



St. Charles Borromeo
CATHOLIC PRIMARY SCHOOL

Early Years Foundation Stage Curriculum Map

2025-2026

Grow Work Learn Follow

Reception Yearly Overview

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
General Themes <i>NB: These themes may be adapted at various points to allow for children's interests</i>	Wonderful Me! Autumn / Harvest	Autumn/ Let's Celebrate	I wonder what is up above?	I wonder where everyone lives?	I wonder what is underground?	I wonder what is beneath the sea?
RE	Creation and Covenant Prophecy and Promise		Galilee to Jerusalem Desert to Garden		Dialogue and Encounter To The Ends of The Earth	
High quality Texts	Harry and the Dinosaurs go to School Topsy and Tim start school So Much The Great Big Book of Families All Kinds of Fears My Mum My Dad The Colour Monster The Colour Monster Goes to School The Invisible String Ruby's Worry The Worrysaurus	Little Glow Percy the Park Keeper (series) Can't You Sleep Little Bear? Night Monkey, Day Monkey Peace at Last Funny Bones Owl Babies We're Going on a Bear Hunt Kipper's Birthday The Christmas Story	A Day in the Life of Bob The Smeds and the Smoos Whatever Next! Aliens in Underpants Clever Sticks The Great Race	On My Way to School Rosie's Walk The Chimpanzees of Happytown Handa's Surprise A Street Through Time In Every House on Every Street Martha Maps it Out Non Fiction Atlases / Maps	Supertato (series) Growing Good Jasper's Beanstalk Jack and the Beanstalk Oliver's vegetables When I grow Up Titch	The Rainbow Fish Tiddler Sharing a Shell The Snail and the Whale Goodnight Pirate Who Swallowed Stanley A Home for a Pirate
'Wow' moments / Enrichment	Grandparents Week Harvest Assembly Making Soup / veggie tarts Autumn Walk	St Charles Feast Day Diwali Bonfire Night Remembrance Day Nativity Production Children in Need Anti- Bullying Week Visit to church- Baptism	Visit to Weybridge Library Chinese New Year Making Bread	Little Street Trip Mother's Day World Book Day – March Walk to Post office Firefighter's Visit Easter Bonnet Parade Easter Assembly	Visit to Windsor Great Park Themed Class Assembly	Minibeast Walk Father's Day End of Year Visit Pirate Day Transition visits

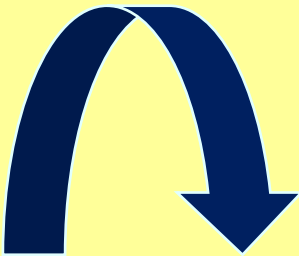


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COEL	Characteristics of Effective Learning Playing and exploring: - Children investigate and experience things, and 'have a go'. Children who actively participate in their own play develop a larger store of information and experiences to draw on which positively supports their learning Active learning: - Children concentrate and keep on trying if they encounter difficulties. They are proud of their own achievements. For children to develop into self-regulating, lifelong learners they are required to take ownership, accept challenges, and learn persistence. Creating and thinking critically: - Children develop their own ideas and make links between these ideas. They think flexibly and rationally, drawing on previous experiences which help them to solve problems and reach conclusions.					
Over Arching Principles 	Unique Child: Every child is unique and has the potential to be resilient, capable, confident, and self-assured. Positive Relationships: Children flourish with warm, strong & positive partnerships between all staff and parents/carers. This promotes independence across the EYFS curriculum. Children and practitioners are NOT alone – embrace each community. Enabling environments: Children learn and develop well in safe and secure environments where routines are established and where adults respond to their individual needs and passions and help them to build upon their learning over time. Learning and Development: Children develop and learn at different rates. We must be aware of children who need greater support than others. <i>We understand that children learn best when they are absorbed, interested and active. We understand that active learning involves other children, adults, objects, ideas, stimuli, and events that aim to engage and involve children for sustained periods. We believe that Early Years education should be as practical as possible and therefore, we are proud that our EYFS setting has an underlying ethos of Learning through play. PLAY is essential for children's development across all areas. Play builds on children's confidence as they learn to explore, to relate to others around them and develop relationships, set their own goals, and solve problems. Children learn by leading their own play and by taking part in play which is guided by adults.</i>					



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St Charles Learner	Confident Responsible		Loving/ Empathetic		Independent		Resilient		Inquisitive Outward looking		Community Spirited		Reflective	
Core Values	September Respect / Belonging	October Happiness/ Friendship	November Unity/ Freedom	December Love / Peace	January Hope / Honesty	February Trust / Simplicity	March Thoughtfulness/ Understanding	April Appreciation/ Compassion	May Quality / Confidence	June Fairness/ Cooperation	July Courage / Responsibility			
British values	Mutual respect Where this might be seen in EYFS: Sharing outside area; School rules; Just different; Faith Weeks; Visitors to talk to children such as a Hindu or Sikh; Festivals and celebrations such as Diwali and Chinese New Year; Links to our Core Values; supporting charities such as Bee-lieve		Mutual Tolerance Where this might be seen in EYFS: In addition to previous: Anti-bullying week; Faith week; Celebrations from all cultures; Children in Need;		Rule of law Where this might be seen in EYFS: In addition to previous: School rules; Class rules; Encouraging cooperation; Nursery and Reception working as one unit; People who Help Us; stranger danger; safeguarding; Team games in PE or outside		Individual liberty Where this might be seen in EYFS: In addition to previous: Teaching in our RE and Journey in Love; Exploring our differences; How we are all unique;		Democracy Where this might be seen in EYFS: In addition to previous: Collective worship; speaking and listening at circle times; developing social skills;		British Values Where this might be seen in EYFS: In addition to previous: Our World- RE topic;			



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Diversity Texts to be read throughout the year during story time sessions

BAME main characters	Cultural diversity	Neurodiversity	Physical disabilities	Different families
So much Shine Astro Girl Lulu's first day Baby goes to market Mommy saying Full, full full of love Maisie's Scrapbook Jabari jumps	The big book of families Maisie's scrapbook Hats of faith The Jasmine Sneeze Golden domes and silver lanterns We are all Welcome. Shu Lin's Grandpa Hats of Faith	Through the eyes of me Loud A Friend for Henry We're all wonders Incredible you I see things differently Because What makes me a me?	Amazing Susan Laughs What happened to you? Its ok to be different When Charlie met Emma Only one you Don't call me special Happy to be me Millie gets her super ears	Two Homes My pirate mums Love makes a family The girl with two dads We are family More people to love me Our class is a family Love makes a family Heather has two mummies



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2025-2026

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Prime Area – Personal, Social and Emotional Development

Children’s personal, social and emotional development (PSED) is crucial for children to lead healthy and happy lives and is fundamental to their cognitive development. Underpinning their personal development are the important attachments that shape their social world. Strong, warm and supportive relationships with adults enable children to learn how to understand their own feelings and those of others. Children should be supported to manage emotions, develop a positive sense of self, set themselves simple goals, have confidence in their own abilities, to persist and wait for what they want and direct attention as necessary. Through adult modelling and guidance, they will learn how to look after their bodies, including healthy eating, and manage personal needs independently. Through supported interaction with other children, they learn how to make good friendships, co-operate and resolve conflicts peaceably. These attributes will provide a secure platform from which children can achieve at school and in later life.

PSED	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Self-Regulation Managing Self Building Relationships	Settling in activities, Class routines, Making friends The Colour Monster, My Feelings, My Family / My Home / My Body Class Rules; keep others safe, keep myself safe I’m special you’re special / Same and different Wash hands and learn about why this is important. Use the toilet and wash hands with verbal prompts. Take coat on and off independently Explain to an adult what has happened when they are upset. Follow familiar routine instructions independently. Try new activities by themselves or with friends. Talk to adults about their own experiences or about an activity they are working on.		Listening to my feelings Keeping safe online, people who help to keep me safe Talk about foods which are healthy/not so healthy. Show some resilience and perseverance in the face of challenge. Identify and moderate their own feelings socially and emotionally. Show some empathy and understanding of the perspective of others. Life stages, plants, animals, humans Getting bigger / Me and my body. Take turns with little adult support.		Think about the perspectives of others. Manage their own needs. What’s Good about me? Exploring our gifts and talents. Circle time discussions and conversation stations. Know the importance of being a good friend and helping others; working as a team. Stories exploring resilience and to keep on trying to reach your goal. Being ready for Year 1	

NB. These statements have been split for extra focus, but all will apply on an ongoing basis throughout the 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.
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Early Years Foundation Stage Curriculum Map

2025-2026

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Prime Area – Communication and Language

The development of children’s spoken language underpins all seven areas of learning and development. Children’s back-and-forth interactions from an early age form the foundations for language and cognitive development. The number and quality of the conversations they have with adults and peers throughout the day in a language-rich environment is crucial. By commenting on what children are interested in or doing and echoing back what they say with new vocabulary added, practitioners will build children’s language effectively. Reading frequently to children, and engaging them actively in stories, non-fiction, rhymes, and poems, and then providing them with extensive opportunities to use and embed new words in a range of contexts, will give children the opportunity to thrive. Through conversation, storytelling and role play, where children share their ideas with support and modelling from their teacher, and sensitive questioning that invites them to elaborate, children become comfortable using a rich range of vocabulary and language structures.

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Listening, Attention and Understanding	Be able to listen and speak within a small group. How to be a good speaker. Play simple motivating games. Children talking about experiences that are familiar to them. Follow instructions (settling in, putting my things away)	Develop vocabulary Time to talk interventions Use story language to retell. Listen and respond to stories. Follow instructions Take part in discussions. Understand how to listen carefully and why listening is important. Begin to ask ‘how’ and ‘why’ questions to develop understanding.	Develop vocabulary Ask how and why questions... Retell a story with story language Remember key points from a story Ask questions to find out more and to check they understand what has been said to them. I can describe events (Chinese New Year) Listen to and talk about stories to build familiarity and understanding. Learn rhymes, poems, and songs.	Articulate ideas and thoughts in well-formed sentences. Connect one idea or action to another using a range of connectives. Engage in nonfiction books. Listen to and talk about selected nonfiction to develop a deep familiarity with new knowledge and vocabulary. Ask questions to find out more Describe events in detail.	Describe events in some detail Use talk to help work out problems and organise thinking and activities explain how things work and why they might happen. Retell the story once they have developed a deep familiarity with the text; some as exact repetition and some in their own words.	I can talk about the experiences I have had at different points in the school year Use new vocabulary in different contexts.
Speaking	Develop vocabulary Listen to and join in with short stories. Speak in a simple sentence to communicate needs. Talk about their interests and experiences, using appropriate vocabulary.					

Early learning Goals

Listening, Attention and 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.



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Early Years Foundation Stage Curriculum Map

2025-2026

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Prime Area – Physical Development

Physical activity is vital in children’s all-round development, enabling them to pursue happy, healthy and active lives. Gross and fine motor experiences develop incrementally throughout early childhood, starting with sensory explorations and the development of a child’s strength, co-ordination and positional awareness through tummy time, crawling and play movement with both objects and adults. By creating games and providing opportunities for play both indoors and outdoors, adults can support children to develop their core strength, stability, balance, spatial awareness, co-ordination and agility. Gross motor skills provide the foundation for developing healthy bodies and social and emotional well-being. Fine motor control and precision helps with hand-eye co-ordination, which is later linked to early literacy. Repeated and varied opportunities to explore and play with small world activities, puzzles, arts and crafts and the practice of using small tools, with feedback and support from adults, allow children to develop proficiency, control and confidence.

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Fine Motor Skills	To thread large beads /pasta To use large pegs To use tweezers to transfer objects To mark make using different shapes when using mark making tools To begin to copy letters To use a dominant hand To begin to use a tripod grip To begin to take off shoes and put them on To hold scissors correctly and make snips in paper To hold a fork and spoon correctly	To begin to use anticlockwise movement and retrace vertical lines To hold scissors correctly and cut straight lines To use a tripod grip when using mark making tools To accurately draw lines, circles and shapes to draw pictures To write taught letters using correct formation To begin to hold a knife correctly and use to cut food with support	To use a tripod grip when using mark making tools To hold scissors correctly and cut along a curved line To thread small beads To use small pegs To write taught letters using correct formation To write own name using correct letter formation To button up clothing To do up and undo zips To connect and build using small Lego	To hold scissors correctly and cut out large shapes To write letters using the correct letter formation and control the size of letters To pour and fill using small scoops and small cups	To hold scissors correctly and cut out small shapes To write letters using correct formation To paint using smaller, thin paintbrushes To use pipettes	To hold scissors correctly and cut various materials To create drawings with details To write letters using correct formation and appropriate size, sitting letters on a line To independently use a knife, fork and spoon to eat a range of meals
Gross Motor Skills	Develop Fundamental Movement Skills. Moving freely-slithering, shuffling, rolling, crawling, walking, running, hopping, skipping, sliding Building with various equipment Climbing, Outdoor bikes Drawing using whole body movements. Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor. CONTINUOUS PROVISION; Outdoor games i.e. parachute games, Climbing – outdoor equipment. Help individual children to develop good personal hygiene, . Provide regular reminders about thorough handwashing and toileting. Creative crates. Den building. 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.					

Early learning Goals Gross Motor Skills: Negotiate space and obstacles safely, with consideration for themselves and others. • Demonstrate strength, balance and coordination when playing. • Move energetically, such as running, jumping, dancing, hopping, skipping and climbing. Fine Motor Skills: Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases. • Use a range of small tools, including scissors, paintbrushes and cutlery. • Begin to show accuracy and care when drawing.



Early Years Foundation Stage Curriculum Map

2025-2026

Grow Work Learn Follow

Specific Area – Literacy

It is crucial for children to develop a life-long love of reading. Reading consists of two dimensions: language comprehension and word reading. Language comprehension (necessary for both reading and writing) starts from birth. It only develops when adults talk with children about the world around them and the books (stories and non-fiction) they read with them, and enjoy rhymes, poems and songs together. Skilled word reading, taught later, involves both the speedy working out of the pronunciation of unfamiliar printed words (decoding) and the speedy recognition of familiar printed words. Writing involves transcription (spelling and handwriting) and composition (articulating ideas and structuring them in speech, before writing)

Comprehension	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Visit school library (once a week) ELG: Comprehension Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary. • Anticipate (where appropriate) key events in stories. • Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play	Show a preference for a book, song or rhyme. Name characters from a familiar story.	Talk about events and characters in a story read to me. Join in with rhymes and stories. Fill in missing words from well-known rhymes. Use story language when talking about what happens.	Show interest and answer simple questions about the text. Use words to check reading makes sense. Use objects or pictures to sequence and retell a story. Make a simple prediction about what might happen in a story.	Demonstrate understanding when talking about what have read Repeat words or phrases to check reading	Check reading makes sense I think about what I already know to help me with my reading Say rhymes by heart Sometimes notice errors know that illustrations can help me make sense of my reading	Demonstrate understanding of what has been read to me by retelling stories and narratives using my own words and recently introduced vocabulary (ELG) I can use and understand recently introduced vocabulary during discussions about stories.
Word Reading ELG: 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.	Phonics: Little Wandle (See separate plans) Nursery/Finger Rhymes Whole class I can handle books correctly and follow print left to right, top to bottom I can locate the title I can segment and blend words orally I can recognise words that rhyme	Phonics: Little Wandle (See separate plans) I can Link most sounds to letters I am beginning to blend and segment in order to read vc and cvc words I am beginning to match spoken word to written word (1 to 1 cor) across 2-3 lines of print I can read some Phase 2 words including some tricky words	Phonics: Little Wandle (See separate plans) I can locate and recall the title I can read with 1-1 correspondence I can read some common irregular words (Phase2/3) I can link all sounds to letters I can solve simple words by blending sounds and I check what I read makes sense and sounds right.	Phonics: Little Wandle (See separate plans) I can read and understand simple sentences I can use phonic knowledge to read and decode regular words I can read all Phase 2 words I can read some of Phase 3 words	Phonics: Little Wandle (See separate plans) I can read phase 3 words (decodable and tricky) I can say a sound for each letter in the alphabet and at least 10 digraphs (ELG) I can read words consistent with my phonic knowledge by sound blending (ELG) I can re-read books showing increased accuracy and fluency.	Phonics: Little Wandle (See separate plans) End of term assessments Transition work with Year 1 staff



Early Years Foundation Stage Curriculum Map

2025-2026

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Specific Area – Literacy cont'd

It is crucial for children to develop a life-long love of reading. Reading consists of two dimensions: language comprehension and word reading. Language comprehension (necessary for both reading and writing) starts from birth. It only develops when adults talk with children about the world around them and the books (stories and non-fiction) they read with them, and enjoy rhymes, poems and songs together. Skilled word reading, taught later, involves both the speedy working out of the pronunciation of unfamiliar printed words (decoding) and the speedy recognition of familiar printed words. Writing involves transcription (spelling and handwriting) and composition (articulating ideas and structuring them in speech, before writing)

Writing	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
ELG: 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.	Dominant hand, tripod grip, mark making, giving meaning to marks and labelling. Name writing Shopping lists, Writing initial sounds and simple captions. Use initial sounds to label characters / images. Names Labels. Writing for a purpose in role play.	Recount, Name writing, labelling, talk for writing, story scribing. Retelling stories, letter writing (Letter to Santa) Writing CVC words, Labels using CVC, CVCC, CCVC words.	Exciting adjectives 'Wow words' Rhyming words/sentences Instructions Captions Writing recipes, lists.	Creating own story maps, writing captions and labels, writing simple sentences. Writing short sentences to accompany story maps. Labels and captions – life cycles Character descriptions.	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. Recount	Non-fiction, 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.



Early Years Foundation Stage Curriculum Map

2025-2026

Grow Work Learn Follow

Specific Area - Maths

Developing a strong grounding in number is essential so that all children develop the necessary building blocks to excel mathematically. Children should be able to count confidently, develop a deep understanding of the numbers to 10, the relationships between them and the patterns within those numbers. By providing frequent and varied opportunities to build and apply this understanding - such as using manipulatives, including small pebbles and tens frames for organising counting - children will develop a secure base of knowledge and vocabulary from which mastery of mathematics is built. In addition, it is important that the curriculum includes rich opportunities for children to develop their spatial reasoning skills across all areas of mathematics including shape, space and measures. It is important that children develop positive attitudes and interests in mathematics, look for patterns and relationships, spot connections, 'have a go', talk to adults and peers about what they notice and not be afraid to make mistakes.

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Number Numerical Patterns	Opportunities for settling in, introducing the areas of provision. Key times of the day, class routines Exploring the continuous provision inside and out. Where do things belong? Positional language. Matching and sorting Compare amounts Compare size	Mass and Capacity Exploring Pattern Representing 1 2 & 3 Comparing 1 2 & 3 Composition of 1 2 & 3 2D shapes Positional language Representing numbers to 5	One more One fewer/less Time Introducing zero Comparing numbers to 5 Composition of 4 & 5 Compare mass Compare capacity	6 7 & 8 Combining 2 amounts Making pairs Length and height Time Counting to 9 & 10 Comparing numbers to 10 Bonds to 10	3D Shapes Spatial awareness Patterns Building numbers beyond 10 Counting patterns beyond 10 Spatial reasoning Match, Rotate, Manipulate Adding more	Taking away Compose and decompose Doubling Sharing and grouping Even and odd Visualise and build Deepening understanding patterns and relationships Mapping
Schemes: Power Maths / Mastering Number NCETM						

Early Learning Goals:

Number:

Have a deep understanding of number to 10, including the composition of each number. • 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.



Early Years Foundation Stage Curriculum Map

2025-2026

Grow Work Learn Follow

Specific Area – Understanding the World

Understanding the world involves guiding children to make sense of their physical world and their community. The frequency and range of children’s personal experiences increases their knowledge and sense of the world around them – from visiting parks, libraries, and museums to meeting important members of society such as police officers, nurses and firefighters. In addition, listening to a broad selection of stories, non-fiction, rhymes and poems will foster their understanding of our culturally, socially, technologically and ecologically diverse world. As well as building important knowledge, this extends their familiarity with words that support understanding across domains. Enriching and widening children’s vocabulary will support later reading comprehension.

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
People, Culture & Communities.	Identifying / commenting on their family. Show interest in the lives of other people who are familiar Talk about what they do with their family and places they have been with their family.	Guy Fawkes: compare character from stories, including figures from the past: looking at clothes Talk about significant events in my own experiences I can recognise and describe special times or events for family or friends Recognise that people have different beliefs and celebrate special times in different ways	Listen to children describing and commenting on things they have seen whilst outside, including plants and animals. Celebrate Chinese New Year Recognising that people have different beliefs Respecting difference Talk about lives of people around us Talk about experiences at different points in the year... Changing seasons: winter Ice experiments Knowing there are different countries in the world (China)	Similarities and differences between countries/environments Maps of our journey to school/looking on Google Earth: features of local environment, maps of local area comparing places on Google Earth: how are they similar/different? I can describe special events (Easter) Growth & Change: chick life cycle I can tell you what a plant needs to grow (growing a bean plant) I can understand the key features of the life cycle of a plant (bean) and an animal (chick)	Growth & Change: frog life cycle / butterfly I can show care and concern for living things in the environment I can start to develop an understanding of growth, decay, and changes over time I can talk about some of the things I have observed such as plants, animals, natural and found objects and comment on differences.	Materials: Floating / Sinking – boat building Metallic / non-metallic objects Non-fiction texts that offer an insight into contrasting environments. Listen to how children communicate their understanding of their own environment and contrasting environments through conversation and in play. I can draw information from a simple map I can talk about ways in which I can look after the environment Pirate maps (maps of school to find treasure.)
The Natural World	Draw similarities and make comparisons between other families. Draw a simple map Talk about things I have observed such as autumn Ask questions about aspects of familiar world I can talk about why things happen and changes: making soup. Talk about forces; sand and water play. Use their senses to explore outside and describe what they see; ‘wet leaves’					

Early Learning Goals:

People. Culture & 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, nonfiction 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, including the seasons and changing states of matter



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Specific Area - Expressive Arts and Design

The development of children's artistic and cultural awareness supports their imagination and creativity. It is important that children have regular opportunities to engage with the arts, enabling them to explore and play with a wide range of media and materials. The quality and variety of what children see, hear and participate in is crucial for developing their understanding, self-expression, vocabulary and ability to communicate through the arts. The frequency, repetition and depth of their experiences are fundamental to their progress in interpreting and appreciating what they hear, respond to and observe. Give children an insight into new musical worlds. Invite musicians in to play music to children and talk about it. Encourage children to listen attentively to music. Discuss changes and patterns as a piece of music develops.

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Creating with materials Being imaginative and Expressive	Join in with songs Beginning to mix colours Rubbings of leaves Build stories around toys (small world) use available props to support role play Build models using construction equipment. Junk modelling, take picture of children's creations and record them explaining what they did. Exploring sounds and how they can be changed, tapping out of simple rhythms. Play pitch matching games, humming or singing To draw / paint self-portrait. Feelings: taking photos of children acting out emotions	Use different textures and materials to make firework pictures Listen to music and make their own dances in response. Christmas decorations, Christmas cards, Christmas songs/poems The use of story maps, props, and puppets will encourage children to retell, invent and adapt stories. Teach children different techniques for joining materials, such as how to use adhesive tape and different sorts of glue Nativity role play & performance	Explore how colour can be changed Making lanterns, Chinese writing, puppet making, Chinese music Use various construction materials: make a bridge for the Three Billy Goats Gruff, beds and chairs for the three bears (Goldilocks)	Make patterns using different colours Children will explore ways to protect the growing of plants by designing scarecrows. Mother's Day crafts Artwork themed around Growing / Spring Learn a traditional African song and dance and perform it / Encourage children to create their own music. Exploration of other countries – dressing up in different costumes Easter crafts printing, patterns on Easter eggs /plants Drama conventions through literacy	Collage-farm animals / Making houses. Pastel drawings, Life cycles. I can combine media to make a collage (collage owl/hedgehog) Flowers-Sun flowers (Van Gogh) Junk modelling, houses, bridges boats and transport. Provide children with a range of materials for children to construct with. Create collaboratively. Working in pairs	Water pictures, collage, shading by adding black or white,. Colour mixing; underwater pictures. Father's Day. Making models from recycled materials: link to keeping our sea clean. Using clay to make a coil pot (link to the curled shell in Sharing a Shell)

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.