



**Brunswick House Primary School  
EYFS Curriculum Map  
2025-26**

Term 1 All About Me	Term 2 People Who Help Us	Term 3 Dinosaurs (fossils and museums)	Term 4 Habitats (animals and seasons/weather)	Term 5 Castles and fairy tales	Term 6 Journeys (pirates, under the sea)
<b>Reading</b>					
<ul style="list-style-type: none"> <li>● <b>Storytelling text: The Little Red Hen</b></li> <li>● The Colour Monster</li> <li>● What if, pig</li> <li>● When cucumber lost his cool</li> <li>● Find your happy</li> </ul>	<ul style="list-style-type: none"> <li>● <b>Storytelling text: The Gingerbread Man</b></li> <li>● The Hospital Dog</li> <li>● Doctosaurus</li> <li>● Real superheroes</li> <li>● You can't call an elephant in an emergency</li> <li>● The Jolly postman</li> <li>● Mog and the Vet</li> <li>● I'm the bin lorry driver</li> </ul>	<ul style="list-style-type: none"> <li>● <b>Storytelling text: The Three Little Pigs</b></li> <li>● The girl and the dinosaur</li> <li>● Harry and his dinosaurs at the museum</li> <li>● If I had a dinosaur</li> <li>● Stop, chomp and big roars</li> <li>● Flip flap dinosaurs</li> <li>● Oi dinosaurs</li> <li>● Never show a T-rex a book</li> </ul>	<ul style="list-style-type: none"> <li>● <b>Storytelling text: The Very Hungry Caterpillar</b></li> <li>● Sharing a shell- Julia Donaldson</li> <li>● Oi Aarkvard</li> <li>● Paddington ( used as part of year 1 geography)</li> </ul>	<ul style="list-style-type: none"> <li>● <b>Storytelling text: Jack and the Beanstalk</b></li> <li>● The Castle the King Built</li> <li>● That's not my dragon.</li> <li>● Zog</li> <li>● If I were king</li> <li>● The Paper Bag Princess</li> </ul>	<ul style="list-style-type: none"> <li>● <b>Storytelling text: Captain Tom</b></li> <li>● We're Going on a Bear Hunt</li> <li>● Whatever Next- Jill Murphy</li> <li>● The pirates are coming</li> <li>● Snail and the whale</li> </ul>
<b>Rhymes and songs</b>					
<ul style="list-style-type: none"> <li>● Mr Wiggle and Mr Waggle</li> <li>● Twinkle Twinkle Little Star</li> <li>● A great big cuddle (Poetry Book)</li> </ul>	<ul style="list-style-type: none"> <li>● Zim Zam Zoom (Poetry Book)</li> <li>● Here comes the fire truck (simple songs)</li> </ul>	<ul style="list-style-type: none"> <li>● Poems Out Loud By Laurie Stansfield</li> <li>● I am a dinosaur (simple songs)</li> </ul>	<ul style="list-style-type: none"> <li>● Old Macdonald</li> <li>● Smile out loud</li> </ul>	<ul style="list-style-type: none"> <li>● I'm a little teapot</li> <li>● I can sing a rainbow</li> </ul>	<ul style="list-style-type: none"> <li>● over the deep blue sea (simple songs)</li> <li>● The wheels on the bus</li> <li>● row row row your boat</li> </ul>
<b>English -Writing for Pleasure</b>					
Settling in to school Mark making Learning letter formation Hand strength activities Initial sound labelling	Welcome Project- getting children up and running as book makers	All About Books List Books Picture Books	Fiction and non fiction Picture Books	Fiction and non fiction Picture Books	Fiction and non fiction Picture Books
<b>Maths - Mastering Number</b>					
<u>Mastering Number NCETM Topics -</u>  Identifying the difference between subitizing and counting Making arrangements within 5 Exploring different ways of representing the same number with different manipulatives Recognising one more and one less of a number Developing counting skills and knowledge of number inc. compositions,, cardinality and 1:1 correspondence Comparing sets of objects by matching Developing language in maths surrounding part whole models		<u>Mastering Number NCETM Topics -</u>  Continuing to develop skills in subitising Identifying missing parts within 5 Explore the structure of the numbers 6 and 7 as '5 and a bit' Develop knowledge of the Hungarian number frame Develop an understanding of doubling numbers Recognise and sort shapes developing understanding of the counting sequence and link cardinality and ordinality through the 'staircase' pattern		<u>Mastering Number NCETM Topics -</u>  Developing counting skills, counting larger sets as well as counting actions and sounds explore a range of representations of numbers, including the 10-frame Compare quantities and numbers, including sets of objects which have different attributes Begin to generalise about 'one more than' and 'one less than' numbers within 10 continue to identify when sets can be subitised and when counting is necessary Develop conceptual subitising skills	
<b>Understanding the World</b>					

<ul style="list-style-type: none"> <li>● Begin to make sense of their own life story and family history.</li> <li>● Continue developing positive attitudes about the differences between people.</li> <li>● Understand that some places are special to some members of their community</li> <li>● Recognise that people have different beliefs and celebrate special times in different ways.</li> </ul>	<ul style="list-style-type: none"> <li>● Use all their senses in hands-on exploration of natural materials.</li> <li>● talk about what they see, using a wide vocabulary.</li> <li>● Show interest in different occupations.</li> <li>● Understand that some places are special to some members of their community</li> <li>● Recognise that people have different beliefs and celebrate special times in different ways.</li> </ul>	<ul style="list-style-type: none"> <li>● Understand that some places are special to some members of their community</li> <li>● Recognise that people have different beliefs and celebrate special times in different ways.</li> </ul>	<ul style="list-style-type: none"> <li>● Plant seeds and care for growing plants.</li> <li>● Understand the key features of the life cycle of a plant and an animal.</li> <li>● Begin to understand the need and to respect and care for natural environments and all living things.</li> <li>● Explore the natural world around them.</li> <li>● Describe what they see, hear and feel whilst outside.</li> <li>● Recognise some environments are different to the one in which they live.</li> <li>● Understand that some places are special to some members of their community</li> <li>● Recognise that people have different beliefs and celebrate special times in different ways.</li> <li>● Understand the effect of changing seasons on the natural world around them.</li> </ul>	<ul style="list-style-type: none"> <li>● Understand that some places are special to some members of their community</li> <li>● Recognise that people have different beliefs and celebrate special times in different ways.</li> </ul>	<ul style="list-style-type: none"> <li>● Understand that some places are special to some members of their community</li> <li>● Recognise that people have different beliefs and celebrate special times in different ways.</li> </ul>
--	--	---	--	---	---

**Communication and Language**

<ul style="list-style-type: none"> <li>● Enjoy listening to longer stories and can remember much of what happens.</li> <li>● Pay attention to more than one thing at a time</li> <li>● Use a wider range of vocabulary.</li> <li>● Understand a question or instruction that has two parts.</li> <li>● Understand ‘why’ questions</li> <li>● Sing a large repertoire of songs.</li> <li>● Know many rhymes, be able to talk about familiar books, and be able to tell a long story.</li> <li>● Be able to express a point of view and to debate when they disagree with an adult or a friend, using words as well as actions.</li> <li>● Start a conversation with an adult or a friend and continue it for many turns.</li> <li>● Use talk to organise themselves and their play</li> </ul>	<ul style="list-style-type: none"> <li>● Understand how to listen carefully and why listening is important.</li> <li>● Ask questions to find out more and to check they understand what has been said to them.</li> <li>● Articulate their ideas and thoughts in well-formed sentences. • Connect one idea or action to another using a range of connectives.</li> <li>● Describe events in some detail.</li> <li>● Use talk to help work out problems and organise thinking and activities, and to explain how things work and why they might happen.</li> <li>● Listen to and talk about stories to build familiarity and understanding.</li> <li>● Retell the story, once they have developed a deep familiarity with the text, some as exact repetition and some in their own words.</li> <li>● Listen carefully to rhymes and songs, paying attention to how they sound.</li> <li>● Engage in non-fiction books.</li> <li>● Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.</li> </ul>	<ul style="list-style-type: none"> <li>● Retell the story once they have developed a deep familiarity with the text</li> <li>● Learn rhymes, poems and songs</li> <li>● Use new vocabulary in different contexts</li> <li>● 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.</li> <li>● Make comments about what they have heard and ask questions to clarify their understanding.</li> <li>● Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary.</li> <li>● Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.</li> <li>● Express their ideas and feelings about their experiences using full sentences, including use of past, present and future.</li> </ul>
--	--	---

**Personal, Social and Emotional Development**

<ul style="list-style-type: none"> <li>● Develop their sense of responsibility and membership of a community.</li> <li>● Become more outgoing with unfamiliar people, in the safe context of their setting</li> <li>● Play with one or more other children, extending and elaborating play ideas.</li> <li>● Find solutions to conflicts and rivalries. For example, accepting that not everyone can be Spider-Man in the game, and suggesting other ideas.</li> <li>● Increasingly follow rules, understanding why they are important. Remember rules without needing an adult to remind them.</li> <li>● Develop appropriate ways of being assertive.</li> <li>● Talk with others to solve conflicts.</li> <li>● Talk about their feelings using words like ‘happy’, ‘sad’, ‘angry’ or ‘worried’.</li> <li>● Understand gradually how others might be feeling.</li> <li>● Be increasingly independent in meeting their own care needs, e.g brushing teeth, using the toilet, washing and drying their hands thoroughly.</li> <li>● Make healthy choices about food, drink, activity and toothbrushing.</li> <li>● Select and use activities and resources, with help when needed. This helps them to achieve a goal they have chosen, or one which is suggested to them.</li> </ul>	<ul style="list-style-type: none"> <li>● See themselves as a valuable individual.</li> <li>● Build constructive and respectful relationships.</li> <li>● Express their feelings and consider the feelings of others.</li> <li>● Show resilience and perseverance in the face of challenge.</li> <li>● Identify and moderate their own feelings socially and emotionally.</li> <li>● Think about the perspectives of others.</li> <li>● Manage their own needs in terms of personal hygiene</li> </ul>	<ul style="list-style-type: none"> <li>● Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly.</li> <li>● Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate.</li> <li>● 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</li> <li>● Be confident to try new activities and show independence, resilience and perseverance in the face of challenge.</li> <li>● Explain the reasons for rules, know right from wrong and try to behave accordingly.</li> <li>● Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.</li> <li>● Work and play cooperatively and take turns with others.</li> <li>● Form positive attachments to adults and friendships with peers.</li> <li>● Show sensitivity to their own and to others’ needs</li> </ul>			
<b>Expressive Arts and Design</b>					
<ul style="list-style-type: none"> <li>● Exploring colour and colour mixing.</li> <li>● Draw with increasing complexity and detail, such as representing a face with a circle and including details.</li> <li>● Show different emotions in their drawings and paintings.</li> <li>● Take part in pretend play, using an object to represent something even though they are not similar.</li> </ul>	<ul style="list-style-type: none"> <li>● Create closed shapes with continuous lines and use these to represent objects.</li> <li>● Make imaginative and complex small worlds</li> <li>● Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</li> <li>● Respond to what they have heard, expressing their thoughts and feelings.</li> </ul>	<ul style="list-style-type: none"> <li>● Play instruments with increasing control to express their feelings and ideas.</li> <li>● Explore and engage in music making and dance, performing solo or in groups.</li> <li>● Explore different materials freely, to develop their ideas about how to use them, and what to make.</li> <li>● Develop their own ideas and then decide which materials to use to express them.</li> <li>● join different materials and explore different textures.</li> </ul>			
<b>Physical Development</b>					
<ul style="list-style-type: none"> <li>● Continue to develop their movement, balancing, riding (scooters, trikes and bikes) and ball skills.</li> <li>● Go up steps and stairs, or climb up apparatus, using alternate feet.</li> <li>● Start taking part in some group activities which they make up for themselves, or in teams.</li> <li>● Use one-handed tools and equipment, for example, making snips in paper with scissors.</li> <li>● Use a comfortable grip with good control when holding pens and pencils.</li> </ul>	<ul style="list-style-type: none"> <li>● Be increasingly independent as they get dressed and undressed, for example, putting coats on and doing up zips.</li> <li>● Match their developing physical skills to tasks and activities in the setting. For example, they decide whether to crawl, walk or run across a plank, depending on its length and width.</li> <li>● Use large-muscle movements to wave flags and streamers, paint and make marks.</li> <li>● Increasingly able to use and remember sequences and patterns of movements which are related to music and rhythm</li> </ul>	<ul style="list-style-type: none"> <li>● Revise and refine the fundamental movement skills they have already acquired.</li> <li>● Develop the overall body strength, coordination, balance and agility needed to engage successfully with future physical education sessions and other physical disciplines including dance, gymnastics, sport and swimming.</li> <li>● Develop their small 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 spoons.</li> <li>● Develop the foundations of a handwriting style which is fast, accurate and efficient.</li> </ul>	<ul style="list-style-type: none"> <li>● Progress towards a more fluent style of moving, with developing control and grace.</li> <li>● Combine different movements with ease and fluency.</li> <li>● Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group. Develop overall body-strength, balance, coordination and agility.</li> <li>● Develop the foundations of a handwriting style which is fast, accurate and efficient.</li> </ul>	<ul style="list-style-type: none"> <li>● Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases.</li> <li>● Use a range of small tools, including scissors, paintbrushes and cutlery</li> <li>● Negotiate space and obstacles safely, with consideration for themselves and others.</li> </ul>	<ul style="list-style-type: none"> <li>● Begin to show accuracy and care when drawing.</li> <li>● Demonstrate strength, balance and coordination when playing.</li> <li>● Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.</li> </ul>
<b>Links, Trips and Experiences</b>					

<ul style="list-style-type: none"> <li>● Mud School Experience weekly</li> <li>● Show and tell of personal celebrations and special places as they occur</li> <li>● Exploration of zones of regulation</li> <li>● Daily exploration of physical resources outside and movement/dance breaks</li> <li>●</li> </ul>	<ul style="list-style-type: none"> <li>● Mud School Experience weekly</li> <li>● Autumn seasonal walk with exploration, drawing and photo taking</li> <li>● Show and tell of personal celebrations and special places as they occur</li> <li>● Daily exploration of physical resources outside and movement/dance breaks</li> <li>● Class assembly experience: singing, dancing and performing</li> </ul>	<ul style="list-style-type: none"> <li>● Mud School Experience weekly</li> <li>● Show and tell of personal celebrations and special places as they occur</li> <li>● Daily exploration of physical resources outside and movement/dance breaks</li> </ul>	<ul style="list-style-type: none"> <li>● Mud School Experience weekly</li> <li>● Spring seasonal walk with exploration and observational drawing</li> <li>● Life cycle of a butterfly</li> <li>● Show and tell of personal celebrations and special places as they occur</li> <li>● Sports Day practise/formal P.E</li> </ul>	<ul style="list-style-type: none"> <li>● Mud School Experience weekly</li> <li>● Show and tell of personal celebrations and special places as they occur</li> <li>● Road Safety visitor</li> <li>● Sports Day practise/formal P.E</li> </ul>	<ul style="list-style-type: none"> <li>● Mud School Experience weekly</li> <li>● Show and tell of personal celebrations and special places as they occur</li> <li>● Transition circle time discussions</li> <li>● Formal P.E/team games</li> <li>● Class assembly experience: singing, dancing and performing</li> </ul>
---	---	--	---	--	--