



Wellington Place
Primary School

Learn, Lead, Achieve, Succeed

EYFS Curriculum

2025 - 2026



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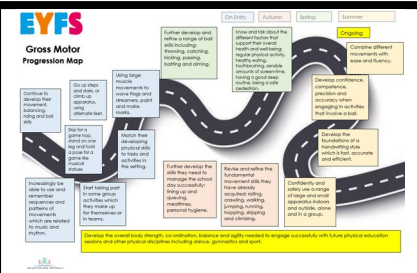


	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Events & Festivals	Harvest Festival Autumn Walk – Forest School African Dance Workshop	Remembrance Day Diwali Indian Dance Workshop Pantomime visit Nativity Play	Chinese New Year Chinese Dance Workshop Mother's Day Spring Walk – Forest School	World Book Day Easter Celebrations Circus Skills workshop	Father's Day Summer Walk – Forest School South American Dance Workshop	Farm Trip Transition to Year 1 Teddy's Bear Picnic Martial Arts Workshop
Parental Involvement	Meet The Teacher Phonics Workshop School Open day	Maths Workshop Parents Meetings Christmas Performance Christmas Family Craft	Chinese New Year Circus Parents Meetings	World book Day African Dance workshop	Parent/Grandparents Gardening Day	End of Year Celebrations Sports Day
UN Goals links						
British Values						
Lines of Enquiry for Continuous Provision	Setting rules and routines Families Likes/dislikes Our community People who help us	Characters in the woods Diwali Remembrance Day Seasons Christmas/The Nativity	Animals Land and Sea Coral Reef Rainforest Owls Pets	Exploring our Locality Contrasting Country Weather Seasons Sustainability	Lifecycles Minibeasts Planting Growing The Canal	Fairy Tales Traditional Tales Picnics Invitations
Traditional Rhymes	Hickory Dickory Dock Twinkle Twinkle Little Star Once I Caught A Fish Alive This Old Man Five Little Ducks Five Little Speckled Frogs The Wheels On The Bus Pat a Cake One, Two, Buckle My	Old Macdonald Incy Wincy Spider Baa Baa Black Sheep Row, Row, Row Your Boat Hot Cross Buns Humpty Dumpty She'll Be Coming Round The Mountain Five Little Men In A Flying Saucer	Wind the Bobbin Up Rock a Bye Baby Five Little Monkeys Heads, Shoulders, Knees and Toes If You're Happy And You Know It It's Raining, It's Pouring Pussy Cat, Pussy Cat Sing A Song Of Sixpence	The Grand Old Duke of York I'm a Little Teapot Little Bo Peep Little Miss Muffet London Bridge Hey Diddle Diddle Ring O'Roses Here We Go Round The Mulberry Bush	Little Boy Blue Mary Had A Little Lamb Mary, Mary, Quite Contrary Little Tommy Tucker Pop Goes The Weasel Old Mother Hubbard Wee Willy Winkie Two Little Dickie Birds Polly Put The Kettle On	Jack be nimble Jack and Jill See Saw, Margery Daw Simple Simon Three Blind Mice Frere Jaques There Was An Old Woman Who Lived in A Shoe

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Our Key Texts	Everybody has Feelings Martha Maps it out I'm The Fire Engine Driver	The Gruffalo Stick Man The Jolly Christmas Postman	The Tree That's Meant to be One Little Bird Baby Owl	Lubna and Pebble Tisha and Blossom Great Women Who Changed the World	Otters vs Badgers Who ate all the bugs? The Friendship Bench	The Gingerbread Man The Three Billy Goats Gruff How to make a Story
 <h3>Writing</h3>	Draws the prewriting shapes Show a preference for a dominant hand Writes some or all of their name Whole class handwriting sessions focusing on large scale movements to encourage correct letter formations-anti-clockwise movements, up and down, swirls. 'Squiggle whilst you wiggle' sessions. Drawing Club	Hears and writes the initial sound in words. Independently segments the sounds in words to write a cvc word. Begins to write a simple caption with support. Whole class handwriting sessions-lower case letter formations. Drawing Club	Writes phonetically decodable words. Teach skills to write a simple caption. Guided writing sessions-capital letter formations. Introduce sentence writing and emphasis on correct structure-capital letter at the beginning, finger spaces and full stops. Drawing Club	Orally rehearse and write a simple caption independently. Orally rehearse and write simple sentences during whole class guided writing sessions. Continue with letter formation practise, lower and upper case. Drawing Club	Writes a series of short sentences that follow on from the previous one. Uses known letter-sound correspondences. Re-read what they have written to check that it makes sense. Spells phonically regular words with more than one syllable (e.g. carpet, children etc.) Drawing Club	Writes a series of short sentences that follow on from the previous one. Uses known letter-sound correspondences. Re-read what they have written to check that it makes sense. Spells phonically regular words with more than one syllable (e.g. carpet, children etc.) Begins to make suggestions how to improve their work. Drawing Club
 <h3>Communication and Language</h3>	Listens and participates during whole class story sessions. Comments on stories they have heard. Joins in with repeated refrains. Sequences familiar stories. Gives personal responses to texts.	Ask questions to find out more and to check they understand what has been said to them. Develop social phrases. Sequences stories. Develops an understanding of non-fiction texts. Introduction to poetry. Engages in story times. Develops a deeper understanding of rhyme.	Articulate their ideas and thoughts in well-formed sentences. Connect one idea or action to another using a range of connectives. Engage in non-fiction books. Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.	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. .	Listen to and talk about stories to build familiarity and understanding. Engage in non-fiction books. Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.	Retell stories once they have developed a deep familiarity with the text; some as exact repetition and some in their own words. Use new vocabulary in different contexts.
<h3>Personal, Social and Emotional Development</h3>	See themselves as a valuable individual. Explore being unique and gaining a sense of belonging. Build constructive and respectful relationships. Express their feelings and consider the feelings of others. Understand the reason for rules and know right from wrong		Show resilience and perseverance in the face of challenge. Identify and moderate their own feelings socially and emotionally. Grow in independence and know how to look after their body.		Think about the perspectives of others. Manage their own needs. How to keep fit and well. Healthy eating and lifestyle. Transition to Year 1 Adapting to new social situations and new environments.	
<i>These statements have been split for extra focus, but all will apply on an ongoing basis throughout the EYFS.</i>						
<h3>Physical Development</h3>	Further develop the skills they need to manage the school day successfully: lining up and queuing, mealtimes, personal hygiene	Revise and refine the fundamental movement skills they have already acquired: rolling, crawling, walking, jumping, running, hopping, skipping, climbing.	Further develop and refine a range of ball skills including throwing, catching, kicking, passing, batting, and aiming. Develop skill and control when	Know and talk about the different factors that support their overall health and wellbeing: regular physical activity, healthy eating, toothbrushing, sensible amounts of	Combine different movements with ease and fluency. Develop the foundations of a handwriting style which is fast,	Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group. Continue to develop the foundations

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	Large scale movements for writing.		balancing, showing spatial awareness and agility when moving on equipment.	'screen time', having a good sleep routine, being a safe pedestrian.	accurate and efficient.	of a handwriting style which is fast, accurate and efficient.
	Upper body strength and core control to encourage good posture and sitting positions.	Scissor skills.	Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases.	Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases.	Further develop an awareness of being healthy with healthy foods. Understand the need for a variety of foods.	
	Scissor skills.	Developing a comfortable pencil grip and using a pencil with increased control				
Develop the overall body strength, co-ordination, balance, and agility needed to engage successfully with future physical education sessions and other physical disciplines including dance, gymnastics and sport. Develop their fine motor skills so that they can use a range of tools competently, safely, and confidently. Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks, and spoon. Weekly PE sessions with REAL PE Curriculum						
Mathematics White Rose Maths	Match, sort and compare Talk about Measure and patters	Its's me 1, 2,3 Circles and Triangles 1,2,3,4,5 Shapes with 4 sides	Alive in 5 Mass and Capacity Growing 6,7,8	Length, height and time Building 9 and 10 Explore 3D shapes	To 20 and Beyond How many now? Manipulate, compose and decompose	Sharing and grouping Visualise, build and map Make connections Consolidation
Number sense NCETM Progression	Cardinality and Counting Counting: saying number words in sequence Counting: tagging each object with one number word	Comparison More than / less than Identifying groups with the same number of things	Composition Part-whole: identifying smaller numbers within a number (conceptual subitising – seeing groups and combining to a total)	Pattern Copying an AB pattern Spotting an error in an AB pattern Continuing an ABC pattern	Shape and Space Representing spatial relationships Identifying similarities between shapes Describing properties of shape	Measures Comparing amounts of continuous quantities Estimating and predicting Experience specific time durations
	Fluency and variation running through all terms. A focus on subitising and rapid recall on number facts throughout.					

*Our choosen Phonics Programme is **READ WRITE INC** – Please see our Early Reading Policy

Our Termly Planner

Term	Retrieval Vocabulary Practice in EYFS – two sessions a week. What do we want our children to remember? Including our tired traffic light vocabulary:
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Autumn 1	<p>Week 2: My Past, Present, Future and PSHE – Families and new beginnings</p> <p>Know who my family members are from the past and present and be able to talk about them by looking at photographs.</p> <p>Photographs</p> <p>Family members</p> <p>Past</p> <p>Present</p> <p>Future</p> <p>Sibling</p> <p>Week 3: My Body</p> <p>Stomach</p> <p>Neck</p> <p>Elbow</p> <p>Wrist</p> <p>Brain</p> <p>Lungs</p>	<p>Week 4: My 5 senses – Art focus to build a collaboration piece by the end of the week</p> <p>Know the five senses - touch, taste, smell, sight, hearing.</p> <p>Know that senses are the way we learn about the world.</p> <p>Know that some people do not have all 5 senses and must learn about the world with the other senses e.g. someone who is deaf or blind.</p> <p>Stir</p> <p>Mix</p> <p>Pouring</p> <p>Blending</p> <p>Sieving</p> <p>Spreading</p> <p>Week 5 and 6 : Geography and PSHE Week</p> <p>To use maps of the local area + google earth to explore our community. To know where I live.</p> <p>To know where the school is. To know a different place in the world.</p>
Autumn 2	<p>Week 1 and 2: Diwali / Light and shadows</p> <p>light</p> <p>Diwali</p> <p>Darkness</p> <p>natural sources</p> <p>Lightbulb</p> <p>Shadow</p> <p>Week 3: Remembrance Sunday</p> <p>Poppy</p> <p>Remember</p> <p>Soldiers</p> <p>Second World War</p> <p>Army</p> <p>Peace</p>	<p>Week 4: Anti – Bullying Week: Getting on and Falling Out</p> <p>Observe changes across the four seasons. Observe and describe weather associated with the seasons and how day length varies.</p> <p>Printing skills to practice to make their own printing interpretation of a season.</p> <p>Seasonal change</p> <p>Snowstorm</p> <p>Printing</p> <p>Leaf rubbing</p> <p>Transfer</p> <p>Shade</p> <p>Week 5:</p> <p>Art focus to build a collaboration piece by the end of the week</p> <p>Week 6 and 7: Nativity</p>

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Spring 1	<p>Week 1 and 2: The Natural world/Animals Explore the natural world around them, making observations and drawing pictures of animals and plants. Make observations of animals and how they move. To identify and name a variety of common animals.</p> <p>Minibeast Reptiles Mammals Habitats Predator Slither</p> <p>Week 3 and 4: Chinese New Year Links Chinese New Year dance workshop – to learn, practice, perform and showcase to an audience in groups/ solo. To know some similarities and differences between the natural world around them and contrasting environments.</p> <p>China Festival Calander Lantern Year of the Snake Zodiac</p>	<p>Week 5: Design and Technology Sculpture Junk Modelling for their own sea creature. Plan, Design and Evaluate. Display the Junk modelling for Parents.</p> <p>Plan Creation Sea creature Habitats Evaluate Feedback</p> <p>Week 6: Music Listen and appreciate music techniques - Loud and quiet sounds. Pulse. Listen and respond. Rhythm Explore and create. Using instruments Sing and play. Tuned percussion Share and perform.</p> <p>Loud Quiet Pulse Beat Rhythm Tune</p>
Spring 2	<p>Week 1 and 2: Geography What a photo is. What life is like in the UK? Places, food and home in our countries. To understand geographical similarities and differences through studying the human and physical geography of Market Harborough and Asha in Indian. To locate a house, a road, a park – how school is same and different in our country to Indian.</p> <p>Photo Map Market Harborough Asha United Kingdom Asia</p> <p>Week 3: Eid Celebration To know what a place of worship is. To 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.</p> <p>Islam Ramadan Mosque Moon Mehndi Eid</p>	<p>Week 4 and 5: National Science Week Working Scientifically – investigations, exploring, noticing and observing, To see, talk about and understand the Spring and seasonal changes.</p> <p>Changes Science Observe Seasons Spring Blossom</p> <p>Week 6 and 7: Easter 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.</p> <p>Easter Lent Easter Sunday Jesus New life Rejoice</p>

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Summer 1	<p>Week 1: The Natural world/Animals (science) Trip to the canal and working scientifically Explore the natural world around them, making observations and drawing pictures of animals and plants. Life cycle of a butterfly Canal Banks Butterfly Caterpillar Lock Foxton Locks</p> <p>Week 2: Plants To identify and name a variety of common wild and garden plants. To understand what plants needs to grow (water, sunlight, soil) Sunlight Soil Wild Shrubs Sunflower Pansy</p>	<p>Week 3: Geography To identify bodies of water – manmade and natural To understand how we can protect the environment and how to be sustainable in our local community near the canal River Lake Pond dipping Litter Sustainability Biodiversity</p> <p>Week 4: Computing Logic Algorithms, Collaborating and decomposition. Instructions Directions Command Robots Code Password</p>
	<p>Week 1: History To know who the royal family are past and present. King Queen King Charles Prince Willam Buckingham Palace Throne</p> <p>Week 2 and 3: History To show an awareness of the lives of significant individuals: Kings and Queens – Castles Palace Watchtower Great Hall Drawbridge Catapult Fort</p>	<p>Week 3: Design and Technology DT - Food preparation techniques spreading and cutting Food tech for stirring, mixing, pouring and blending. To understand Food tech for safety and hygiene – spreading and chopping skills. Stir Mix Pouring Blending Sieving Spreading</p> <p>Week 4: Science Materials how to sort into groups, Working scientifically with testing magnets/ floating. To classify materials and their use. Grouping Magnetic Floating Sinking Classifying Investigating</p> <p>Week 5: Internet Safety</p>