

Whole School Curriculum Map - Long Term Overview 2025-26

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

	<i>Autumn</i>		<i>Spring</i>		<i>Summer</i>	
Nursery						
Reception	Under the Sea	Our World and Beyond	Heroes	Explorers	Spots and Stripes	Once Upon a Time
Year 1						
Year 2						
Year 3						
Year 4						
Year 5						
Year 6						

Reception	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...	Under the Sea		Our World and Beyond		Heroes		Explorers		Spots and Stripes		Once Upon a Time	
Values Question	Respect How am I different to others?		Responsibility What jobs can I help with?		Perseverance What will I achieve if I do not give up?		Love Who are the important people in my life?		Empathy How does it feel for someone else?		Positivity What am I proud of?	
Talk 4 Writing	Fiction text: Focus:	Rainbow Fish PSED – Friendship and acceptance	Fiction text: Focus:	Whatever Next Journey - Exploration	Fiction text: Focus:	Supertato Hero tale	Fiction text: Focus:	Jack and the Beanstalk Traditional Tale	Fiction text: Focus:	The Very Hungry Caterpillar Lifecycle / Non Fiction opportunities	Fiction text: Focus:	The Little Red Hen Traditional Tale
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:	Rainbow Fish Barry the Fish with Fingers A Hole at the bottom of the Sea The Colour Monster Leaf Man Only One You	Weekly texts:	Whatever Next Aliens Love Underpants Red Rockets and Rainbow Jelly Back to Earth with a Bump The Jolly Christmas Postman	Weekly texts:	Supertato Superworm The Snail and the Whale Somebody Swallowed Stanley The Tale of a Toothbrush The Same but Different too	Weekly texts:	Jack and the Beanstalk Harry and the Bucketful of Dinosaurs Emma Jane's Aeroplane Jack and the Beanstalk Mad About Dinosaurs Dear Dinosaur Up and Down	Weekly texts:	The Very Hungry Caterpillar Oi Frog The Tiger who came to tea Monkey Puzzle Handa's Surprise What the Ladybird Heard Rumble in the Jungle Ruby's Worry	Weekly texts:	The Gingerbread Man The Three Little Pigs The Enormous Turnip Three Billy Goats Gruff Goldilocks and the Three Bears The Little Red Hen
Oracy	Physical: - Speaking clearly at appropriate volume. - Speak audibly so they can be heard and understood. Looking at who is talking and who you are talking to – sitting still - Using gesture to support delivery e.g., pointing at parts of plant they are discussing 					Linguistic: - Speaking in full sentences - Using specific vocabulary more independently e.g., lighter/heavier rather than bigger and smaller - Being able to answer what, where, when how and why questions. - Using joining connectives for longer sentences - Joins phrases with words such as 'if', 'because' 'so' 'could' 'but' 						
	Cognitive: - Answers that match what has been asked; relevant, appropriate - Retell familiar stories and experiences. - To ask simple questions. - Use 'because' to develop their ideas - Make relevant contributions and asks questions - Describe events that have happened to them in detail 					Social and Emotional: - Waiting for their turn - Look at someone who is speaking to them - Take turns to speak when working in a group - Listening and responding appropriately - Building friendships - Using language to express needs and feelings (e.g. rather than snatching). - Responding to conflict appropriately and beginning to solve problems independently 						
Writing	Nursery Rhymes Label characters -Rainbow Fish Labelling initial sounds of a range of sea creatures Drawing simple body schema Dominant hand, tripod grip, mark making, giving meaning to marks and labelling Shopping lists, writing initial sounds and CVC words Use initial sounds to label characters / images Silly soup Name labels CVC Lists Diagrams		Writing lists –what would an astronaut (Tim Peake) take to space? Design, name and label their own planet Drawing and labelling a detailed body schema Autumn –What can I see? Descriptive words to describe the hidden autumnal object Name writing, labelling using initial sounds, story scribing Retelling (mark making) stories in writing area Help children identify the sounds in words that are tricky to spell Sequence the story Write a caption		Healthy Food –My Menu / Shopping List Superhero smoothy –recount Writing questions for David Attenborough Writing some of the red words such as I, me, my, like, to, the Writing CVC words, Labels using CVC, CVCC, CCVC words Guided writing based around developing short sentences in a meaningful context		Design their own dinosaur –Writing a descriptive sentence Dinosaur CCTV –Posters, letter to the police Arctic Animal Fact Find Creating own story maps, writing captions and labels, writing simple sentences Writing short sentences to accompany story maps Labels and captions Recounts Character descriptions Write 2 sentences		Mini beasts –Animal Fact File –Compare two animals Design and label a Map of the farm (what the Ladybird Heard) Farm / Jungle Animals -What can I See? Descriptive sentence to describe the hidden animal Writing recipes, lists Writing for a purpose in role play using phonetically plausible attempts at words, beginning to use finger spaces Form lower-case and capital letters correctly Rhyming words Labels and captions –life cycles 'Get Ready' Books		Imaginative writing –creating their own story Comic Strips Write a postcard Story writing, writing sentences using a range of tricky words that are spelt correctly Beginning to use full stops, capital letters and finger spaces Innovation of familiar texts Using familiar texts as a model for writing own stories Character description Write three sentences –Beginning, Middle & End 'Get Ready' Books Independently composed sentences	
Phonics and Read Write Inc.	Phonic Sounds: RWI Set 1 whole class (Start first full week) Children learn letter formation in correspondence with the sound by air writing and writing in books. Reading: Initial sounds, oral blending, CVC sounds, reciting known stories, listening to stories with attention and recall. Help children to read the sounds speedily. This will make sound-blending easier		Phonic Sounds: RWI Set 1 whole class Children learn letter formation in correspondence with the sound by air writing and writing in books. Reading: orally blending, blending CVC words, rhyming, alliteration, knows that print is read from left to right. Spotting set 1 special friends diagraphs in words. For exception words such as 'the' and 'said', help children identify the sound that is tricky to spell.		Phonic Sounds: RWI Differentiated and Fluid groups Reading: Rhyming strings, common theme in traditional tales, identifying characters and settings. Reading CVCC and CCVC words confidently. Provide opportunities for children to read words containing familiar letter groups from set 1 (special friends): 'that', 'shop', 'chin', 'quit', 'thing', 'think'.		Phonic Sounds: RWI Differentiated and Fluid groups Reading: Story structure-beginning, middle, end. Innovating and retelling stories to an audience, non-fiction books. Listen to children read some longer words made up of letter-sound correspondences they know: 'rabbit', 'himself', 'jumping' (1.7 words). Children should not be required to use other strategies to work out words.		Phonic Sounds: RWI Differentiated and Fluid groups Reading: Non-fiction texts, Internal blending, Naming letters of the alphabet. Distinguishing capital letters and lower-case letters. Help children to become familiar with letter groups from set 2 such as: ay, ee, igh and ow. Note correspondences between letters and sounds that are unusual or that they have not yet been taught, such as 'do', 'said', 'were'.		Phonic Sounds: RWI Differentiated and Fluid groups Reading: Reading simple sentences with accuracy and fluency (Fred in Head). Help children to become familiar with letter groups from set 2 such as: ay, ee, igh and ow. End of term assessments Transition handover with Year 1 team	

	Listen to children read aloud, ensuring books are consistent with their developing phonic knowledge.					
Maths	Early Mathematical Experiences Counting rhymes and songs Classifying objects based on one attribute Matching equal and unequal sets Comparing objects and sets Subitising Ordering objects and sets / introduce manipulatives The environment Numeral recognition 2D Shapes Pattern and early number Recognise, describe, copy, and extend colour and size patterns Count and represent the numbers 1 to 3 Estimate and check by counting - Recognise numbers in the environment	Numbers within 5 Count up to five objects. One more or one less More or Fewer Order numbers 1 –5 Composition of numbers within five Addition and subtraction within 5 Explore zero Explore addition and subtraction Measures Estimate, order compare, discuss, and explore capacity, weight and lengths Shape and sorting Describe, and sort 2-D shapes Describe position accurately Calendar and time Days of the week, seasons Sequence daily events	Numbers within 10 Count up to ten objects Represent, order and explore numbers to ten One more or less, More or fewer Comparing Bonds to 10 Addition and subtraction within 10 Explore addition as counting on and subtraction as taking away Making pairs Measures Comparing mass Comparing capacity Length and Height Time	Shape and Pattern 3D Shapes Shape Patterns Grouping and sharing Counting and sharing in equal groups Grouping into fives and tens Relationship between grouping and sharing One more or fewer Doubling and halving Doubling and halving and the relationship between them	Numbers within 15 Count up to 15 objects and recognise different representations Order and explore numbers to 15 Numbers within 20 Count up to 20 objects Represent, order and explore numbers to 15 and then 20 One more or fewer Shape and Pattern Describe and sort 2-D and 3-D shapes Recognise, complete and create patterns Addition and subtraction within 20 Commutativity Explore addition and subtraction Compare two amounts Relationship between doubling and halving	Money Coin recognition and values Combinations to total 20p Change from 10p Measures Describe capacities Compare volumes Compare weights Estimate, compare and order lengths Depth of numbers within 20 Explore numbers and strategies Recognise and extend patterns Apply number, shape and measures knowledge Count forwards and backwards Numbers beyond 20 One more one less Estimate and count Grouping and sharing
Understanding the World RE/ Festivals	Identifying their family. Commenting on photos of their family; naming who they can see and of what relation they are to them. Read fictional stories about families and start to tell the difference between real and fiction. Talk about members of their immediate family and community. Navigating around our classroom and outdoor areas. Create treasure hunts to find places/ objects within our learning environment. Can talk about what they do with their family and the places they have been with their family.	Can Talk about what they have done with their families during Christmas' in the past. Show photos of how Christmas used to be celebrated in the past. Use world maps to show children where some stories are based. Use the Jolly Postman to draw information from a map and begin to understand why maps are so important to postmen. Environments –Features of local environment Maps of local area Comparing places on Google Earth – how are they similar/ different? Road Safety	Introduce the children to recycling and how it can take care of our world. Look at what rubbish can do to our environment and animals. Create opportunities to discuss how we care for the natural world around us. Can children make comments on the weather, culture, clothing, housing. Change in living things –Changes in the leaves, weather, seasons,	Stranger danger Talking about occupations and how to identify strangers that can help them when they are in need. Listen to how children communicate their understanding of their own environment and contrasting environments through conversation and in play. To understand where dinosaurs are now and begin to understand that they were alive a very long time ago.	Listening to stories and placing events in chronological order. What can we do here to take care of animals in the jungle? Compare animals from a jungle to those on a farm. Explore a range of jungle animals. Learn their names and label their body parts. Nocturnal Animals Making sense of different environments and habitats Use images, video clips, shared texts, and other resources to bring the wider world into the classroom. Listen to what children say about what they see	Share different cultural versions of famous fairy tales. To introduce children to a range of fictional characters and creatures from stories and to begin to differentiate these characters from real people in their lives. Materials: Floating / Sinking –boat building Metallic / non-metallic.
Understanding the World	Can draw similarities and make comparisons between other families. Name and describe people who are familiar to them. Listen out for and make note of children's discussion between themselves regarding their experience of past birthday celebrations. Ocean Pollution and what we can do to impact our wider world. Experiment with water, food colouring and litter –Create a small world ocean environment to explain what happens to the water with the water with plastic waste. Polar Bear art –ice caps and sustainability. Seaside's Long Ago Comparison between the ocean and smaller waters –local pond, reservoir.	Introduce the children to NASA and America. Introduce children to significant figures who have been to space and begin to understand that these events happened before they were born. Inspirational people –Tim Peake, Mae Jemison. Can children differentiate between land and water. Share non-fiction texts that offer an insight into contrasting environments	Explore the world around us and see how it changes as we enter the Spring season. Provide opportunities for children to note and record the weather. Building a 'Bug Hotel' Introduce children to different occupations and how they might use transport to help them in their jobs.	Learn about what a palaeontologist is and how they explore really old artefacts. Introduce Mary Anning as the first female to find a fossil. Long ago –How time has changed. Using cameras. Children to provide a photograph of their parents / grandparents when they were young. Discuss how they got to school and what mode of transport they used. Introduce the children to a range of transport and where they can be found. Look at the difference between transport in this country and one other country. Encourage the children to make simple comparisons. Use bee-bots on simple maps. Encourage the children to use navigational language.	Listen to children describing and commenting on things they have seen whilst outside, including plants and animals. After close observation, draw pictures of the natural world, including animals and plants Use Handa's Surprise to explore a different country. Can children talk about their homes and what there is to do near their homes? Look out for children drawing/painting or constructing their homes. Encourage them to comment on what their home is like. Show photos of the children's homes and encourage them to draw Butterfly farm –observing lifecycle / metamorphosis stages.	Encourage interactions with the outdoors to foster curiosity and give children freedom to touch, smell and hear the natural world around them during hands-on experiences. Draw children's attention to the immediate environment, introducing and modelling new vocabulary where appropriate. Look for children incorporating their understanding of the seasons and weather in their play.
PSED	Me being in my world	Celebrating differences	Changing Me	Dreams and Goals	Healthy Me	Relationships
British Values	Rule of Law – Understanding rules matter As part of the focus on managing feelings and behaviour:	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		Democracy – Making Decisions Together Children to see their role in the bigger picture, encouraging children to know their views count, value each other's	Mutual respect and tolerance: treat others as you want to be treated As part of the focus on people and communities, managing feelings & 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 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.	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.	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.	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.		
	• Friendship • Tolerance • Acceptance • Being unique • Zones of Regulation • Growth Mindset • Book Votes	• Inspirational People • Aspirations • Goals • Perseverance • Celebration of different festivals • Book votes	Earth Heroes • Impact on the wider world • Recycling and Reuse • Wildlife protection • People Who Help Us • Book votes • Paralympics • David Attenborough • Greta Thunberg	• Aspirations • Female roles in society • Amelia Earhart • Mary Anning • Stranger Danger • World map • Where in the world • Book Votes • Deaf Awareness • Landmarks from around the World	• Handa's Surprise • Contrasting environments • Multi Faith books • PS2D – Diversity texts • Book Votes • Seasons comparison	• Music from around the World • Tales from around the World • Different cultures versions of famous fairy tales • Fictional and real-life characters in tales • Cultural wear from around the world • Coping with change and supporting others • Sports Day – Teamwork • Reflection of their year in Reception, celebrating 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	Join in with songs; beginning to mix colours, join in with role play games and use resources available for props; build models using construction equipment. Sing call-and-response songs, so that children can echo phrases of songs you sing. Self-portraits, junk modelling, take picture of children's creations and record them explaining what they did. Sand pictures / Rainbow fish collages Lighthouse designs Paper plate jellyfish Colour mixing – underwater pictures. Provide opportunities to work together to develop and realise creative ideas.	Artist Focus: Kandinsky Design and make rockets. Design and make objects they may need in space, thinking about form and function. Creating outer of space pictures Provide children with a range of materials for children to construct with. Listen to music and make their own dances in response. Firework pictures, Christmas decorations, Christmas cards, Divas, Christmas songs/poems The use of story maps, props, puppets, and story bags will encourage children to retell, invent and adapt stories.	Artist Focus: Roy Lichtenstein Superhero masks. Supertato craft using vegetables. Making lanterns, Chinese writing, puppet making, Chinese music and composition Shadow Puppets. Comic Strips / Action Word creation Teach children different techniques for joining materials, such as how to use adhesive tape and different sorts of glue.	Artist Focus: Arcimboldo Salt dough fossils Make different textures; make patterns using different colours Children will explore ways to protect the growing of plants by designing scarecrows. Collage-farm animals / Making houses. Pastel drawings, printing, patterns on Easter eggs, Life cycles, Flowers, Sun flowers Mother's Day crafts Easter crafts	Artist Focus: Eric Carle Learn a traditional African song and dance and perform it / Encourage children to create their own music. Junk modelling, houses, bridges boats and transport. Exploration of other countries – dressing up in different costumes. Children will be encouraged to select the tools and techniques they need to assemble materials that they are using e.g., creating animal masks. Rousseau's Tiger / animal prints / Designing homes for hibernating animals. Symmetrical butterflies.	Artist Focus: Quentin Blake Castle models Julia Donaldson songs Exploring sounds and how they can be changed, tapping out of simple rhythms. Retelling familiar stories Puppet shows: Provide a wide range of props for play which encourage imagination. Father's Day Crafts Use different textures and materials to make houses for the three little pigs and bridges for the Three Billy Goats
Physical Development	Threading, cutting, weaving, playdough, Fine Motor activities. Manipulate objects with good fine motor skills Draw lines and circles using gross motor movements Hold pencil/paint brush beyond whole hand grasp Pencil Grip	Threading, cutting, weaving, playdough, Fine Motor activities. Develop muscle tone to put pencil pressure on paper. Use tools to effect changes to materials. Show preference for dominant hand Engage children in structured activities: guide them in what to draw, write or copy. Teach and model correct letter formation.	Threading, cutting, weaving, playdough, Fine Motor activities. Begin to form letters correctly Handle tools, objects, construction and malleable materials with increasing control. Encourage children to draw freely. Holding Small Items / Button Clothing / Cutting with Scissors	Threading, cutting, weaving, playdough, Fine Motor activities. Hold pencil effectively with comfortable grip. Forms recognisable letters most of which are correctly formed	Threading, cutting, weaving, playdough, Fine Motor activities. Develop pencil grip and letter formation continually. Use one hand consistently for fine motor tasks. Cut along a straight line with scissors/ Start to cut along a curved line, like a circle / Draw a cross.	Threading, cutting, weaving, playdough, Fine Motor activities. Form letters correctly. Copy a square. Begin to draw diagonal lines, like in a triangle / colour inside the lines of a picture. Start to draw pictures that are recognisable/ Build things with smaller linking blocks, such as Duplo or Lego.
Gross Motor	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 Reception 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 • Health and Hygiene • Know why we must have good dental hygiene • Ambition • 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 • Self-Regulation • Emotional Literacy • Dressing and undressing • Numeracy Skills – counting, numeral recognition • Taking pride in their achievements • Recognising numerals 1-10 and accurate counting to 20 and beyond • Can write their first and last name independently					
	• Tripod pencil grip • Can use scissors safely and with control • Collaboration with peers • Critical thinking • Growth Mindset • Solving conflict • Creative arts – painting, drawing (self-expression) • Performance • Reading sentences • Comprehension skills – understanding what they have read • Having their own ideas • Speaking Clearly • Knowing all letters of the alphabet, including correctly forming when writing • Can take appropriate risk					
Educational Visits/Enrichment	Stunning starter/fabulous finale Parents consultation meeting Christmas performance Bedtime Story Event –Phonics Information Evening		Evidenceme– Parentshare Stunning starter/fabulous finale Parents consultation meeting Christmas Performance Easter bonnet/egg decoration / egg garden Maths in Action Workshop Mother's Day Afternoon Tea		Evidenceme– Parentshare Parent Workshop –Maths / STEM Stunning starter/fabulous finale Father's Day Picnic End of year reports School Trip –Parent Volunteers Look how far we have come exhibition Library Walk	
Festivals & Special Events	Recycle Week Harvest Festival Yom Kippur Roald Dahl Day National Poetry Day Halloween / Guy Fawkes International Talk like a Pirate Day Black History Month Rosh Hashanah World Animal Day World Octopus Day	Diwali Christmas Nativity Hanukkah Christmas Jumper Day Bonfire Night National Robin Day Remembrance Day World Kindness Day Anti-Bullying Week Road Safety Week World Nursery Rhyme Week Wonderdome Planetarium Odd Socks Day BBC Children in Need Posting a Letter	Lunar New Year Random Acts of Kindness Week Valentines Day Internet Safety Day Children's Mental Health Week Heroes' visitor week (people who help us) Time to Talk Day Book Week Ambition Week Maths in Action workshop	Mother's Day Mother's Day Afternoon Tea British Science Week Easter Easter Egg Hunt World Circus Day Earth Day World Book Day Mini-Beast Ball Holi Festival of Colours Pancake Day World Wildlife Day World Art Day Ramadan / Eid Circus Skills Workshop Red Nose Day	World Bee Day International Dance Day Mini-Beast Ball Deaf Awareness Week Walk to School Week Mental Health Awareness Week Endangered Species Day	Father's Day Father's Day Picnic Healthy Eating Week Anniversary of the NHS Sports Day Transition Day World Music Day Talent Show Cinema Experience Class Trips Library Walk World Ocean Day Look how far we have come exhibition.