

WCPS EYFS Curriculum Programme of Study 2025-2026

Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Theme	What makes me special?	What do we celebrate? Christmas	What is it like to live in Africa?	Why are traditional tales important? What does a plant need to grow?	What makes minibeasts so marvellous?	What could we find under the sea?
Characteristics of Effective Learning	Playing and exploring – engagement: Finding out and exploring, playing with what they know, being willing to have a go. Active learning – motivation: Being involved and concentrating, keeping trying, enjoying achieving what they set out to do. Creating and thinking critically – thinking: Having their own ideas, making links, choosing to do things.					
PRIME AREA	PSED is threaded throughout the curriculum. Our children will learn to:					
Personal, Social & Emotional Development (PSED)	• See themselves as a valuable individual (1) • Build constructive and respectful relationships (2) • Express their own feelings and consider the feeling of others (3) • Show resilience and perseverance in the face of challenge (4) • Identify and moderate their own feelings (5) • Think about the perspective of others (6) • Manage their own needs (7) Learn to follow the hand washing routine and to do so independently. Learn why washing hands is important. • Learn to use the school toilets independently & learn to take off and put on their own coat, jumper, shoes and wellies independently. • Know and talk about the different factors that support their overall health and wellbeing (8) Children will develop these skills by building solid relationships with adults and peers and increasing independence throughout the year.					
-Self-regulation -Managing self -Building relationships	See PSHE overview for specific weekly objectives following Jigsaw planning.					
	•Develop the confidence to happily leave parent/carer and to speak to chosen adult/child in school about their wants/needs. (4)	• Learn our school rules and follow these with support (2, 6). • Circle times – emotions, considering others feelings (3, 5, 6)	• Circle time – we are all different and unique (2), how we can regulate our behaviour (5) •Learn the importance of physical exercise	• The Little Red Hen -exploring teamwork and working together to achieve a goal. Thinking about the perspectives of	•Working together cooperatively on themed projects e.g. minibeast gardens (3,4,6) • Circle times and other activities- how	• Caring for our world activities e.g. ocean pollution (6) • Circle time - Believe in yourself (1), our friends and what we like about them (2), bravery (4)

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	• Learn school motto 'Work Hard, Be Kind' and what that means (6) • Create class rules together and take part in activities relating to these (6) • Head of class roles established in the classroom (1) • Circle time – routines, likes and dislikes, all about me, emotions, I'm important because.... (1, 2, 3, 6) • Activities to practise putting on coats, wellies, jumpers (7) • Learn the importance of physical exercise and what happens to our bodies when we exercise - PE lessons (8).	• Growth mindset – how to cope when things are hard (4) • Activities to practise putting on coats, wellies, jumpers (7) • Learn the importance of physical exercise and what happens to our bodies when we exercise - PE lessons (8). • Firework safety (5,7)	and what happens to our bodies when we exercise - PE lessons (8).	others and their feelings (2,3,6) • The importance of teeth brushing/keeping teeth health (8) • Learn how to be a safe pedestrian before our school trip (8). • 5-a-day and the importance of a balanced diet (8). • Learn the importance of physical exercise and what happens to our bodies when we exercise - PE lessons (8).	we can care for minibeasts and other creatures in our natural world (6) • Learn the importance of physical exercise and what happens to our bodies when we exercise - PE lessons (8).	• Transition to Y1 (2, 4) • Water and beach safety (1,7) • NSPCC Pantosaurus – Our bodies belong to us • Learn the importance of physical exercise and what happens to our bodies when we exercise - PE lessons (8).
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	End of Reception year Early Learning Goals: Self-regulation • Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly • Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate • Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions Managing self • Be confident to try new activities and show independence, resilience, and perseverance in the face of challenge • Explain the reasons for rules, know right from wrong and try to behave accordingly • Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices Building relationships • Work and play cooperatively and take turns with others • Form positive attachments to adults and friendships with peers • Show sensitivity to their own and to others' needs					
PRIME AREA Physical Development (PD) -Gross motor skills -Fine motor skills	Children will develop and refine gross motor skills through weekly PE lessons and using larger equipment in the outdoor learning environment. The development of fine motor skills will be supported through various activities in the daily provision which will both be available for the children to access independently, as well as being led by an adult. Our children will learn to: • Refine fundamental skills e.g. walking, jumping, running, hopping, skipping, and climbing so that children become more controlled and fluid with their movements (1,2) • Develop co-ordination, balance, and agility (3,8) • Use core muscle strength to sit on the floor and at a table (5) • Combine different movements with ease and fluency (6) • Confidently and safely use a range of large and small apparatus indoors and outdoors (7) • Develop and refine ball skills such as throwing, catching, kicking, batting and aiming (9) • Develop small motor skills to use a range of tools confidently and competently e.g. pencil, paintbrush, scissors, and cutlery (4) • Develop the foundations of handwriting (11) • Develop the skills they need to manage the school day successfully e.g. lining up and queuing (12)					
	• Weekly realPE sessions to develop fundamental skills eg hopping, galloping, side stepping),	• Weekly realPE sessions to develop fundamental skills eg hopping, galloping, side stepping),	• Weekly realPE sessions to develop fundamental skills eg hopping, galloping, side	• Weekly realPE sessions to develop fundamental skills eg hopping, galloping, side	• Weekly realPE sessions to develop fundamental skills eg hopping, galloping, side stepping),	• Weekly realPE sessions to develop fundamental skills eg hopping, galloping, side stepping), coordination, balance,

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	•Begin to show accuracy and care when drawing					
PRIME AREA Communication and Language (CL) -Listening, attention, understanding -Speaking	Children will be supported to develop their communication and language skills throughout the curriculum. Our children will learn to: • Understand how to listen carefully and why listening is important (1) • Learn new vocabulary (2) • Use new vocabulary through the day (3) • Ask questions to find out more and to check they understand what has been said to them (4) • Articulate their ideas and thoughts in well-formed sentences (5) • Connect one idea or action to another using a range of connectives (6) • Describe events in some detail (7) • Use talk to help work problems and organise thinking and activities and to explain how things work and they might happen (8) • Develop social phrases (9) • Engage in story times (10) • Listen to and talk about stories to build familiarity and understanding (11) • Retell the story, once they have developed a deep familiarity with the text, some as exact repetition and some in their own words (12) • Use new vocabulary in different contexts (13) • Listen carefully to rhymes and songs, paying attention to how they sound (14) • Learn rhymes, poems and songs (15) • Engage in non-fiction books (16) • Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary (17)					
	•Daily English lessons using 'The Write Stuff' scheme through the following texts: We're going on a bear hunt and On Sudden Hill (2, 5, 6, 10, 11, 12, 13)	•Daily English lessons using 'The Write Stuff' scheme through the following texts: Poppies, How to Catch a Star, (2, 5, 6, 10, 11, 12, 13)	•Daily English lessons using 'The Write Stuff' scheme through the following texts: Handa's Surprise, The Proudest Blue, All aboard the	•Daily English lessons using 'The Write Stuff' scheme through the following texts: Jack and the Jelly Beanstalk, Pigs	•Daily English lessons using 'The Write Stuff' scheme through the following texts: Katie and the sunflowers, Chocolate mud cake	Daily English lessons using 'The Write Stuff' scheme through the following texts: Rainbow Fish, The Snail and the Whale (Postcard), Penguins (2, 5, 6, 10, 11, 12, 13)

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	•Grandma Fantastic – new vocabulary (2,3) •Show and tell (1,5,6,7) Julia Donaldson rhyming books, nursery rhymes (14, 15)	Grandma Fantastic – new vocabulary (2,3) •Show and tell (1,5,6,7)	London bus (2, 5, 6, 10, 11, 12, 13) •Non-fiction texts about Africa and African animals (16, 17) •Show and tell (1,5,6,7)	might fly (2, 5, 6, 10, 11, 12, 13) •The Very Busy Spider, Superworm, The Very Hungry Caterpillar, Snail Trail (10,11,12) •Show and tell (1,5,6,7) • Non-fiction texts about Minibeats (16, 17)	(2, 5, 6, 10, 11, 12, 13) •The Little Red Hen, Goldilocks, Jack and the Beanstalk (10,11,12) •Show and tell (1,5,6,7) • Using new vocabulary in a sentence such as chrysalis.	•Somebody Swallowed Stanley and Commotion in the ocean Big Book of Blue •Show and tell (1,5,6,7) Participation in discussions about our topic Non-fiction texts about under the sea (16, 17)
	End of Reception year Early Learning Goals: Listening, attention, understanding •Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions. •Make comments about what they have heard and ask questions to clarify their understanding •Hold conversation when engaged in back-and-forth exchanges with their teacher and peers Speaking •Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary •Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate •Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher					
SPECIFIC AREA Literacy (L) - Comprehension	Children will develop these skills through daily phonics and literacy lessons, adult led activities and enhanced provision. •Recognise and read their own name •Learn the phoneme/sound for the single letters (Little Wandle Phase 2). •Begin to blend sounds to read short words.	Children will develop these skills through daily phonics and literacy lessons, adult led activities and enhanced provision. •Learn the phoneme/sound for digraphs and trigraphs (Little Wandle Phase 3)	Children will develop these skills through daily phonics and literacy lessons, adult led activities and enhanced provision. •Learn to apply phonic knowledge to read longer words, compound words and words ending in suffixes (Little Wandle Phase 4). •Revisit tricky words learnt in previous terms.			

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-Word reading -Writing	•Recognise and read tricky words - to, the, I, a, he, she, we, me, be, go, no, into, is, as, put, pull, full, has, his, push, of •Hear initial sounds of words and sometimes hear other sounds within the words. •Name writing – forming letters correctly •Forming other lowercase letters correctly	• Blend sounds to read words, phrases and simple sentences made up of known letter-sound correspondences. •Revisit tricky words learnt in previous term. •Recognise and read tricky words – was, you, they, my, by, all, are, sure, pure •Segment/break down words into the sounds heard in order to write them down. •Begin to write short sentences that are phonetically plausible with support •Learn what makes a ‘super sentence’ – capital letter, finger spaces, full stop, sitting on the line. •Form most lowercase letters correctly.	•Recognise and read tricky words – said, so, have, like, some, come, love, do, were, here, little, says, there, when, what, one, out, today •Re-read appropriately levelled books to build up confidence in word reading, their fluency, understanding and enjoyment. •Segment/break down words into the sounds heard in order to write them down. •Write short sentences that are phonetically plausible with a capital letter, finger spaces and full stop. •Re-read what they have written to check it makes sense. •Form majority of lowercase and capital letters correctly
	End of Reception year Early Learning Goals: Comprehension •Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary •Anticipate key events in stories •Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play. Word reading •Say a sound for each letter in the alphabet and at least 10 digraphs •Read words consistent with their phonic knowledge by sound blending •Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words. Writing •Write recognisable letters, most of which are correctly formed •Spell words by identifying sounds in them and representing the sounds with a letter or letters •Write simple phrases and sentences that can be read by others		
SPECIFIC AREA Mathematics (M)	Children will develop these skills through daily maths lessons (White Rose), adult led activities and enhanced provision. All these will use a variety of concrete and pictorial resources. •Positional language (in front, behind, next to)	Children will develop these skills through daily maths lessons (White Rose), adult led activities and enhanced provision. All these will use a variety of concrete and pictorial resources.	Children will develop these skills through daily maths lessons (White Rose), adult led activities and enhanced provision. All these will use a variety of concrete and pictorial resources.

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-Number -Numerical patterns	•Daily routines at home and at school •Time language (yesterday, tomorrow, today, tonight) •Days of the week •Matching and sorting objects - Comparing amounts • Comparing size, mass and capacity • Exploring pattern • Representing 1, 2, and 3 • Comparing 1, 2, and 3 • Composition of 1, 2, and 3 • Circles and Triangles • Representing numbers to 5 • One more and one less • Shapes with 4 sides • Time (now, before, later, soon, after, then, next)	•Introducing 0 •Comparing numbers to 5 •Composition of 4 and 5 •Mass and capacity (comparing and ordering) - Combining two groups •Representing, counting, and comparing 6, 7, 8 then moving onto 9, 10 • Making pairs and doubles •Counting to 20 •Number bonds to 10 •Exploring 3D shapes (names and properties) • Exploring patterns	•Consolidation of key skills – counting, subitising, composition, sorting, matching, comparing and ordering •Building numbers beyond 10 •Counting patterns beyond 10 •Estimating •Adding more and taking away •Doubling •Sharing and grouping •Odd and even numbers •Spatial reasoning (using shapes to make pictures and patterns) - matching, rotating. •Manipulating, composing and decomposing, visualising, building and mapping •Consolidating mass, size and capacity • Deepening understanding – patterns and relationships
	End of Reception year Early Learning Goals: Number •Have a deep understanding of number to 10, including the composition. •Subitise (recognise quantities without counting) up to 5 •Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts. Numerical patterns •Verbally count beyond 20, recognising the pattern of the counting system •Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity •Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally		
SPECIFIC AREA Understanding the World (UtW)	Children will develop these skills through whole class discussions, sharing a range of fiction/non-fiction books, using the outdoor area, exploring the school grounds, role play and whole school celebrations. •Talk about members of their immediate family and community (1) •Name and describe people who are familiar to them (2) •Comment on familiar situations from the past (3)		

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-Past and present -People, culture and communities -The natural world	•Compare and contrast characters from stories, including figures from the past (4) •Draw information from a simple map (5) •Understand that some places are special to people in their community (6) • Recognise that people have different beliefs and celebrate different times in different ways (7) • Recognising some similarities and differences between life in this country and others (8) • Explore the natural world describing what they hear see and feel whilst outside (9,10) •Recognise some environments that are different to the one in which they live (11) •Understand the changing seasons and the natural world around them (12)					
	•Discussions around people who are special to us (1,2) • Similarities and differences between family units (1,2) •What happens at Harvest time? (7,12) •What is a season? What happens in Autumn? Using senses to describe the changes in Autumn (9,10,12) •Explore how older members of their families and teachers have had different experiences to them (1,2,3) •Learning about our body parts and how we grow and change.	•What is Diwali? How is Diwali celebrated? (7) • How do people celebrate Christmas? What is an advent calendar? (7) • Who is Guy Fawkes and what is Bonfire Night? London our capital city (4,7) •Discussions around children’s experiences of past Christmas, Bonfire night celebrations (3) •What is Remembrance Sunday? What	•Compare what living in Africa is like to living in United Kingdom (8, 11) •What is a globe? Locate Africa and United Kingdom on a world map (5) •African culture – traditional dress, food, music (7,8) •African animals – how are they the same/different to animals that live in this country (8)	• What does a plant need to grow? (9) • Growing beans in the classroom and observing the changes (9,10) •Exploring a map of Gressenhall museum (5) •Children to experience farm life and a farmhouse from the past (3) •Compare characters from traditional tales (4) • How do people celebrate Easter? (6,7) • Discussions around children’s	• Learning facts and undertaking activities to learn about caterpillars, ladybirds, worms, spiders, bees and snails (9, 10) •Watching the life cycle of a caterpillar/butterfly in the classroom (9) • Finding minibeasts outdoors and observing them (9,10) •Exploring where minibeasts live and making ‘bug hotels’ (9,10,11) • Going on nature walks	• Learning facts and undertaking activities to learn about a range of sea creatures including star fish, octopus, fish, dolphins, sharks, turtles, crabs (9.10) • How can we care for our oceans? (9, 10, 11) • Plastic Pollution (11) • Melting, freezing (9, 10, 12) • Floating, sinking (9, 10, 12) • What happens in Summer? Using senses to describe the changes in Summer (9,10,12) •Locating oceans on a globe/world map (5)

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		does Poppy represent? (7) • What happens in Winter? Using senses to describe the changes in Winter (9,10,12) • Exploring ice when the weather changes (9,10,12) • Map of journey to College chapel from our school (5)		experiences of past Easter celebrations (3)		
	End of Reception year Early Learning Goals: Past and present • 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. People, culture and communities • Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts 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 texts and – when appropriate – maps. The natural world • 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, the seasons and changing states of matter					
SPECIFIC AREA Expressive Arts and Design (EAD)	Children will develop these skills by: Listening to various music genres, learning/singing a variety of songs and rhymes, taking part in topic themed dance/drama session, be involved in performances, learning about and creating various styles of art. • Explore, use and refine a variety of artistic effects to express their ideas and feelings (1) • Return to and build on previous learning, refining ideas and developing ability to represent (2) • Create collaboratively sharing ideas, resources, and skills (3)					

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-Creating with materials -Being imaginative and expressive	•Listen attentively, move to, and talk about music expressing their feelings and responses (4) •Watch and talk about dance and performance art talking about their feelings and responses (5) •Sing in a group or on their own increasingly matching the pitch and following the melody (6) • Develop story lines in pretend play (7) • Explore and engage in music making, dance and performing solo or in groups (8)					
	• Rabbit/Robin crafts •Autumn pictures – drawing, printing, painting, and collage (1) •Self-portraits (1) - Paintings of their family (1) • Junk modelling – houses (1) • Baking as a class – gingerbread men, pumpkin soup (3) • Printing with vegetables • Nursery rhymes, introduction of percussion instruments (6, 8) • Large and small construction indoor and outdoors with a variety of materials. What does it represent? Which are the best materials to	•Firework dances (1,2,4,5,8) •Nativity rehearsals and performances (6,8) - Christmas songs (6, 8) •Using a range of materials to create firework and Remembrance Day artwork (1,2) • Christmas crafts (1, 2, 3) • Large and small construction indoor and outdoors with a variety of materials. What does it represent? Which are the best materials to use?	•Whole class music sessions - Charanga (4,6) •Storytelling using small world characters/objects (7) •African animal crafts (1, 2, 3) - Whole class baking – African theme (3) • African dances and music (4, 5, 8) • Large and small construction indoor and outdoors with a variety of materials. What does it represent? Which are the best materials to use? How can we refine the design? (2,3)	• Observational drawings of plants/flowers (1,2) •Storytelling using small world characters/objects (7) •Exploring colour and design – linked with Holi. Creating art for a whole class display (1,2,3) • Large and small construction indoor and outdoors with a variety of materials. What does it represent? Which are the best materials to use? How can we refine the design? (2,3)	• Learn a dance to the Ugly Bug Ball and performances (2,4,5,8) •Observational drawings of minibeasts (1,2) •Symmetrical butterfly painting (1) •Junk modelling – minibeasts and bug hotels (1,2,3) •Clay minibeasts (1,2) • Baking as a class (3) •Sewing a minibeast • Large and small construction indoor and outdoors with a variety of materials. What does it represent? Which are the best	•Whole class music sessions - Charanga (4,6) •Exploring painting with watercolours and ice painting (1,2) •Whole class art project using recycling (3) •Reviewing their own work and the work of others, providing compliments and possible ideas for improvement (3) • Food art/under the sea snacks (3) • Salt dough star fish (1, 2) • Large and small construction indoor and outdoors with a variety of materials. What does it represent? Which are the best materials to

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	use? How can we refine the design? (2,3)	How can we refine the design? (2,3)			materials to use? How can we refine the design? (2,3)	use? How can we refine the design? (2,3)
	End of Reception year Early Learning Goals: Creating with materials • 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. Being imaginative and expressive • 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					
Curriculum Enhancements	• Police visit? • Forest School	• Visit to chapel (Remembrance) • Christingle celebration • Forest School	• Exotic animal/reptile visit or African culture experience • Forest School	• Easter bonnet parade • Forest School	• Caterpillars in the classroom • Beekeeper visit • House Challenges • Forest School	• House challenges • Transition sessions • Forest School
Visitors and visits						
Parent/Carer Involvement	• Meet the Community • Reading and Phonics workshop	• Nativity performance • Carol service	• Reading Cafes		• Maths workshop • Ugly Bug Ball performance	• Sports Day • Transition information evening (new cohort)