



EYFS CURRICULUM OVERVIEW

Nursery and Reception | 2026–2027

Our Early Years curriculum

Our curriculum is organised around the seven areas of learning in the Early Years Foundation Stage. Children build knowledge through carefully chosen themes, stories, direct teaching, purposeful play and a rich learning environment. Learning is revisited across the year so that children remember more, communicate with increasing confidence and apply what they know in new contexts.

KNOWLEDGE	HOW CHILDREN LEARN	ONGOING PROVISION
What children learn about themselves, people, places, stories, number and the world.	Observing, exploring, comparing, questioning, creating, practising and explaining.	Learning strengthened through continuous provision, talk, routines, outdoor learning and responsive teaching.

The seven areas of learning

Communication and Language	Personal, Social and Emotional Development	Physical Development	Literacy
Mathematics	Understanding the World	Expressive Arts and Design	Characteristics of Effective Learning

This public overview identifies the principal learning emphasis. Teachers use detailed planning and assessment to adapt experiences to children's starting points and needs.

NURSERY

Core learning: themes, stories, early literacy and mathematics

Curriculum focus	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Theme / enquiry	All around us Home, Nursery and familiar places	All around us Families, Nursery and celebrations	Who are you? Bodies and different occupations	Where are you? Jungles, woodlands and different places	Tell me a story, sing me a rhyme Traditional tales	Minibeasts Habitats and living things
Key stories and rhymes	The Tiger Who Came to Tea; We're Going on a Bear Hunt; The Three Little Pigs	The Large Family; Peace at Last; Stick Man; Christmas stories	Body books; Handa's Surprise; The Jolly Postman; people-who-help-us texts	Rumble in the Jungle; Dear Zoo; Owl Babies; The Gruffalo; Easter story	The Merchant of Venice; Goldilocks; Snow White; traditional rhymes	Mad About Minibeasts; I Love Bugs; Norman the Slug; What the Ladybird Heard; Superworm
Early literacy	Mark making; name recognition and name writing; listening to and retelling familiar stories	Name writing; story language; talk about characters, family and celebrations	Rhymes and oral retelling; name writing; vocabulary linked to occupations	Story sequencing; animal vocabulary; name writing; talk about settings	Traditional-tale language; characters, heroes and villains; sequencing	Information from stories; minibeast vocabulary; describing and explaining
Phonics	Phase 1 Listening, environmental sounds, rhyme and rhythm	Phase 1 Rhyme, rhythm, alliteration and oral blending foundations	Phase 1 Listening, sound discrimination and oral language	Phase 1 Rhyme, rhythm and oral sound work	Phase 1 Songs, rhymes and attentive listening	Phase 1 Sound play, rhyme and oral language
Mathematics	Sorting; patterns; recognising and representing 1 and 2	Number 2; pattern; comparing and organising	Number 3; triangles and squares; length and height	Exploring numbers 4, 5 and 6	Numbers to 5; more/fewer; sequencing; capacity	Composition to 5; one more/less; position; shape and weight

Ongoing priorities

Children develop speaking, listening, independence, self-regulation, fine-motor control and a love of stories through daily routines, adult interaction and continuous provision.

NURSERY

Understanding the world, creativity, physical development and personal development

Curriculum focus	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Understanding the World	Familiar people and places; school roles; similarities and differences between home and Nursery	Families, homes and celebrations; Diwali, Bonfire Night, Remembrance and Christmas	The body and senses; how people help us; comparing shops past and present	Comparing jungle, woodland and local environments; animals, habitats and Easter	Traditional stories and journeys; light and shadow; seasonal change	Minibeasts, habitats and care for living things; seasonal change
Art and design	Wassily Kandinsky; drawing; exploring line, shape and colour	Kandinsky continued; ongoing painting, collage, printing and modelling	Ongoing exploration of drawing, painting, collage, printing and 3D modelling	Jackson Pollock; painting, movement and mark-making	Printing with everyday objects; selecting tools and creating repeated marks	Printing and pattern; observational and imaginative responses to minibeasts
Design and technology	Food: making spreadable sandwiches; using tools safely	Food preparation revisited through provision	Mechanisms: exploring and making lift-the-flap features	Making and construction through provision	Structures: selecting materials to make a chair for Baby Bear	Structures and construction; adapting and improving models
Physical development	Soft play; large movement; Squiggle While You Wiggle	Soft play; balance, coordination and fine-motor development	Soft play; gross-motor confidence and mark-making movements	Balancing, catching, throwing, hopping, jumping and relays	Athletics and races; travelling safely and with control	Athletics, races and parachute play
PSED / communication	Settling, greetings, classroom routines, feelings and listening	Families, kindness, safety and celebration	Healthy choices, staying safe and understanding community roles	Caring for the environment; preferences, empathy and celebration	Friendship, fairness, problem-solving and talking about stories	Responsibility, caring for creatures and sharing opinions
How children learn	Observe familiar surroundings; name and describe; make simple choices	Remember and compare experiences; ask and answer questions	Use senses; notice change over time; explain what different people do	Sort and compare animals and places; discuss similarities and differences	Sequence events; interpret characters; test materials and ideas	Observe closely; classify living things; explain choices; care for the environment

RECEPTION

Curriculum themes and Understanding the World

Curriculum focus	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Knowledge-organiser theme	Ourselves	People Who Help Us	Food	Growing	Farm	Seaside
Science focus	My body	Forces and magnets	Our natural world: life cycles and plants	Our natural world: life cycles and plants	Light and shadows	Journeys and materials
Sustainability	Seasonal changes and weather	Seasonal changes and weather	Watch It Grow	Watch It Grow	From City to Sea / Our Wonderful World	From City to Sea / Our Wonderful World
Geography	Home and school; describing the immediate environment	The local environment and workplaces	Where food comes from; comparing places	Comparing environments	Farm as a contrasting place	Seaside as a contrasting place
Past and present	Growth from baby to adult; personal history	People who help us and their roles	Connections to how food and routines change	Growth: past and present	Farms and farming life	Comparing the seaside now and in the past
RE / worldviews	What times and stories are special, and why?	Which times are special, and why?	What is special about our world, and why?	Which people are special, and why?	Which places are special, and why?	Where do we belong?
Possible enrichment	Family stay-and-play	Emergency workers visit school	Local café visit	Gardener visit	Farm visit	Ice-cream van visit

RECEPTION

Expressive arts, design, computing and music

Curriculum focus	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Artist study	Henri Matisse Collage	Henri Matisse Collage	Photography of everyday objects	Photography of everyday objects	Phillip Meadows Painting	Phillip Meadows Painting
Art knowledge	Select and arrange materials; explore shape, colour and composition	Return to and refine collage ideas; create collaboratively	Use a camera to notice and frame everyday objects	Select, review and discuss photographs	Explore paint, brushes and colour mixing	Refine painted responses and talk about choices
Design technology	Picture frames: join, build and shape	Picture frames: adapt ideas and evaluate choices	Fruit kebabs: select and prepare ingredients	Fruit kebabs: follow a process and evaluate	Moving pictures / flap books: mechanisms	Moving pictures / flap books: improve and explain
Computing	R1: All About Instructions Follow and give simple instructions	R2: Exploring Hardware Recognise and use familiar devices	R3: Programming Vincent Sequence commands and solve problems	R4: Mini Mash Create and communicate digitally	R5/R6: My Online Life and Nursery Rhyme Coding Use technology safely; sequence a story	R7/R8: Talking Technology and Beats & Rhythms Capture images, video and sound
Ongoing online safety: Relevant elements of My Online Life are revisited at the beginning of every computing unit throughout the year, reinforcing age-appropriate online-safety knowledge and responsible digital behaviour.						
Charanga music	Me! Pulse, voices and classroom instruments	My Stories Rhythm, songs and simple pitched patterns	Everyone! Music about family, friends and the wider world	Our World Pulse, pitch and imaginative sound-making	Big Bear Funk Funk, steady beat and simple note patterns	Reflect, Rewind and Replay Classical listening and consolidation
How children learn	Explore materials and sounds; imitate; describe effects	Practise and combine; follow instructions; share resources	Select tools and ingredients; order steps; communicate choices	Create, review and improve digital and physical outcomes	Perform, compose and solve simple design problems	Evaluate, refine, perform and explain creative decisions

RECEPTION

Prime areas and ongoing curriculum priorities

Curriculum focus	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
PE	Fundamentals Travelling, balance and ball skills	Gymnastics Control, balance and coordination	Fundamentals Movement and ball skills	Gymnastics Sequences, control and coordination	Fundamentals Applying movement skills	Athletics / Sports Day Running, jumping and throwing
Personal development	Relationships Belonging, rules and self-awareness	Relationships Family, friendship and cooperation	Living in the Wider World Caring for others and places	Living in the Wider World Community, difference and responsibility	Health and Well-being Choices, bodies and independence	Health and Well-being Resilience, boundaries and safety
Communication and language	Listen in groups; talk about self and family; learn theme vocabulary	Ask and answer questions about roles and experiences	Describe, compare and explain where food comes from	Use sequence and cause-and-effect language when discussing growth	Recall visits and use precise vocabulary about farms and animals	Explain similarities, differences and journeys; present ideas confidently
Literacy – ongoing	Systematic phonics; book handling; oral storytelling; early writing	Phonics, reading and writing applied through stories and meaningful contexts	Build vocabulary and comprehension; read and write with increasing independence	Use phonics to read and write; sequence and explain ideas	Read, discuss and create texts linked to the curriculum	Consolidate reading fluency, comprehension and independent writing
Mathematics – ongoing	Develop secure number sense through practical exploration, talk and representation	Recognise patterns and relationships; compare quantities and shapes	Build fluency in counting, cardinality and composition	Reason about number, pattern, shape, space and measure	Apply mathematical knowledge in play and problem-solving	Recall, explain and apply mathematical relationships with increasing independence
Characteristics of effective learning	Play and explore: show curiosity and engage with new experiences	Keep trying: sustain attention and respond to challenges	Make links between experiences and new learning	Choose strategies and explain thinking	Develop and test ideas through purposeful play	Review learning, adapt approaches and work with growing independence

Note

The detailed Reception phonics, literacy and mathematics sequences are held in teachers' planning. This overview shows their ongoing place within the curriculum without attributing unconfirmed scheme units to individual half-terms.

PROGRESSION THROUGH EYFS

From Nursery foundations to Reception outcomes and readiness for Year 1

Curriculum strand	Nursery foundations	Reception development	Transition into Year 1
Communication	Join in with rhymes and conversations; build vocabulary; listen and respond	Speak in increasingly complete sentences; ask questions; explain ideas and experiences	Communicate confidently, listen attentively and use subject vocabulary to support learning
Early literacy	Enjoy stories; notice sounds; make marks and give meaning to them	Apply phonics; retell and discuss texts; read and write with growing independence	Secure foundations for fluent word reading, comprehension and written composition
Mathematics	Recognise small quantities; count, compare and explore pattern, shape and measure	Develop secure number sense; notice relationships; reason and solve practical problems	A strong conceptual foundation for KS1 number, calculation, geometry and measure
Understanding the World	Explore people, places, nature and change through direct experience	Observe closely; compare; classify; sequence; use maps, images, stories and simple evidence	Foundations for scientific enquiry and the disciplinary practices of history and geography
Expressive Arts / Design	Explore tools, materials, movement, sound and imaginative play	Select, combine, create, perform, review and refine	Confidence to develop ideas and apply creative, musical and design processes
Personal / Physical	Develop routines, relationships, movement, self-care and emotional vocabulary	Show increasing self-regulation, cooperation, coordination and independence	Readiness to participate, persevere, manage routines and learn alongside others

Curriculum status

This overview sets out the planned EYFS curriculum for 2026–2027. Teachers may adapt the timing and emphasis of experiences in response to children’s interests, identified needs, seasonal opportunities and the school calendar, while maintaining the intended progression of knowledge and learning behaviours.