Holi Easter Autism awareness Day	St George's Day National Numeracy Day International Dance Day Walk to school week	Empathy Day Father's Day Eid Charity Week Healthy Eating Week Well-being Week Sports Day World Environment Day Anniversary of the NHS Transition Day Library Visit

