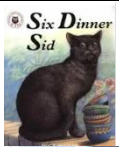
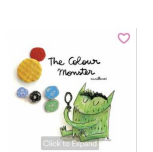
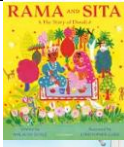
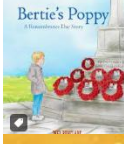
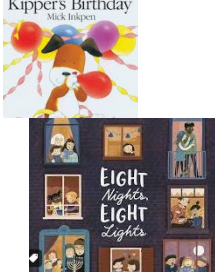
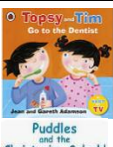
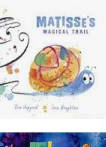
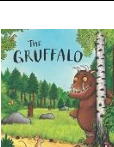
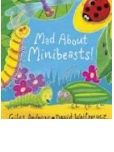
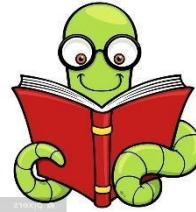


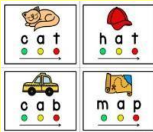


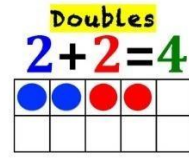
H.C.P.S. EYFS Curriculum 2026-2027

	<u>Autumn 1</u>	<u>Autumn 2</u>	<u>Spring 1</u>	<u>Spring 2</u>	<u>Summer 1</u>	<u>Summer 2</u>	<u>Early Learning Goals</u>
Topics	All About Me	Let's Celebrate	New Experiences	Julia Donaldson	Fairytales Minibeasts	Being Outdoors	
Texts	     	    	     	        	  	    	
<u>Communication and Language</u> Listening,	To understand how to listen carefully To understand why listening is important To be able to follow directions	To engage in story times, joining in with repeated phrases and actions To begin to understand how and why questions	To ask questions to find out more To begin to understand humour To understand a range of complex sentence	To retell a story To follow a story without pictures or props	To understand questions such as who, what, where, when, why and how?	To have conversations with adults and peers with back and forth exchanges	Listen attentively and respond to what they hear with relevant questions, comments and actions when being

Attention and Understanding 		To respond to instructions with more than one step	structures				read to and during whole class discussions and small group interactions. Make comments about what they have heard and ask questions to clarify their understanding. Hold conversations when engaged in back-and-forth exchanges with their teacher and peers.
Communication and Language Speaking 	To talk in front of a small group To talk to class teacher and TAs To learn new vocabulary	To answer questions in front of whole class. To use new vocabulary throughout the day	To develop the confidence to talk to other adults they see on a daily basis To talk in sentences using conjunctions e.g. and, because	To share their work to the class- standing up at the front To use new vocabulary in different contexts To engage in non-fiction books	To link statements and stick to a main theme To use talk to organise, sequence and clarify thinking, ideas, feelings and events	To talk to different adults around the school To talk about why things happen To talk in sentences using a range of tenses	Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary. Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate. Express their ideas and feelings about their experiences using full sentences including use of past, present and future tenses and

							making use of conjunctions, with modelling and support from their teacher.
<u>Literacy</u> Comprehension 	To use pictures to tell stories To sequence familiar stories To independently look at book, holding them the correct way and turning pages	To engage in story times, joining in with repeated phrases and actions To begin to answer questions about the stories read to them To enjoy an increasing range of books including fiction, non-fiction, poems and rhymes	To act out stories To begin to predict what may happen in the story To suggest how a story might end	To retell a story To follow a story without pictures or props To talk about the characters in the books they are reading	To begin to answer questions about what they have read To use vocabulary that is influenced by their experiences of books	To answer questions about what they have read To know that information can be retrieved from books	Demonstrate understanding of what has been read to them by retelling stories, and narratives using their own words and recently introduced vocabulary. Anticipate (where appropriate) key events in stories. Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play.

Literacy Phonics and Word Reading 	Autumn 1 GPCs read without hesitation: s a t p i n m d g o c k ck e u r h b f l Tricky words: is, I, the Autumn 2 GPCs read without hesitation: a e i o u g d b ff ll ss ck j v w x y z zz qu ch sh th ng nk Words with –s /s/ added at the end (hats sits) Words ending in s /z/ (his) and with –s /z/ added at the end (bags) Tricky words: put* pull* full* as and has his her go no to into she push* he of we me be	Spring 1 GPCs read without hesitation: ai ee igh oa oo oo ar or ur ow oi ear air er Tricky Words: was you they my by all are sure pure Words with double letters: dd mm tt bb rr gg pp Longer words Spring 2 Review Phase 3: ai ee igh oa oo ar or ur oo ow oi ear er air Review all tricky words taught so far Words with double letters Longer words Words with two or more digraphs Words ending in –ing Compound words Words with s /z/ in the middle Words with –s /s/ /z/ at the end Words with –es /z/ at the end	Summer 1 Short vowels CVCC CCVC CCVCC CCCVC CCCVCC Tricky words: said so have like some come love do were here little says there when what one out today Longer words Compound words Root words ending in: –ing, –ed /t/, –ed /id/ /ed/ – est Summer 2 Long vowel sounds CVCC CCVC CCCVC CCV CCVCC Phase 4 words with –s /s/ at the end Phase 4 words with –es /z/ at the end Longer words Root words ending in: –ing, –ed /t/, –ed /id/ /ed/, – ed /d/ –er, –est	Say a sound for each letter in the alphabet and at least 10 digraphs. Read words consistent with their phonic knowledge by sound-blending. Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.			
Literacy Writing 	Preparation and practice (Wk1-2) • Teach the ‘Ready to write’ checklist • Engage in motor development activities • Practise with patterns Unit 1: Practising patterns • Horizontal lines, Vertical lines, Wavy lines, Circles (Wk1) • Up curves, Down curves, Mixed-height curves, Letter C (Wk2) • Spirals, Crosses, Turrets, Diagonals (Wk3) • Zig-zags, Sideways V, Letter X, Triangles (Wk4)	Unit 2: Curly letter family • c, a, d (Wk5) • g, o, q (Wk6) • e, s, f (Wk7) Unit 3: Long letter family • l, i, t (Wk8) • j, u, y (Wk9) Unit 4: Bouncy letter family • m, n, r (Week 10) Unit 4: Bouncy letter family • b, p, h (Wk11)	Unit 5: Zig-zag letter family • v, w, x (Wk12) • z, k (Wk13) Unit 6: Capital letters • Cc, Aa, Dd (Wk15) • Gg, Oo, Qq (Wk16) • Ee, Ss, Ff (Wk17)	Unit 6: Capital letters • Ll, Ii, Tt (Wk18) • Jj, Uu, Yy (Wk19) • Mm, Nn, Rr (Week 21) • Bb, Pp, Hh (Week 22) • Vv, Ww, Xx (Week 23) • Zz, Kk (Week 24)	Unit 7: Digraphs and trigraphs • ff, ll, ss (Wk26) • zz, ck, qu (Wk27) • ch, sh, th (Wk28) • ng, nk, ai (Wk29) • ee, igh, oa (Wk30) Assess and review week (Wk31 – before or after half-term) • oo, ar, or (Wk32) • ur, ow, oi (Wk33)	Unit 7: Digraphs and trigraphs • ear, air, er plus Assess and review (Wk34) Assess and review all letters as needed (Wk35 onwards)	Write recognisable letters, most of which are correctly formed. Spell words by identifying sounds in them and representing the sounds with a letter or letters. Write simple phrases and sentences that can be read by others.

Mathematics Number 	To recognise numbers 1-3 To begin to subitise to 3 To find one more of numbers to 3 To find one less of numbers to 3 To explore the composition of 2 and 3	To recognise numbers 1-5 To begin to subitise to 5 To find one more of numbers to 5 To find one less of numbers to 5 To explore the composition of 4 and 5	To recognise numbers 0-8 To subitise to 5 To find one more of numbers to 8 To find one less of numbers to 8 To explore the composition of 6, 7 and 8 To match the number to quantity	To recognise numbers 0-10 To explore the composition of 9 and 10 To practise number bonds to 10 To know addition facts to make 5 To find one more of numbers to 10 To find one less of numbers to 10 To estimate a number of objects	To recognise numbers to 20 To revise number bonds to 5 To explore how to make numbers above ten using tens and ones To match the number to quantity	To solve simple number problems To recap the composition of each number to 10 To know addition and subtraction facts to 10 To know doubling facts	Have a deep understanding of number to 10, including the composition of each number. Subitise (recognise quantities without counting) up to 5. Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including doubling facts.
Mathematics Numerical Patterns 	To say which group has more To say which group has less To compare quantities to 3 To count to 5	To compare quantities to 5 To compare equal and unequal groups To count to 10	To count to 15 To count objects to 10 To compare quantities to 8 To begin to understand the difference between odd and even numbers up to 8 To combine two groups of objects	To count to 20 To compare quantities to 10 To explore odd and even numbers To order numbers to 10 To count back from 10 To combine two groups of objects To take away objects and count how many are left To find the missing number	To count to 25 To add numbers To subtract numbers To find the missing number To order numbers to 20 To order numbers e.g. 13, 15, 19 To find the missing number in an addition and subtraction sentence problems	To count to 30 and beginning to count higher (100). To know that 1, 3, 5, 7 and 9 are odd To know that 2, 4, 6, 8, 10 are even To double numbers up to 10 To find half of numbers up to 10 To share quantities equally To combine groups of 2s, 5s and 10s	Verbally count beyond 20, recognising the pattern of the counting system. Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity. Explore and represent patterns within

							numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.
<u>Mathematics</u> Shape, Space and Measure	To match objects To sort objects To compare capacity, length, height, size. To finish a repeating pattern of 2 objects or colours To recognise and name circle and triangle To recognise 1p and 2p To recognise 1 o'clock, 2 o'clock and 3 o'clock	To recognise and name square and rectangle To recognise 5p To recognise 4 o'clock and 5 o'clock	To order objects by height and length To order the days of the week To measure height using cubes To measure time To recognise 6 o'clock, 7 o'clock and 8 o'clock To begin to name 3D shapes To explore the properties of 3D shapes	To recognise 9 o'clock and 10 o'clock To recognise 10p To begin to name 3D shapes To explore the properties of 3D shapes	To measure capacity To describe the properties of 3D shapes To make pictures with shape arrangements	To add money To recognise the time to o'clock To finish a repeating pattern To make patterns using shapes To name and describe 2D and 3D shapes	There are no early learning goals that directly relate to shape, space and measure objectives. However, children will have experienced rich opportunities to develop their spatial reasoning skills in shape, space and measure
<u>Understanding the World</u> The Natural	To ask questions about the natural environment. To respect and care for the natural environments	To know about and recognise the signs of Autumn To know about features of the world and Earth	To know about and recognise the signs of Winter To know some important processes and changes in the natural world including states of matter (freezing)	To know about and recognise the signs of Spring To know about features of my own immediate environment and how they might vary from another.	To observe the growth of seeds and talk about changes To know how to care for growing plants To learn about lifecycles of plants and animals	To know about and recognise the signs of Summer To know that some things in the world are man-made and some things are natural	Explore the natural world around them, making observations and drawing pictures of animals and plants. Know some similarities and



World 				To plant seeds To know the different between herbivores and carnivores	To know that some animals are nocturnal To know about different habitats	To harvest grown fruit and vegetables To know some important processes and changes in the natural world including states of matter (melting, floating and sinking)	differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class. Understand some important processes and changes in the natural world around them including the season and changing states of matter.
<u>Understanding the World</u> Past and Present 	To know about my own life-story To know how I have changed	To know about figures from the past To know some similarities and differences between things in the past and now, drawing on experiences and what has been read in class	To talk about the lives of the people around us. To know that the emergency services exist and what they do. To know some similarities and differences between things in the past and now, drawing on experiences and what has been read in class	To know about the past through settings, characters and events encountered in books read in class	To know about the past through settings, characters and events encountered in books read in class	To know some similarities and differences between things in the past and now, drawing on experiences and what has been read in class	Talk about the lives of the people around them and their roles in society. Know some similarities and differences between things in the past and now, drawing on their experience and what has been read in class. Understand the past through settings, characters and events encountered in books

							read in class and storytelling.
<u>Expressive Arts and Design</u> Creating with Materials 	To name colours To experiment with mixing colours To create simple representations of people and objects To draw and colour with pencils and crayons To role play using given props and costumes To explore different techniques for joining materials (Glue Stick) To know how to work safely and hygienically To use non-standard measures (spoons, cups) To use some cooking techniques (spreading, cutting) – Sandwiches	To use colours for a particular purpose To share their creations To explore different techniques for joining materials (Glue Stick, PVA) To know how to work safely and hygienically To use non-standard measures (spoons, cups) To use some cooking techniques (spreading, cutting, threading, coring) sandwiches, Fruit Kebab	To experiment with different mark making tools such as art pencils, pastels, chalk To explore different techniques for joining materials (Glue Stick, PVA, Masking Tape, Tape) To know how to work safely and hygienically To use non-standard measures (spoons, cups) To use some cooking techniques (spreading, cutting, threading, coring, mixing) Sandwiches, Fruit Kebab, Biscuits	To use natural objects to make a piece of art To share creations and talk about the process To explore different techniques for joining materials (Glue Stick, PVA, Masking Tape, Tape, Split Pins) To make props and costumes for different role play scenarios To know how to work safely and hygienically To use non-standard measures (spoons, cups) To use some cooking techniques (spreading, cutting, threading, coring, mixing, grating) Sandwiches,	To know which prime colours you mix together to make secondary colours To plan what they are going to make (cooking, wood work, construction, junk modelling) To draw more detailed pictures of people and objects To manipulate materials To create observational drawings To know how to work safely and hygienically To use non-standard measures (spoons, cups) To use some cooking techniques (spreading, cutting, threading, coring, mixing, grating, adding flavours)	To know some similarities and differences between materials To explore, use and refine a variety of artistic effects to express their ideas and feeling To share creations, talk about process and evaluate their work To adapt work where necessary	Safely use and explore a variety of materials tools and techniques, experimenting with colour, design, texture, form and function. Share their creations, explaining the process they have used. Make use of props and materials when role playing characters in narratives and stories.
<u>Personal, Social and Emotional Development</u> Self-Regulation 	To recognise different emotions To understand how people show emotions To focus during short whole class activities To follow one-step instructions	To talk about how they are feeling To begin to consider the feelings of others To adapt behaviour to a range of situations	To focus during longer whole class lessons To follow twostep instructions	To identify and moderate their own feelings socially and emotionally To consider the feelings and needs of others	To control their emotions using a range of techniques To set a target and reflect on progress throughout	To maintain focus during extended whole class teaching To follow instructions of three steps or more	Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly. Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate. Give focussed 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.
<u>Personal, Social and Emotional Development</u> Managing Self 	To wash hands independently To put coat and socks on independently To get changed for P.E with support To explore different areas within the EYFS environment To use the toilet independently	To develop class rules and understand the need to have rules To put P.E kit on independently To have confidence to try new activities	To begin to show resilience and perseverance in the face of challenge To practise doing up a zip To practise doing buttons To practise doing up buckles if applicable	To develop independence when dressing and undressing for activities such as P.E and Forest Fridays	To identify and name healthy foods To manage own basic needs independently	To understand the importance of healthy food choices To show resilience and perseverance in the face of challenge To show a 'can do' attitude To put uniform on and do up zip, buttons and buckles with minimal support (as and when required)	Be confident to try new activities and show independence, resilience and perseverance in the face of challenge. Explain the reasons for rules, know right from wrong and try to behave accordingly. Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.
<u>Personal, Social and Emotional Development</u> Building	To seek support of adults when needed To gain confidence to speak to peers and adults	To play with children who are playing with the same activity To begin to develop friendships To have positive relationships with all EYFS staff	To begin to work as a group with support To use taught strategies to support turn taking	To listen to the ideas of other children and agree on a solution and compromise	To work as a group To begin to develop relationships with other adults around the school	To have confidence to communicate with adults around the school To have strong friendships	Work and play cooperatively and take turns with others. Form positive attachments to adults and friendships with peers.

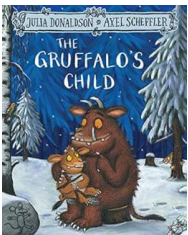
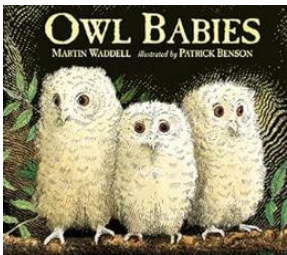
Relationships 							Show sensitivity to their own and to others' needs.
Understanding the World Computing/ Technology 	To show an interest in technological toys such as IWB, iPads, listening station. To learn about e-safety	To know how to operate simple equipment To draw pictures on IWB/laptops and begin to change colours To use the iPad to take pictures	To access, understand and interact with a range of technology within the Year R environment To draw pictures on IWB/laptop changing colour and pen size	To use the IWB/laptop, changing games and programmes	To use Tapestry to add their own observations to their learning journey with support – taking pictures, adding text and saving To explore how a Bee-Bot works To use the internet with adult supervision to find and retrieve information	To begin to give reasons why we need to stay safe online To use the BeeBots and program them to go forwards and backwards To type their name using a laptop	There are no early learning goals that directly relate to computing objectives, though it is still expected that children will be introduced to appropriate technology and use it within their provision.
Understanding the World People, Culture and Communities 	To know about family structures and talk about who is part of their family To identify similarities and differences between themselves and peers. To know the name of the town the school is in. To know about features of the immediate environment. To know that there are many countries around the world.	To talk about how Hindus celebrate Diwali To talk about the Christmas Story and how it is celebrated To know that people around the world have different religions	To talk about Chinese New Year. To know about people who help us within the local community,	To know that Christians celebrate Easter.	To know that people in other countries may speak different languages	To know that people in other countries may speak different languages To know that simple symbols are used to identify features on a map	Describe their immediate environment using knowledge from observation, discussion, stories, nonfiction, texts and maps. Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class. Explain some similarities and differences

							between life in this country and life in other countries drawing on knowledge from stories, non-fiction texts and (where appropriate) maps.
<u>Expressive Arts and Design</u> Being Imaginative and Expressive 	To sing and perform nursery rhymes To join in with whole school singing assemblies To experiment with different instruments and their sounds To talk about whether they like or dislike a piece of music To create musical patterns using body percussion To use costumes and resources to act out narratives	To perform a song in the Christmas Play To learn and perform a poem at the Christmas Concert To join in with whole school singing assemblies To sing the melodic shape of familiar songs To begin to build up a repertoire of songs To sing entire songs To use costumes and resources to act out narratives	To join in with whole school singing assemblies To create musical patterns using untuned instruments To begin to create costumes and resources for role play	To join in with whole school singing assemblies To associate genres of music with characters and stories To create costumes and resources for role play	To move in time to music To learn dance routines To join in with whole school singing assemblies To act out well known stories To follow a musical pattern to play tuned instruments To create narratives based around stories	To listen to poems and create their own To join in with whole school singing assemblies To create own compositions using tuned instruments To invent their own narratives, making costumes and resources	Invent, adapt and recount narratives and stories with peers and their teacher. Sing a range of well known nursery rhymes and songs. Perform songs, rhymes, poems and stories with others and (when appropriate) try to move in time with music.
<u>Physical Development</u> Gross Motor Skills	To move safely in a space To stop safely To develop control when using equipment To follow a path and take turns	To balance To run and stop To change direction To jump To hop To explore different ways to travel using equipment	To roll and track a ball To develop accuracy when throwing to a target To dribble using hands To throw and catch with a partner	To create short sequences using shapes, balances and travelling actions To balance and safely use apparatus To jump and land safely from a height	To use counting to help to stay in time with the music when copying and creating actions To move safely with confidence and imagination, communicating	To develop accuracy when throwing and practise keeping score To follow instructions and move safely when playing tagging games To learn to play against an opponent	Negotiate space and obstacles safely, with consideration for themselves and others. Demonstrate strength, balance and

	To work cooperatively with a partner		To dribble a ball using feet To kick a ball to a target	To develop rocking and rolling To explore traveling around, over and through apparatus To create short sequences linking actions together and including apparatus	ideas through movement To explore movement using a prop with control and coordination To move with control and coordination, expressing ideas through movement To move with control and coordination, copying, linking and repeating actions To remember and repeat actions, exploring pathways and shapes	To play by the rules and develop coordination To explore kicking a ball and keeping score To work cooperatively as a team	coordination when playing. Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.
<u>Physical Development</u> <u>Fine Motor Skills</u> 	To use a dominant hand To mark make using different shapes To begin to use a tripod grip when using mark making tools To use tweezer to transfer objects To thread large beads To use large pegs To begin to copy letters To hold scissors correctly and make snips in paper To hold a fork and spoon correctly	To begin to use anticlockwise movement and retrace vertical lines To hold scissors correctly and cut along a straight and zigzagged lines To use a tripod grip when using mark making tools To accurately draw lines, circles and shapes to draw pictures To write taught letters using correct formation To begin to hold a knife correctly and use to cut food with support	To use a tripod grip when using mark making tools To hold scissors correctly and cut along a curved line To thread small beads To use small pegs To write taught letters using correct formation	To hold scissors correctly and cut out large shapes To write letters using the correct letter formation and control the size of letters	To hold scissors correctly and cut out small shapes To copy letters using a lead in and lead out To paint using thinner paintbrushes	To hold scissors correctly and cut various materials To create drawings with details To copy letters using a lead in and lead out To independently use a knife, fork and spoon to eat a range of meals	Hold a pencil effectively in preparations for fluent writing-using the tripod grip in almost all cases. Use a range of small tools including scissors, paintbrushes and cutlery. Begin to show accuracy and care when drawing.
Gophers	Learn some nursery rhymes.	Do some yoga Make a mud pie	Play in the snow Jump in a puddle	Join in retelling a simple story	Grow flowers from seeds	Play snakes and ladders Teddy Bears' Picnic	

	Finger paint Kick leaves Go on a nature walk	Watch a live performance	Play noughts and crosses	Finger paint	Try a new food Make a mud pie	See a live performance	
Visits and Visitors	Brush Bus visitor		Chinese New Year Visitor	People who help us visitors Church visit/visitor	Hornsea Lifeboat Station	Life skills visitors	

Reading Spine Texts

	<u>Archaic Text</u>	<u>Non-Linear Time Sequences</u>	<u>Complexity of the Narrator</u>	<u>Complexity of the Plot/Symbol</u>	<u>Resistant Texts</u>	<u>Diversity Texts</u>
	The vocabulary, usage, syntax and context for cultural reference of texts over 50 or 100 years old are vastly different and typically more complex than texts written today.	A story is narrated in a given style with a given cadence and that cadence endures and remains consistent, but in the best books, books where every aspect of the narration is nuanced to create an exact image, time moves in fits and start. It doubles back.	Books are sometimes narrated by an unreliable narrator- who doesn't understand and misperceives some of what happened, a madman out of touch with reality, multiple narrators, non-human narrators, multiple intertwined and apparently unrelated plot lines.	Texts which happen on an allegorical or symbolic level. Not reflected in Lexiles; critical forms of text complexity that students must experience	Texts written to deliberately resist easy meaning-making by readers. Perhaps half of the poems ever written fall into this category. You have to assemble meaning around nuances, hints, uncertainties and clues.	Texts which promote inclusion of people from a range of different social and ethnic backgrounds and of different genders, sexual orientations, etc.
EYFS	Fairytales 	The Gruffalo's child by Julia Donaldson 	What the lady bird heard by Julia Donaldson 	Owl Babies by Martin Waddell 	The Colour Monster by Anna Llenas 	The Great Race 