

**CURRICULUM OVERVIEW OF SKILLS EYFS : 2025 - 2026**

EYFS	NURSERY			RECEPTION		
	AUTUMN	SPRING	SUMMER	AUTUMN	SPRING	SUMMER
LISTENING, ATTENTION AND UNDERSTANDING	<ul style="list-style-type: none"> <li>➤ listen to simple stories and use pictures to help me know what is happening</li> <li>➤ listen to different songs and rhymes and join in with some I know</li> <li>➤ understand simple instructions and questions (Not yet 'why' questions- what, where, who) follow simple instructions with up to two key words</li> <li>➤ listen to others talk and start to join in</li> <li>➤ respond and give my attention when someone speaks to me (using my name helps)</li> </ul>	<ul style="list-style-type: none"> <li>➤ start to listen to longer stories and join in with familiar or repeating parts</li> <li>➤ follow instructions with two key words accurately</li> <li>➤ answer a range of questions. I am starting to understand 'why?' in terms of investigations etc.</li> <li>➤ respond appropriately when I am spoken to e.g. asked a direct question</li> <li>➤ try and listen when someone else is speaking</li> </ul>	<ul style="list-style-type: none"> <li>➤ listen carefully to songs, stories and rhymes and respond by joining in</li> <li>➤ understand and respond to instructions with: *2 key words- Put on your hat *3 key words- Can you wash dolly's face?</li> <li>➤ understand and respond to 'why' questions</li> <li>➤ start a conversation and take it in turns to speak</li> </ul>	<ul style="list-style-type: none"> <li>➤ demonstrate good listening behaviours</li> <li>➤ follow simple instructions (with two or more parts) reliably</li> <li>➤ engage in story times</li> <li>➤ like to join in with familiar songs and rhymes</li> <li>➤ wait and take turns in conversation</li> </ul>	<ul style="list-style-type: none"> <li>➤ respond to what I have heard by asking questions and saying what I think</li> <li>➤ say what I think</li> <li>➤ I ask questions about what I have heard</li> <li>➤ respond to what others say</li> </ul>	<ul style="list-style-type: none"> <li>➤ listen carefully</li> <li>➤ respond with questions, comments and actions</li> <li>➤ make comments about what I have heard</li> <li>➤ ask questions to help me understand</li> <li>➤ engage in conversation with my friends and teachers</li> </ul>
SPEAKING	<ul style="list-style-type: none"> <li>➤ use the names for a range of familiar objects, people and actions use talk in my play to help organise</li> <li>➤ use a range of words for time, space, function and description link words together in the start of a sentence</li> </ul>	<ul style="list-style-type: none"> <li>➤ use some new vocabulary</li> <li>➤ develop my sentences</li> <li>➤ express my opinion using short sentences</li> </ul>	<ul style="list-style-type: none"> <li>➤ explain, describe, recount and retell</li> <li>➤ join in with conversation</li> <li>➤ use a sentence of 4-6 words</li> <li>➤ use connectives to link words in sentences</li> </ul>	<ul style="list-style-type: none"> <li>➤ I am starting to share my ideas with familiar adults</li> <li>➤ talk to others (adults and children)</li> <li>➤ I use talk to organise my thoughts</li> <li>➤ listen to and talk about stories, rhymes and non-fiction</li> <li>➤ share my ideas using talk as a tool</li> <li>➤ say how I feel using talk as a tool</li> </ul>	<ul style="list-style-type: none"> <li>➤ share my ideas in small groups</li> <li>➤ share my ideas with familiar adults</li> <li>➤ explain events that have already happened in detail</li> <li>➤ engage in stories, rhymes and non-fiction sharing my ideas about them</li> <li>➤ start to use full sentences</li> <li>➤ I am starting to use past, present and future tenses</li> </ul>	<ul style="list-style-type: none"> <li>➤ take part in whole class and group discussions</li> <li>➤ explain why things happen/ might happen</li> <li>➤ use vocabulary from stories, non-fiction, rhyme and poems</li> <li>➤ express ideas and feelings</li> <li>➤ use full sentences using past, present and future tenses</li> <li>➤ use conjunctions (with support and modelling) to connect my ideas</li> </ul>
PHYSICAL DEVELOPMENT	<ul style="list-style-type: none"> <li>➤ use the toilet with help</li> <li>➤ climb confidently</li> <li>➤ run, jump and hop</li> <li>➤ climb stairs using alternate feet</li> <li>➤ starting to use motor skills to carry out tasks</li> <li>➤ show a preference for a dominant hand</li> </ul>	<ul style="list-style-type: none"> <li>➤ manage my toileting needs e.g. using the toilet, washing and drying hands</li> <li>➤ handle some of my own hygiene needs</li> <li>➤ decide how to match my movements to the task</li> <li>➤ start to eat using a knife and fork</li> <li>➤ start to manage zips, putting on coats</li> </ul>	<ul style="list-style-type: none"> <li>➤ use the toilet ind. (inc. hygiene) and am usually dry throughout the day</li> <li>➤ make healthy choices</li> <li>➤ balance (balance bikes, scooters, climbing)</li> <li>➤ skip, hop and stand on one leg</li> <li>➤ use large scale muscle movements</li> <li>➤ use one handed tools confidently</li> <li>➤ use a comfortable grip with good control when using pencils</li> </ul>	<ul style="list-style-type: none"> <li>➤ use lots of different ways of moving appropriately</li> <li>➤ climb over, under and through obstacles</li> <li>➤ show good pencil control when mark making and drawing</li> <li>➤ use cutlery and other one handed equipment</li> </ul>	<ul style="list-style-type: none"> <li>➤ throw, kick, pass and catch a large ball</li> <li>➤ move and use both large and smaller scale equipment (building blocks etc)</li> <li>➤ sit at a table to write</li> <li>➤ hold a pencil in a tripod grip</li> <li>➤ use scissors</li> </ul>	<ul style="list-style-type: none"> <li>➤ travel around space and obstacles safely</li> <li>➤ show strength, balance and co-ordination in movement</li> <li>➤ move in different ways- run, jump, skip, climb</li> <li>➤ hold a pencil effectively (tripod)</li> <li>➤ use a range of tools e.g. scissors</li> <li>➤ draw with accuracy</li> </ul>
PSED/JIGSAW	<ul style="list-style-type: none"> <li>➤ express a range of emotions and start to talk about them</li> </ul>	<ul style="list-style-type: none"> <li>➤ identify feelings using words like happy, sad, angry</li> <li>➤ follow rules and don't always need adult support</li> </ul>	<ul style="list-style-type: none"> <li>➤ talk about my feelings and feelings of others</li> </ul>	<ul style="list-style-type: none"> <li>➤ Being me</li> <li>➤ Celebrating difference</li> </ul>	<ul style="list-style-type: none"> <li>➤ dreams and goals</li> <li>➤ healthy me</li> </ul>	<ul style="list-style-type: none"> <li>➤ relationships</li> <li>➤ changing me – linked to RSE</li> </ul>

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	<ul style="list-style-type: none"> <li>➤ explore the setting confidently knowing that a familiar person is close by</li> <li>➤ I enjoy the company of other children</li> <li>➤ use the toilet with help</li> </ul>	<ul style="list-style-type: none"> <li>➤ I am more confident in new social situations and with new people</li> <li>➤ talk with others to resolve conflicts and resolve issues (some support needed)</li> <li>➤ manage my toileting needs e.g. using the toilet, washing and drying hands</li> </ul>	<ul style="list-style-type: none"> <li>➤ follow basic instructions and the “rules” of the setting</li> <li>➤ I am starting to handle new experiences with more confidence</li> <li>➤ play with others cooperatively</li> <li>➤ use the toilet and am usually dry throughout the day</li> </ul>			
COMPREHENSION	<ul style="list-style-type: none"> <li>➤ start to develop play around my favourite stories and props</li> <li>➤ start to join in with familiar stories, rhymes and songs</li> </ul>	<ul style="list-style-type: none"> <li>➤ sequence events from stories I have heard</li> <li>➤ I am starting to use different vocabulary from books in my play</li> </ul>	<ul style="list-style-type: none"> <li>➤ talk about stories I have heard</li> <li>➤ retell some familiar stories</li> <li>➤ join in with familiar rhymes and songs</li> <li>➤ use some story language or new vocabulary in my play</li> </ul>	<ul style="list-style-type: none"> <li>➤ retell the key events in stories</li> <li>➤ I am starting to recall facts from non-fiction</li> <li>➤ talk about what has happened in the story so far</li> <li>➤ listen carefully to stories, rhymes, non-fiction and songs</li> </ul>	<ul style="list-style-type: none"> <li>➤ retell key events from stories I have read</li> <li>➤ describe the key events in detail</li> <li>➤ recall facts from a non-fiction book</li> <li>➤ say what might happen next linked to other similar stories</li> <li>➤ talk about stories, rhymes, non-fiction and songs</li> </ul>	<ul style="list-style-type: none"> <li>➤ explain what I have read or has been read to me</li> <li>➤ retell simple stories</li> <li>➤ recall facts from information</li> <li>➤ say what I think might happen next</li> <li>➤ use new vocabulary throughout my play</li> </ul>
WORD READING	<ul style="list-style-type: none"> <li>➤ I have an understanding of letters and print e.g. page sequencing, book parts, etc.</li> <li>➤ I am starting to notice rhyme and can clap syllables</li> </ul>	<ul style="list-style-type: none"> <li>➤ hear the sounds in words and am starting to blend them back together</li> <li>➤ spot words with the same initial sound</li> </ul>	<ul style="list-style-type: none"> <li>➤ use good phonological awareness including oral blending skills, rhyme, alliteration and syllables</li> </ul>	<ul style="list-style-type: none"> <li>➤ match most of the phase 2 letters and sounds</li> <li>➤ say the phase 2 sounds in CVC words</li> <li>➤ start to blend the sounds together</li> <li>➤ segment and blend CVC words</li> <li>➤ read most of the phase 2 tricky words</li> <li>➤ I am starting to read captions e.g. the cat and the dog</li> </ul>	<ul style="list-style-type: none"> <li>➤ match all phase 2 single letters and sounds</li> <li>➤ match all phase 3 single letter and sounds</li> <li>➤ start to identify some digraphs</li> <li>➤ segment the sounds in CVC words for reading</li> <li>➤ blend the sounds in CVC words for reading</li> <li>➤ segment and blend simple words matched to my phonics knowledge</li> <li>➤ read captions</li> <li>➤ read phonics matched tricky words</li> </ul>	<ul style="list-style-type: none"> <li>➤ 1 match the letter and sound for all phase 2 single sounds and digraphs</li> <li>➤ match the letter and sound for at least 10 phase 3 digraphs</li> <li>➤ 2 read CVC words containing phase 2 sounds</li> <li>➤ read CVC words containing known digraphs</li> <li>➤ 3 read simple sentences and books matched to my phonics</li> <li>➤ read tricky words from phases 2 and 3 confidently</li> </ul>
WRITING	<ul style="list-style-type: none"> <li>➤ demonstrate good gross motor skills in making large marks e.g. playground chalk, water painting etc.</li> <li>➤ tune into the sounds in words- showing understanding</li> <li>➤ use apply some print knowledge to writing e.g. m for mummy</li> <li>➤ write the first letter of my name</li> </ul>	<ul style="list-style-type: none"> <li>➤ demonstrate good fine motor control when using tools</li> <li>➤ segment words in the order in which they occur (with support)</li> <li>➤ change the initial sound to make new words e.g. at- hat, cat, mat, sat</li> <li>➤ I am using a wider print knowledge for writing</li> <li>➤ write some of my name e.g. first two letters</li> </ul>	<ul style="list-style-type: none"> <li>➤ write some letters with good formation e.g. the letters from my name</li> <li>➤ orally segment single sound CVC words e.g. c-a-t</li> <li>➤ say the initial sounds in most words</li> <li>➤ I apply print knowledge to my emergent writing</li> <li>➤ write my own name</li> </ul>	<ul style="list-style-type: none"> <li>➤ write some lower case letters correctly</li> <li>➤ write some upper case letters that I know (e.g. name, Mum, Dad, sibling name, etc)</li> <li>➤ identify known letters to match initial sounds (phase 2)</li> <li>➤ match phase 2 letters and sounds</li> <li>➤ write CVC words and labels e.g. c-a-t</li> <li>➤ write simple labels</li> <li>➤ start to write simple captions</li> <li>➤ say a simple sentence for writing (oral and count words)</li> </ul>	<ul style="list-style-type: none"> <li>➤ write most lower case letters correctly</li> <li>➤ write some upper case letters correctly</li> <li>➤ use a tripod grip</li> <li>➤ match phase 2 and 3 letters and sounds</li> <li>➤ write CVC words and labels (phase 2 and 3 sounds)</li> <li>➤ spell some tricky words</li> <li>➤ write captions</li> <li>➤ write short sentences</li> <li>➤ start to use finger spaces between my words</li> <li>➤ read sentences back</li> </ul>	<ul style="list-style-type: none"> <li>➤ write most upper and lower case letters correctly</li> <li>➤ hold my pencil in a good tripod grip</li> <li>➤ write CVC words with sounds and letters I know</li> <li>➤ write tricky words</li> <li>➤ write simple sentences</li> <li>➤ read my own sentences</li> <li>➤ My teacher can read my sentences</li> </ul>

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<p><b>NUMBER</b></p>	<ul style="list-style-type: none"> <li>➤ recite numbers to 5 and beyond</li> <li>➤ I am starting to subitise up to two</li> <li>➤ make comparisons between objects- size, length, weight and capacity</li> </ul>	<ul style="list-style-type: none"> <li>➤ say one number name for each item</li> <li>➤ show 'finger' numbers to 5</li> <li>➤ see 3 in different ways (through different manipulatives e.g. 3 sticks as a row/ triangle/ on top of each other) and recognise it without counting</li> <li>➤ make comparisons between quantities</li> </ul>	<ul style="list-style-type: none"> <li>➤ count, order, recognise and use numbers to 5</li> <li>➤ subitise up to 3 objects (recognise up to 3 objects quickly without counting)</li> <li>➤ compare quantities using the vocabulary of greater, less, more, fewer and the same</li> </ul>	<ul style="list-style-type: none"> <li>➤ count to 5 using different mathematical resources</li> <li>➤ match numeral and quantity to 5</li> <li>➤ quickly say how many there are (up to 3) in different arrangements</li> <li>➤ start to show how numbers can be made up e.g. 1 and 3 is 4 and know there is more than one way of doing this</li> </ul>	<ul style="list-style-type: none"> <li>➤ count objects, claps, movements up to 10</li> <li>➤ match numeral and quantity (within 10)</li> <li>➤ quickly say how many there are (up to 5)</li> <li>➤ recall number bonds to 5</li> <li>➤ start to give some linked subtraction facts</li> <li>➤ start to recall some double facts e.g. 1 and 1 is 2</li> </ul>	<ul style="list-style-type: none"> <li>➤ 1 show how numbers to 10 are made up using different models e.g. part whole, tens frame</li> <li>➤ recognise the numerals to 10 and match to quantity consistently</li> <li>➤ 2 recognise quantities up to 5 without counting</li> <li>➤ 3 recall number bonds up to 5 and some to 10</li> <li>➤ match subtraction facts with number bonds</li> <li>➤ recall some double facts within 10</li> </ul>
<p><b>NUMERICAL PATTERN</b></p>	<ul style="list-style-type: none"> <li>➤ spot patterns and talk about them e.g. stripes on a scarf</li> <li>➤ start to use vocabulary to describe the time of day that things happen e.g. day, afternoon, evening, etc.</li> <li>➤ use shapes for building thinking about their properties e.g. flat sides for stacking</li> </ul>	<ul style="list-style-type: none"> <li>➤ extend a pattern that has been made</li> <li>➤ create my own simple patterns (ABAB)</li> <li>➤ start to talk about upcoming events e.g. Birthdays and then talk about what happened after the event</li> <li>➤ combine shapes to make new ones e.g. a bridge/ arch, bigger square, etc.</li> </ul>	<ul style="list-style-type: none"> <li>➤ talk about patterns and spot errors</li> <li>➤ continue and create patterns</li> <li>➤ sequence a pattern of events using time language e.g. first, next, then.</li> <li>➤ talk about 2D and 3D shapes</li> </ul>	<ul style="list-style-type: none"> <li>➤ count to 10 by rote</li> <li>➤ compare manipulatives (e.g. saying when one tower is bigger/smaller)</li> <li>➤ find one more/ one less using resources</li> <li>➤ continue and copy patterns</li> <li>➤ create my own patterns</li> </ul>	<ul style="list-style-type: none"> <li>➤ count to 20, knowing the teen numbers</li> <li>➤ compare two quantities saying when one is bigger/smaller/same</li> <li>➤ say a number that is one more/ less without resources</li> <li>➤ spot errors in the pattern</li> <li>➤ name my pattern e.g. ABAB</li> <li>➤ start to identify odd and even numbers linked to sharing</li> </ul>	<ul style="list-style-type: none"> <li>➤ 1 count beyond 20</li> <li>➤ 2 compare quantities using greater/ more than, fewer/ less than, the same/ equal</li> <li>➤ 3 show patterns in numbers to 10</li> <li>➤ talk about odd and even numbers</li> <li>➤ say double facts</li> <li>➤ share equally</li> </ul>
<p><b>PAST AND PRESENT</b></p>	<ul style="list-style-type: none"> <li>➤ start to show I know who I am in terms of preferences</li> <li>➤ I can talk about myself and my immediate family</li> </ul>	<ul style="list-style-type: none"> <li>➤ talk about some of the ways I have changed over my life</li> </ul>	<ul style="list-style-type: none"> <li>➤ talk about some of my own and my family's history</li> </ul>	<ul style="list-style-type: none"> <li>➤ talk about the different jobs people do</li> <li>➤ name some members of my family and talk about them</li> <li>➤ talk about changes that have happened to me throughout my life</li> <li>➤ talk about my family and people in the community and their roles</li> <li>➤ talk about myself and some of the ways I have changed</li> <li>➤ I am becoming more aware of the past linked to myself and my family and how it has changed</li> <li>➤ talk about what see in pictures of the past</li> </ul>	<ul style="list-style-type: none"> <li>➤ talk about changes that have happened within my family's lifetimes e.g. talking to grandparents about holidays etc.</li> <li>➤ talk about the past e.g. no television, different toys/ clothes using photos and physical artefacts</li> <li>➤ talk about what I have heard and seen in stories and picture books and how this is different/ the same</li> </ul>	<ul style="list-style-type: none"> <li>➤ talk about the lives of people I am familiar with</li> <li>➤ talk about the roles of people in society</li> <li>➤ give similarities and differences between the past and now</li> <li>➤ talk about the past using books and stories talking about the characters, settings and events</li> </ul>
<p><b>PEOPLE, CULTURE &amp; COMMUNITIES</b></p>	<ul style="list-style-type: none"> <li>➤ start to notice some of the differences between people</li> <li>➤ talk about different occupations and job roles</li> </ul>	<ul style="list-style-type: none"> <li>➤ name other countries in the world</li> <li>➤ I am positive about the differences between people</li> </ul>	<ul style="list-style-type: none"> <li>➤ talk about the differences I have seen in people, countries and communities</li> </ul>	<ul style="list-style-type: none"> <li>➤ explore the world around me with all my senses</li> <li>➤ be accepting and positive about people's differences</li> <li>➤ I know there are different countries in the world</li> <li>➤ make detailed observations of the world around me thinking about my senses- feel, hear, see, smell</li> </ul>	<ul style="list-style-type: none"> <li>➤ explore and talk about the natural world using what I know from stories/ non-fiction</li> <li>➤ draw information from a simple map</li> <li>➤ talk about some special places for people in our and other communities</li> </ul>	<ul style="list-style-type: none"> <li>➤ describe the school environment using what I know from             <ul style="list-style-type: none"> <li>• Observation</li> <li>• Discussion</li> <li>• Stories/ non-fiction</li> <li>• Maps</li> </ul> </li> </ul>

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				<ul style="list-style-type: none"> <li>➤ I am starting to explore the natural world</li> <li>➤ talk about how different people celebrate</li> <li>➤ start to use stories and pictures to talk about differences in life in other countries</li> </ul>	<ul style="list-style-type: none"> <li>➤ draw information from a simple map</li> <li>➤ start to talk about the differences in lives in other countries</li> </ul>	<ul style="list-style-type: none"> <li>➤ talk about religion and culture within my country (UK)</li> <li>➤ talk about what is the same and different in life in this country and in other countries</li> </ul>
THE NATURAL WORLD	<ul style="list-style-type: none"> <li>➤ explore natural and man-made materials</li> <li>➤ talk about natural materials using a wide vocabulary linked to all my senses</li> </ul>	<ul style="list-style-type: none"> <li>➤ show care for my environment and plant and care for plants</li> </ul>	<ul style="list-style-type: none"> <li>➤ talk about the key features of life cycles using key vocabulary</li> <li>➤ talk about the world around us observing animals and plants</li> </ul>	<ul style="list-style-type: none"> <li>➤ talk about what see outside using a wide vocabulary</li> <li>➤ change materials e.g. adding water to cornflour, mixing paint etc.</li> <li>➤ describe what see, hear and feel outside</li> <li>➤ talk about the area I live in, including the weather etc.</li> <li>➤ talk about forces I feel e.g. push, pull etc.</li> <li>➤ talk about the differences in materials</li> </ul>	<ul style="list-style-type: none"> <li>➤ describe animals and plants (both from photos and real life experiences)</li> <li>➤ describe my own environment and local area</li> <li>➤ describe another environment e.g. desert, Artic etc.</li> <li>➤ talk about the weather linked to seasonal change</li> <li>➤ talk about changes e.g. freezing, melting (linked to baking, paint mixing, mud play, etc.)</li> </ul>	<ul style="list-style-type: none"> <li>➤ explore the natural world</li> <li>➤ make observations of animals and plants and use these observations to draw pictures</li> <li>➤ contrast the natural world around me with different environments</li> <li>➤ talk about some of the changes in the natural world (including seasons and changing states of matter)</li> </ul>
CREATING WITH MATERIALS	<ul style="list-style-type: none"> <li>➤ explore art materials for large and small scale art e.g. drawing, paint, sculpture</li> <li>➤ use different art materials and am starting to refine my ways of creating art</li> </ul>	<ul style="list-style-type: none"> <li>➤ use self- chosen materials to create my own ideas</li> </ul>	<ul style="list-style-type: none"> <li>➤ use a range of art materials, joining and colour mixing purposefully and freely</li> </ul>	<ul style="list-style-type: none"> <li>➤ start to join materials together</li> <li>➤ explore art materials and colour mixing freely</li> <li>➤ develop my own ideas for art</li> <li>➤ use various tools for artwork and design e.g. playdough tools</li> <li>➤ select my own art and design materials to create with</li> <li>➤ develop my own ideas for art and start to talk about them (with adult support) tell others what my artwork is and signal key parts e.g. this is mummy, this is her hair etc.</li> <li>➤ start to develop my own stories linked to what I know through role &amp; small world play I am starting to recreate familiar stories (with adult support)</li> </ul>	<ul style="list-style-type: none"> <li>➤ use scissors and one handed tools to create art safely and more accurately (playdough tools, paintbrushes etc.)</li> <li>➤ I am able to combine different techniques e.g. collage, paint, crayon, clay to create art</li> <li>➤ talk about my artwork or designs- linked to some of the materials/ techniques I used</li> <li>➤ use materials and props to retell stories and create imaginary situations linked to what I know</li> </ul>	<ul style="list-style-type: none"> <li>➤ safely use tools e.g. scissors</li> <li>➤ explore using materials and techniques</li> <li>➤ design art/ a product thinking about colour, texture and function</li> <li>➤ explain what I have made</li> <li>➤ talk about how I made it</li> <li>➤ use props and materials when I am role playing familiar stories</li> </ul>
MUSIC	<ul style="list-style-type: none"> <li>➤ I enjoy joining in with songs, rhymes and music</li> <li>➤ make rhythmic sounds e.g. banging a drum remember and sing a range of familiar songs</li> </ul>	<ul style="list-style-type: none"> <li>➤ sing my own created songs and follow pitch, melody and tone</li> <li>➤ play musical instruments with greater control and purpose</li> </ul>	<ul style="list-style-type: none"> <li>➤ sing, respond to and create music with instruments showing understanding of pitch, melody and rhythm</li> </ul>	UNDER BEING IMAGINATIVE STRAND	UNDER BEING IMAGINATIVE STRAND	UNDER BEING IMAGINATIVE STRAND

**CURRICULUM OVERVIEW OF SKILLS EYFS : 2025 - 2026**

	➤ explore the different sounds musical instruments make						
BEING IMGINATIVE & EXPRESSIVE	➤ express my ideas through play, particularly pretend play	➤ create more complex small world set ups to adapt and create stories	➤ start to develop my own stories linked to what I know through role & small world play	<ul style="list-style-type: none"> <li>➤ I am using my imagination in play to help me role play and create small world set ups.</li> <li>➤ recount and retell familiar stories with my friends and adults (small world/ role play)</li> <li>➤ role play imaginary scenarios linked to experiences</li> <li>➤ remember most of a song to sing</li> <li>➤ make up my own “silly” songs</li> <li>➤ I know some popular songs and can sing them supported by an adult</li> <li>➤ remember and sing songs</li> <li>➤ start to match the melody and pitch of others</li> <li>➤ listen and respond to sounds</li> <li>➤ sing with others and supported by an adult</li> </ul>	<ul style="list-style-type: none"> <li>➤ adapt well known stories and narratives and small world/ role play them with others</li> <li>➤ use what I know and have read to help create my own stories</li> <li>➤ sing well known songs in a group or alone and match the pitch and melody</li> <li>➤ listen carefully to music and start to move to it</li> <li>➤ join in with singing and dancing</li> </ul>	<ul style="list-style-type: none"> <li>➤ adapt and recount narratives and stories with my friends and adults</li> <li>➤ invent my own stories</li> <li>➤ sing well known nursery rhymes</li> <li>➤ sing some familiar songs (Xmas play etc.)</li> <li>➤ perform songs, rhymes, poems and stories alone and with others</li> <li>➤ try to move in time with music</li> </ul>	
RE	Myself Welcome      Birthday Judaism	Celebrating Gathering      Growing OTHER FAITHS	Good News Friends      Our world Other Faiths	Myself Welcome      Birthday Judaism	Celebrating Gathering      Growing OTHER FAITHS	Good News Friends      Our World OTHER FAITHS	
<b>Cultural Capital opportunities</b>  Event/ Celbrations throughout the year	<b>AUTUMN TERM</b>  Black History Mary – Rosary Judaism Week STEM day Remembrance Service Diwali Celebrations Action Aid events Anti-Bullying week Class Charity events Christmas Nativity Celebrations	<b>SPRING TERM</b>  Maths day Science Day Mary – Rosary Cafod Week Class Charity World Book week Chinese New year Onesie upon a time day	<b>SUMMER TERM</b>  International Week British Hero’s French Day Class Enterpirse week Healthy Eating week Buddhism Week Aspirations Celebrations Music Evening Celebration Sports day events Class Charity events Windrush Events	<b>AUTUMN TERM</b>  Black History Mary – Rosary Judaism Week STEM day Remembrance Service Diwali Celebrations Action Aid events Anti-Bullying week Class Charity events Christmas Nativity Celebrations	<b>SPRING TERM</b>  Maths day Science Day Mary – Rosary Cafod Week Class Charity World Book week Chinese New year Onesie upon a time day	<b>SUMMER TERM</b>  International Week British Hero’s French Day Class Enterpirse week Healthy Eating week Buddhism Week Aspirations Celebrations Music Evening Celebration Sports day events Class Charity events Windrush Events	

**Diversity and representation within our EYFS Curriculum:**

In our EYFS setting we are committed to ensuring each child is represented within our classroom and environment.

We want our children to *'Listen to a broad selection of stories, non-fiction, rhymes and poems that will foster their understanding of our culturally, socially, technologically and ecologically diverse world.'*

We ensure we deliver a range of opportunities and encompass all threads of diversity through different avenues such as:



- ❖ Dolls House, Homes from around the world – including representations of all ethnicities, figurines, books representing homes from around the world
- ❖ Home corner – family photos, range of foods from around the world, babies and clothing of all ethnicities, range of stories including *'baby goes to market'* *'Lula's first day'* *'be who you are'* *'super duper you'* *'My daddies'* *'it's a no-money day'* *'two homes'*
- ❖ Hair dressers – images of our own children's hair ensuring representation for all. Books also used for representation for all children including; *my hair, the mega magic hair swap*
- ❖ musical opportunities – songs from around the world, images and pictures to representation musicians for great diversity, encouragement of children to access reading opportunities
- ❖ mud kitchen – recipes from around the worlds, images of children's own kitchens to display, stories representing cooking from around the world including *'chapatti moon'*
- ❖ our communities – range of books representing our diverse communities, parents supporting our sessions. Range of diverse role play figurines including police, ambulance, doctors, vets and fire fighters. Books including; *'Astro girl, Little Leaders and Ada Twist Scientist'*
- ❖ shops and café – range of diverse food from around the world for children to explore, recipes to recreate from children's own families. Children have opportunities to read range of stories such as *'Handas's surprise'* *'baby goes to market'* *'to market, to market!'* *'smile'* *'ruby's hair'*
- ❖ faiths from around the world – children explore food, clothing, role play and stories from all faiths from around the world including stories such as *'hats of faith'* *'my Islam faith'* *'my Hindu faith'*

**Others ways we explore our diverse world is:**

- ❖ *visiting our local cafe*
- ❖ *local library - Waltham cross*
- ❖ *visiting corner shops*
- ❖ *going to buy some fruit from the market on a Friday*

All of these opportunities not only build upon cultural capital, but shows the true representation of our children in our local community.

We know that reading is an essential skill that is a foundation for all children, one that allows access to all areas of the curriculum; we want our children to have a love for reading and to see themselves in the stories they read and have a wide range of opportunities in the reading area. This natural thread of reading is encompassed throughout all the areas of the curriculum both for our indoor and outdoor provision and the high quality of inclusive and diverse books and stories ensure all our children are represented throughout our provision on a daily basis.

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