

EYFS curriculum overview 2026 to 2027

Our Curriculum Drivers			
1) Articulate myself clearly An increasing number of children are beginning their education at our school with delayed speech and language skills, a limited vocabulary, and difficulty expressing their emotions or participating in conversations. We are also mindful of the impact that screen time and technology can have on children's speaking, listening, understanding, and attention; therefore, it is essential that we prioritise the development of their confidence and ability to express their thoughts, ideas, and feelings clearly through spoken language. We will achieve this through rich conversations, ambitious vocabulary, storytelling, and meaningful interactions, enabling children to build a broad vocabulary, listen attentively, and communicate effectively with both adults and peers.	2) Have strong physical development skills An increasing number of children are arriving at our school with lower levels of physical strength, coordination and stamina, which we recognise may be influenced by more sedentary lifestyles, reduced opportunities for outdoor play, and rising levels of screen time. Research indicates that many young children now spend significant portions of their day engaged in screen-based activities, and our conversations with parents suggest a proportion of our children each year spend several hours of daily screen use even in the early years. Therefore, we have chosen to follow a movement-based curriculum. We intend for our children to build strength, coordination and control through a wide range of physical experiences, both indoors and outdoors. They develop fine and gross motor skills, learn to manage their bodies safely, and gain increasing independence in tasks such as dressing, writing and using tools.	3) Play and learn cooperatively In our school, we are focusing on developing children's ability to work and play cooperatively because an increasing number of children are arriving with underdeveloped relationship-building skills, difficulties expressing their emotions appropriately, and limited experience of social interaction and collaborative play. These challenges are often influenced by smaller family groups, high levels of screen time, emerging self-regulation skills, and fewer opportunities for shared, hands-on activities. We intend that our children will learn to work and play alongside others, sharing ideas, resources and responsibilities. Through collaborative activities, they develop important social skills such as turn-taking, problem-solving, self-regulation and respecting others' contributions, enabling them to build positive relationships. The class will act like a microcosm of society, with an emphasis on pupils taking an active role in their school community, taking responsibility and developing a sense of pride.	4) Become culturally aware We recognise that not all children in our school community have the same cultural capital or equitable opportunities to experience the rich cultural and creative experiences the world has to offer. We intend for our children to gain an understanding of the diverse world around them by exploring different traditions, communities, music, art and ways of life. They begin to recognise similarities and differences while being exposed to a wide range of artwork, artistic mediums and skills, and the work of composers, musicians and artists—both historical and contemporary—developing a repertoire of songs and discovering what they enjoy and connect with. This helps them develop respect and appreciation for a wide range of cultures and experiences, broadening their horizons and fostering a sense of inclusion in a global society.
5) Show tolerance towards others As a school with children who have diverse SEND and an increasing range of cultural backgrounds and worldviews, reflecting the diversity of our modern society, we prioritise helping children value and respect differences in others while also recognising shared interests and experiences that bring them together. Children learn to appreciate beliefs, backgrounds and perspectives within an environment where everyone feels included and valued. Through guided discussions and inclusive practice, they develop empathy, kindness and an understanding of fairness, recognising both the unique qualities of each individual and the similarities that connect them. This supports them in building positive, harmonious relationships with others. We intend that our children will learn to value and respect differences in others, including beliefs, backgrounds and perspectives, within an environment where everyone feels included and valued. Through guided discussions and inclusive practice, they develop empathy, kindness and an understanding of fairness, recognising that each individual has a place and a voice. This supports them in building positive, harmonious relationships with others.	6) Engage in sustained and intense activity We have noticed that some children in our school struggle with listening and maintaining attention, often influenced by the fast-paced, screen-focused nature of modern life and the constant influx of digital stimuli. Many children arrive with shorter attention spans, which can make it challenging for them to sustain engagement in learning and develop positive learning behaviours. By providing carefully planned experiences that capture their interests, we intend that our children can develop the ability to concentrate deeply and remain engaged for extended periods. This not only builds perseverance, resilience and a sense of achievement but also strengthens key characteristics of effective learning—such as being curious, motivated, persistent and able to think critically—laying the foundation for lifelong learning.	7) Develop curiosity We are mindful that not all of our EYFS children have the same educational experiences, including having access to an effective home or pre-school education. We also recognise that early exploration and curiosity are the culmination of many of our other learning outcomes and that children's own interests are a vital part of their learning journey. Therefore, we see our EYFS environment as a "third teacher," alongside parents, carers and school staff, and we have invested in high-quality provision to ensure all children can develop higher-order thinking skills and access the characteristics of effective learning through their own exploration. We intend through stimulating environments and responsive teaching, that our children will be encouraged to explore, question and investigate the world around them. They will become active learners who are eager to discover, experiment and make sense of new experiences, opening up the world to them and fostering a lifelong love of learning.	

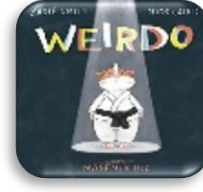
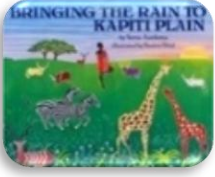
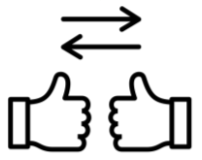
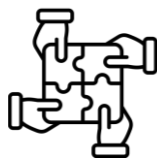


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	Aut 1 8 weeks 01.09 – 23.10	Aut 2 7 weeks 02.11 – 18.12	Spr 1 6 weeks 04.01 – 12.02	Spr 2 4 weeks 4 days 22.02 – 25.03	Sum 1 7 weeks 12.04 – 28.05	Sum 2 6 weeks 3 days 07.06 – 21.07
EYFS 2026 - 2027	Outside Inside	Knowing Yourself	Telling a Tale	Sowing a Seed	Strength of Mind	Family & Friends
Extra enhancements, learning opportunities and special days	<i>Wild Area walks African animals visit Autumn school grounds walk exploring Autumn celebrations e.g. Harvest / Halloween</i>	<i>Photographer’s visit & set up a photography studio (Art) Diwali & Bonfire Night BEC Church visit (Xmas) Nativity play</i>	<i>Lunar New Year Valentine’s Day Prepare & cook a Chinese Stir-fry Kusama Spotty Day (Art) Pirate day Winter school grounds walk</i>	<i>Sunflower challenge Spring walk around school grounds (link to Literacy Tree text) Easter festivities Shrove Tuesday Bikeability</i>	<i>Vets / pets visit St Mark’s Church visit (RE) Ramadan/Eid festivities Earth Day Ryton Pools visit Dentist visit: healthy teeth</i>	<i>Fashion Show / Afternoon tea with parents to celebrate the end of our Reception Journey Visits from older generations Summer walk Nurse visit: healthy body Visit from Police Officers</i>
	Whole school	Harvest service – St Mark’s Walk to School Breakfast KS1 Reading event – Spooky stories Roald Dahl Day (13 th Sept)	Reading event – Xmas text Xmas fayre Christmas service – St Mark’s Anti-bullying week Christmas Fayre Remembrance Tea Party	Online safety week Reading event Walk to School Breakfast YrR	World Book Day + Bedtime stories reading event Visiting Author (WBD) Easter service – St Mark’s Mother’s Day tea party	Walk to School Breakfast KS1 Reading event
Literacy <i>Little Wandle Letters and Sounds Rhyme Time / Early Phonics</i>	Target the five areas of phonological awareness - Listening, Syllables, Rhyming, Alliteration & Sound Knowledge Target Nursery rhymes 1,2,3,4,5, Once I caught a Fish Alive A Sailor went to Sea Baa, Baa, Black Sheep	Target Nursery rhymes Down at the Station Hey, Diddle, Diddle hickory, Dickory, Dock	Target Nursery rhymes Humpty Dumpty Incy Wincey Spider Jack and Jill	Target Nursery rhymes Mar, Mary, Quite Contrary Miss Polly had a Dolly	Target Nursery rhymes One, Two, Buckle my Shoe Pat-a-cake Ring-a-ring-a-roses	Target Nursery rhymes Round and Round the Garden Row, Row, Row your Boat The Grand Old Duke of York
Reading & Comprehension	Focus: Becoming a reader - Enjoy and talk about our book of the week. - Show you the print and pictures in a book. - Recognise my own name when I see it alongside other names. - Point to writing in different places, including on the interactive whiteboard. - Listen for rhyming words and identify a simple rhyming pair. - Begin to read familiar words, sounds or texts with an adult.		Focus: Applying early phonic skills to reading - Talk about our book of the week using some of the vocabulary I have learned. - Say what I think might happen next in a familiar story. - Recognise when two words rhyme. - Hear the first sound in familiar words and names. - Read at home, sharing books and practising words and sounds with an adult.		Focus: Becoming increasingly independent - Talk about the book of the week using interesting vocabulary and full sentences. - Talk confidently about a familiar book, including the characters and important events. - Identify rhyming words in familiar stories, poems and rhymes. - Read my full name. - Tell you 13 initial sounds.	
	Writing	Focus: Explore and make marks - Confidently make marks using a range of tools and materials. - Make marks to represent something I have drawn, played or experienced. - Tell you what my marks mean.		Focus: Control and communicate - Begin to form some letters from the movements I have practised. - Look at my marks and tell you what they say or mean. - Begin to hear the initial sound in some words.		Focus: Begin to write - Begin to write some letters from my name. - Use some initial sounds in my writing and mark-making. - Write simple lists, labels or captions using my own marks and some letters. - Read back my writing or mark-making and tell you what it says.



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Key fiction texts	 <i>Where the Wild Things Are</i> ¹⁰	 <i>Look Up</i> ¹²	 <i>The Magic Paintbrush</i> ¹²	 <i>The Tiny Seed</i> ¹²	 <i>WeirDo</i> ¹²	 <i>Izzy Gizmo</i> ¹²
	 <i>Bringing the Rain to Kapiti Plain</i> ¹²	 <i>The Nativity Play</i> ⁸	 <i>Night Pirates</i> ¹²	 <i>The Extraordinary Gardener</i> ¹²	 <i>Hairy Maclary from Donaldson's Dairy</i> ¹²	 <i>Oi! Frog</i> ¹²
Potential role play opportunity	<i>Babies at home (UtW link) – baby items, scales, etc.</i> <i>Travel agents / tour guides – exploring Kenya</i>	<i>Home corner – Celebrating Christmas / Nativity costumes</i> <i>Build a rocket ship</i>	<i>Home corner - Celebrating Chinese New Year</i> <i>Pirate ship</i>	<i>Potting shed</i>	<i>Animal shelter / Veterinary Surgery</i> <i>Superhero roleplay</i>	<i>Inventors Workshop</i> <i>Members of the community – police, nurses, dentists, vets costumes etc.</i>
Personal, Social & Emotional Development Values	Resilience 	Care 	Honesty 	Respect 	Co-operation 	Forgiveness 
Additional experiences to target life skills	Road Safety 	Protective Behaviours - Taking care ^{WK6-7} 	Protective Behaviours -Taking care ^{WK1-2}	Walk to School Breakfast Healthy breakfasts 	Oral Hygiene 	People Who Help Us 

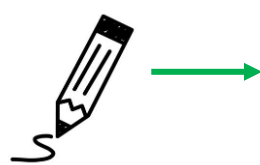
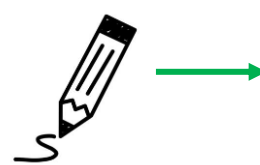
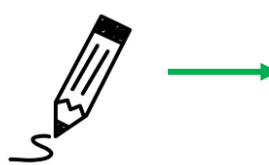


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BIS Golden Thread  Communication & Language (CL) <i>Listening, Attention & Understanding</i> <i>Speaking</i> Makaton As a class, all children will receive a 5-minute Makaton lesson 3 times per week to support them to become stronger communicators and strengthen our inclusive ethos	Curriculum Driver - Articulate myself clearly <i>Autumn – Building Confidence</i>  - Listening and attention - Expressing wants, needs and feelings - Beginning vocabulary development - Joining in with stories and rhymes		Curriculum Driver - Articulate myself clearly <i>Spring – Developing Communication</i>  - Conversation skills - Asking and answering questions - Applying ambitious vocabulary - Talking about events and solving problems together		Curriculum Driver - Articulate myself clearly <i>Summer – Becoming Confident Communicators</i>  - Sustaining conversations - Storytelling - Explaining thinking - Using a broad vocabulary independently	
	Nursery - <i>I can...</i>	Working beyond - <i>I can...</i>	Nursery - <i>I can...</i>	Working beyond - <i>I can...</i>	Nursery - <i>I can...</i>	Working beyond - <i>I can...</i>
	I can listen when someone is talking to me.	I can listen carefully and respond to what someone has said.	I can take turns when talking with others.	I can take turns in conversations and listen to others' ideas.	I can talk confidently with adults and my friends.	I can confidently join conversations with adults and children.
	I can use words to tell someone what I want or need.	I can speak in a full sentence (more than 5 words) to share my ideas and experiences.	I can answer simple questions about stories and experiences.	I can answer and ask questions to find out more.	I can tell a simple story using pictures or objects.	I can tell my own story using a clear beginning, middle and end.
	I can learn and use new words every day.	I can use new and interesting words when I talk.	I can use new words when I play.	I can choose ambitious vocabulary when I speak and play.	I can remember and use lots of new words.	I can use a wide range of vocabulary to explain my thinking.
	I can join in with songs, rhymes and familiar stories.	I can retell parts of a familiar story using key words and phrases.	I can talk about something that has happened to me.	I can describe events in order using clear sentences.	I can listen carefully in a group.	I can listen attentively for longer and respond appropriately.
	I can tell an adult how I am feeling.	I can explain how I am feeling and why.	I can use words to solve simple problems with others.	I can explain my ideas and negotiate with my friends.	I can talk about my ideas during play.	I can explain my ideas, make predictions and justify my thinking.
	Focus: Core communication for immediate needs Key Signs: - Good morning, good afternoon, please, thank you, more, finished, drink, eat, toilet, help, stop, go Learning Intentions: - Express basic needs - Begin to understand that signs support communication - Build confidence using single signs	Focus: Building relationships and interaction Key Signs: - hello, goodbye, please, thank you, mummy, daddy, friend, teacher, share, play + topic vocab – celebrate, Christmas, Learning Intentions: - Initiate interaction with others - Use signs alongside speech - Develop early social communication	Focus: Emotional literacy and expression Key Signs: - happy, sad, angry, tired, scared good, bad, like, don't like Learning Intentions: - Identify and express feelings - Begin to link emotions to experiences Support self-regulation	Focus: Emotional literacy and expression Key Signs: - ball, book, car, water, sand big, small, in, on, under Learning Intentions: - Use signs during play - Develop early concept vocabulary - Combine two signs (e.g. "big ball")	Focus: Communication through narrative and rhythm Key Signs: - key story vocabulary (e.g. bear, run, sleep), sing, music Learning Intentions: - Join in with repeated phrases - Use signs in songs and stories - Build sequencing and recall	Focus: Expanding communication and choice Key Signs: - I, want, need, choose, yes, no, where, what Learning Intentions: - Combine signs into simple phrases - Express preferences and choices Ask and answer simple questions

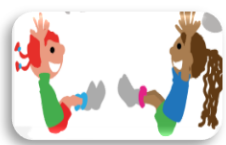
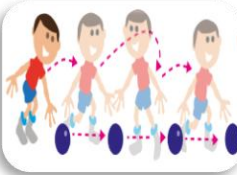


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BIS Golden Thread  Physical Development (PD) Fine & Gross motor skills programmes	Dough Disco  Wiggle Me into a Squiggle <u>Focus: Exploring movement</u> Moving freely in different ways; becoming aware of different body parts; travelling, stopping and starting; moving to music and rhythm.	Draw a Person  Wiggle Me into a Squiggle <u>Focus: Developing body control</u> Beginning to control movements; making movements large and small; moving in different directions; developing balance and coordination	Dough Disco  Wiggle Me into a Squiggle <u>Focus: Repeating movements and patterns</u> Repeating simple movements; following movement patterns; exploring up/down, side-to-side and around movements; responding to rhythms and instructions.	Draw a Person  Transition into Squiggle Whilst You Wiggle <u>Focus: Linking movement and mark making</u> Continuing familiar whole-body movements and beginning to recreate these movements as large marks using ribbons, paintbrushes, chalks or hands.	Squiggle me into a Number  Squiggle Whilst You Wiggle <u>Focus: Making purposeful marks</u> Making large marks in response to music and movement; exploring lines, circles, curves and zigzags; developing confidence and control.	Draw a Person  Squiggle Whilst You Wiggle <u>Focus: Increasing control and independence</u> Using a wider range of movements and marks; repeating familiar patterns; beginning to make choices about movements and marks; developing confidence in large-scale mark making.
	Cutting  Progression in malleable materials Progression in cutting skills Sculpting 	Xmas bags  Progression in cutting & fixing skills Progression in Painting	Painting  Progression in painting Progression in cutting skills Food & Nutrition 	Gardening  Progression in Drawing Progression in cutting skills Progression in kneading Progression in Painting Drawing  Making bread 	Printing  Progression in printing Progression in Painting Progression in cutting & fixing skills Collage 	Textiles  Progression in cutting & fixing skills Progression in sewing skills Progression in Painting
	Progression in fixing skills & junk modelling skills (all year)	Cut Emerging skills – looped scissors Mid-level skills – scissors High level skills – knives / tools	Join Emerging skills – Glue sticks Mid-level skills – Tape, PVA glue, joining multiple things together High level skills – Paper clips, staples, folding	Mix Emerging skills – exploring mixing Mid-level skills – mixing to change the consistency / colour High level skills – mixing with a purpose in mind (colour / texture)	Draw Emerging skill – Exploring marks with increasing control Mid-level skills – Drawing recognisable shapes with growing accuracy High level skills –Creating detailed drawings with control and purpose	Rip Emerging skills – Large ripping Mid-level skills – smaller ripping shapes, packets High level skills – ripping with a purpose in mind
Pinch Emerging skills – Whole hand Mid-level skills – 2 fingers and thumbs High level skills – using tools		Cut Emerging skills – looped scissors Mid-level skills – scissors High level skills – knives / tools	Pinch Emerging skills – Whole hand Mid-level skills – 2 fingers and thumbs High level skills – using tools	Cut Emerging skills – looped scissors Mid-level skills – scissors High level skills – knives / tools	Cut Emerging skills – looped scissors Mid-level skills – scissors High level skills – knives / tools	Draw Emerging skill – Exploring marks with increasing control Mid-level skills – Drawing recognisable shapes with growing accuracy High level skills –Creating detailed drawings with control and purpose



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	Scrunch	Folding	Brush	Brush	Brush	Cut
	Emerging skills – two hands and arms to grab and scrunch	Emerging skills – folding large paper, folding to fit somewhere	Emerging skills – Larger brushes (outside), Painting rollers,	Emerging skills – Larger brushes (outside), Painting rollers,	Emerging skills – Larger brushes (outside), Painting rollers,	Emerging skills – looped scissors
	Mid-level skills – whole hand	Mid-level skills – folding to change the shape	Mid-level skills – Chunky paint brushes	Mid-level skills – Chunky paint brushes	Mid-level skills – Chunky paint brushes	Mid-level skills – scissors
	High level skills – 2 or 3 fingers, tips of fingers, small tissue paper	High level skills – folding to join, folding with a purpose in mind	High level skills – smaller paint brushes	High level skills – smaller paint brushes	High level skills – smaller paint brushes	High level skills – knives / tools
	Pattern / impressions	Brush	Cut	Mix	Join	Mix
	Emerging skills – imprinting using hands	Emerging skills – Larger brushes (outside), Painting rollers,	Emerging skills – looped scissors	Emerging skills – exploring mixing	Emerging skills – Glue sticks	Emerging skills – exploring mixing
	Mid-level skills – stamping using paint or pens	Mid-level skills – Chunky paint brushes	Mid-level skills – scissors	Mid-level skills – mixing to change the consistency / colour	Mid-level skills – Tape, PVA glue, joining multiple things together	Mid-level skills – mixing to change the consistency / colour
High level skills – exploring range of resources to compare patterns made	High level skills – smaller paint brushes	High level skills – knives / tools	High level skills – mixing with a purpose in mind (colour / texture)	High level skills – Paper clips, staples, folding	High level skills – mixing with a purpose in mind (colour / texture)	
Continuous provision	 Balance Bikes  Scooters  Large Climbing  Building & lifting  Balance activities  Running / jumping / skipping / hopping  Bat & ball skills  Target games  Playground games  Movement to music					
Gross motor skills <i>(REAL) P.E</i>	Co-ordination: Footwork  Static Balance: On 1 leg 	Dynamic balance: Jumping and Landing  Static Balance: Seated 	Dynamic Balance: On a line  Static Balance: Stance 	Co-ordination: Ball Skills  Counterbalance: In Pairs 	Co-ordination: Sending and Receiving  Agility: Reaction and Response 	Agility: Ball Chasing  Static Balance: Floor work 



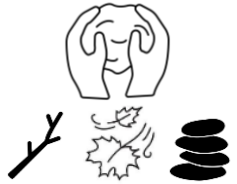
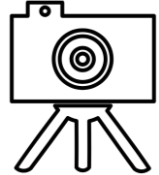
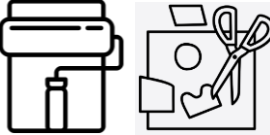
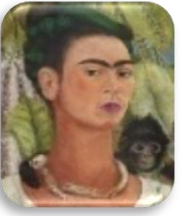
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Mathematics Number & Numerical patterns Continuous Provision & Early Maths	Exploring number songs and stories		Exploring shapes		Subitising		Recognising and creating patterns		Recording by mark-making		Exploring capacity	
Learning throughout the year												
Understanding position		Showing amounts on fingers		Building with a range of resources		Linking numerals to amounts and ordering numerals		Playing track games and solve puzzles		Comparing size & weight		

BIS Golden Thread Understanding the World (UTW) The Natural World Past & present People, culture & communities	Autumn		UK v Africa Animals		Light & Dark		Materials		Winter sinking		Floating &		Spring		Growing & Changing		Caring for living things – what does a pet need?		Summer		How things work	
	Water cycle												Changing materials (bread)				Animal habitats					
Now & then (our timelines)		Toys from our own past to the present		People in the past (China & Pirates)		Lifecycle of plants		Lifecycle of butterflies		Family members & their lifetime		Technology										
Bilton Infant School		St Mark's Church (Harvest)		St Mark's Church (Xmas service & special place) & Cultural Celebrations		Cultural Celebrations (LNY/Diwali)		Bilton Village		St Mark's Church (Easter)		People who help us (Vets)		Ryton Pools Country Park		Family members		People who help us (Nurses / Dentists/ Police)				
Our Village Vs Kapiti Plain																						



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Expressive Arts & Design <i>(EAD)</i> <i>Creating with materials</i>	Sculpture – exploring clay and natural materials 	Photography & self-portraiture 	Colour & Paint 	Drawing 	Printing & collage 	Textiles – designing and embellishing a t-shirt 
Focused artwork – historical and contemporary artists <i>“I can see... I feel... I think... I wonder...”</i>	Serpentine Leaf Form – Andy Goldsworthy  ‘The Family of Man’ – Barbara Hepworth 	Self-portrait with Monkey – Frida Kahlo  Untitled Film Still #23 – Cindy Sherman 	The Starry Night - Vincent Van Gogh  Yayoi Kusama – I want to Live at the Far End of the Universe 	Blobs Grow in Beloved Gardens – Friedensreich Hundertwasser 	The Sheaf – Henri Matisse  Growing – David Hockey 	Cheeky Little Astronomer – Yinka Shonibare  Cube Station – Linda Bell 

