



Longlands EYFS Curriculum

A coherent journey from Nursery 1 to Reception



Our EYFS Core Learning Map 2026-2028

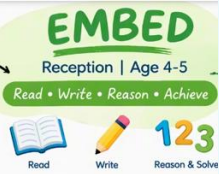
The core map shows the entitlement that runs through every term. Themes provide context; the prime and specific areas, communication, vocabulary, reading, writing, mathematics and personal development provide the progressive learning journey.

Core entitlement	Nursery 1 Explore relationships • movement • repetition • play • early communication	Nursery 2 Experience stories • discussion • investigation • explicit vocabulary	Reception Embed apply • reason • explain • read • write • solve
Personal, Social and Emotional Development Prime Area	Secure relationships; communicate needs; join routines with support.	Cooperate in play; name feelings; follow routines; make choices and become more independent.	Regulate behaviour with support; persevere; work towards goals; cooperate and show sensitivity.
Physical Development Prime Area	Explore movement; develop balance; strengthen shoulders, arms, hands and fingers; begin self-care routines.	Develop coordination, ball skills and tool control; manage clothing, eating and hygiene with growing independence.	Negotiate space safely; demonstrate strength and coordination; use pencils, scissors, tools and cutlery with increasing precision.
Communication and Language Prime Area Listening & Attention • Understanding • Speaking	Listen to songs and short stories; respond to simple language; use gesture, words and early phrases.	Listen to longer stories; follow two-part instructions; sustain conversation; use four- to six-word sentences and taught vocabulary.	Listen attentively; ask and answer questions; explain ideas in full sentences; use new vocabulary across contexts.
Literacy Specific Area Reading: Read Write Inc. Phonics Writing: Kinetic Letters	Enjoy rhyme, repetition and books; discriminate sounds; draw freely and make marks for meaning.	Develop phonological awareness and oral blending; recognise own name; give meaning to marks; begin accurate name and letter writing.	Apply Read Write Inc. phonics to blend and segment; read matched books; use Kinetic Letters to form letters; write words, captions and simple sentences.
Mathematics Specific Area Counting • Measurement • Shape • Cardinality • Pattern • Space NumberSense	Match, sort, compare and notice quantity; join number rhymes; explore shape and space physically.	Count accurately; subitise small quantities; compare groups; recognise pattern; solve practical problems within 5.	Understand composition to 10; recall key bonds; compare quantities; explore doubles, odds, evens and equal groups; reason and explain.
Understanding the World Specific Area	Explore materials, family, familiar people, immediate surroundings and natural phenomena.	Observe seasons, growth and life cycles; encounter occupations, communities, places, maps and practical investigations.	Compare past and present; describe environments; explain similarities, differences, natural processes and contrasting places.
Expressive Arts and Design Specific Area	Explore sound, movement, paint, texture, construction and early pretend play.	Develop ideas through drawing, making, music, role play and small-world narratives.	Create, adapt, perform and explain; select materials and techniques purposefully; develop narratives with others.
Indoor and Outdoor Learning Environment	Secure, sensory and language-rich provision; repeated access to familiar resources; movement indoors and outdoors.	Continuous provision deliberately rehearses taught vocabulary, concepts and routines; increasing choice and challenge.	Provision enables independent application, sustained shared thinking, problem-solving and purposeful recording.
Play and Creativity	Explore and repeat actions; imitate familiar experiences; build trust and curiosity.	Extend ideas with others; use objects symbolically; create stories and solve play-based problems.	Sustain and adapt play; negotiate roles; apply curriculum knowledge; evaluate and improve ideas.
Religion and World Views	Encounter stories, celebrations, special people and belonging through first-hand experience.	Talk about traditions, special places, communities and similarities and differences.	Use stories, discussion and visits to compare beliefs, celebrations, places and ways of belonging.
Vocabulary progression	Tier 1 words through experience and repetition.	Tier 1 increasingly secure; Tier 2 introduced explicitly and revisited.	Tier 2 used confidently alongside Tier 3 curriculum vocabulary.
Writing progression	Gross-motor movement; finger strength; mark-making; large-scale drawing.	Give meaning to marks; draw with detail; recognise and begin to write own name.	Letter formation; labels; captions; sentences; increasingly independent composition.
Mathematics progression	Match • sort • compare • notice quantity.	Count accurately • subitise • compare groups • recognise pattern.	Composition • number bonds • partitioning • mathematical reasoning.



2 year rolling Curriculum Map - FIRST-HAND EXPERIENCE → EXPLICIT LANGUAGE → REVISIT AND PRACTISE → APPLY WITH INCREASING INDEPENDENCE

One-page A3 overview: the six themes and the progressive learning journey for Nursery 1, Nursery 2 and Reception across Year A.

YEAR A	1 AUTUMN 1	2 AUTUMN 2	3 SPRING 1	4 SPRING 2	5 SUMMER 1	6 SUMMER 2
Theme	Me and My Family	Stars and Sparkles	Animals and Habitats	Growing and Changing	Traditional Tales	Minibeasts and Nature
YEAR B	1 AUTUMN 1	2 AUTUMN 2	3 SPRING 1	4 SPRING 2	5 SUMMER 1	6 SUMMER 2
Theme	People Who Help Us	Celebrations and Traditions	Journeys and Transport	Adventures and Exploration	Under the Sea	Caring for Our World
Nursery 1 EXPLORE 	Sensory exploration, simple rhyme and repetition, familiar words, movement and play. Children encounter the theme through first-hand experience					
Nursery 2 EXPERIENCE 	Richer stories, explicit vocabulary, discussion, investigation, retelling and increasingly purposeful adult-led experiences.					
Reception EMBED 	Explanation, systematic phonics, purposeful writing, mathematical reasoning, problem-solving and increasingly independent application.					

TALK	WORDS	BOOKS	WRITE	NUMBER	BELONG
Communication & language	Vocabulary	Reading spine	Writing progression	Maths progression	Personal development

MODEL Adults demonstrate and name learning.	PRACTISE Children rehearse with guidance.	APPLY Children use learning in a new context.	INDEPENDENCE Children select and use learning confidently.
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Explore • Experience • Embed: the same broad themes are revisited at increasing depth so that knowledge, language and independence build securely over time.

3. Year A Termly Theme Overviews | Six-term pathway

AUTUMN 1 → 2			SPRING 3 → 4		SUMMER 5 → 6	
THEME	1 AUTUMN 1 Me and My Family	2 AUTUMN 2 Stars and Sparkles	3 SPRING 1 Animals and Habitats	4 SPRING 2 Growing and Changing	5 SUMMER 1 Traditional Tales	6 SUMMER 2 Minibeasts and Nature
	N1 • EXPLORE Recognise familiar people, home and simple similarities. N2 • EXPERIENCE Talk about different families, belonging, care and similarities and differences. R • EMBED Explain that families and relationships differ; compare lives and communities respectfully.	N1 • EXPLORE Notice light, dark, colour and sparkle. N2 • EXPERIENCE Observe day and night; explore shadows, reflections and celebrations using light. R • EMBED Explain simple differences between day and night; use vocabulary linked to space, reflection and orbit.	N1 • EXPLORE Name common animals and notice movement and sound. N2 • EXPERIENCE Compare pets, farm and wild animals; identify basic needs and homes. R • EMBED Explain how features and habitats help animals survive; use observation and classification.	N1 • EXPLORE Notice that babies, animals and plants grow. N2 • EXPERIENCE Sequence simple growth and life cycles; plant and care for seeds. R • EMBED Explain conditions for growth; observe, measure, predict and record change.	N1 • EXPLORE Join repeated refrains and recognise familiar characters. N2 • EXPERIENCE Retell tales in sequence and talk about characters, settings and problems. R • EMBED Compare versions, explain motives and adapt or create narratives.	N1 • EXPLORE Find and name familiar bugs; notice movement. N2 • EXPERIENCE Observe and compare minibeasts; create and care for small habitats. R • EMBED Explain features, simple life cycles, pollination and ways to protect living things.
Vocabulary	- family, home, baby, mum, dad - belong, different, similar, care, - special relationship, community, identity, compare	- star, moon, sun, dark, light - shine, glow, sparkle, bright, shadow - reflection, constellation, planet, orbit	- animal, pet, farm, move, sound - compare, observe, survive, home - habitat, camouflage, predator, classify	- plant, grow, seed, flower, baby - change, observe, predict, healthy - life cycle, roots, stem, germinate, petal	- king, queen, wolf, bear, house - beginning, middle, end, problem, escape - character, setting, narrator, traditional, solution	- bug, worm, bee, fly, leaf - crawl, wriggle, explore, protect - minibeast, insect, antennae, wings, pollination
Reading Spine	- N1: That’s Not My Teddy; Where’s Spot? Peekaboo Morning - N2: Owl Babies; Peace at Last; We’re Going on a Bear Hunt; The Family Tree - R: The Colour Monster; The Great Big Book of Families; All Are Welcome; The Invisible String	- N1: Twinkle, Twinkle Little Star; simple night-time books - N2: How to Catch a Star; Whatever Next!; Can’t You Sleep Little Bear?; Look Up! - R: A Little Glow; The Darkest Dark; A Hundred Billion Trillion Stars; The Smeds and the Smoots	- N1: Dear Zoo; Brown Bear, Brown Bear; simple animal-home books - N2: Walking Through the Jungle; Giraffes Can’t Dance; Farmyard Hullabaloo; The Gruffalo - R: One Day on Our Blue Planet; What the Ladybird Heard; Animal Homes: Rainforest; The Tiger Who Came to Tea	- N1: Oliver’s Vegetables; Plant the Tiny Seed; Sam Plants a Sunflower - N2: The Very Hungry Caterpillar; Titch; Jasper’s Beanstalk; The Tiny Seed - R: The Life Cycle of a Butterfly; The Extraordinary Gardener; The Growing Story; A Seed Is Sleepy	- N1: Goldilocks and the Three Bears; The Three Little Pigs; The Gingerbread Man - N2: The Little Red Hen; The Three Billy Goats Gruff; Little Red Riding Hood; The Enormous Turnip - R: The Three Little Wolves and the Big Bad Pig; The True Story of the Three Little Pigs; The Princess and the Wizard; The Princess and the Pea	- N1: That’s Not My Bug; Minibeasts; The Bug Collector - N2: Mad About Minibeasts; The Very Busy Spider; Superworm; The Bad-Tempered Ladybird - R: A Good Place; The Very Greedy Bee; Little Snail’s Book of Bugs; Yucky Worms
Celebrate	Harvest; pumpkins; family welcome events	Diwali; Bonfire Night; Remembrance; Christmas	Lunar New Year where applicable; winter observations	Pancake Day; Mothering Sunday; Easter	Story celebration; World Book events where scheduled	Sports day; transitions; trips; daytime camping
Role-Play	Home corner; family photographs; baby-care play	Witch or wizard house; Christmas home or grotto; post office	Home corner; vets; animal-care area	Home corner; flower shop; garden centre	Home corner; story cottages; fantasy costumes	Home corner; bug lab; pet shop; zoo
Wow moments	Family visitor; make family books; self-portrait gallery	Dark den; torch and shadow investigation; celebration visitor; performance	Farm visit; animal-care session; tracks and habitat challenge	Planting project; allotment visit; hatch or butterfly observation; growth diary	Storyteller visitor; prop-making; performance; building challenge	Minibeast hunt; bug hotel; close-observation drawing; pollinator project

Year B Termly Theme Overviews | Six-term pathway

AUTUMN 1 → 2

SPRING 3 → 4

SUMMER 5 → 6

Theme	1 AUTUMN 1 People Who Help Us N1 • EXPLORE Recognise familiar helpers and know trusted adults can help. N2 • EXPERIENCE Describe jobs at home, school and in the community; know emergency services keep people safe. R • EMBED Explain responsibilities and how and when to seek help; compare occupations and equipment.	2 AUTUMN 2 Celebrations and Traditions N1 • EXPLORE Recognise birthdays and familiar celebrations. N2 • EXPERIENCE Compare ways families celebrate using food, music, clothing, lights and stories. R • EMBED Explain similarities and differences between traditions, festivals and ceremonies.	3 SPRING 1 Journeys and Transport N1 • EXPLORE Name familiar vehicles and imitate movement. N2 • EXPERIENCE Compare land, water and air transport; describe short and long journeys. R • EMBED Explain vehicle purpose; use maps, route and positional language; investigate movement.	4 SPRING 2 Adventures and Exploration N1 • EXPLORE Explore paths, hiding places and outdoor spaces. N2 • EXPERIENCE Use simple maps and directions; solve practical problems and take safe risks. R • EMBED Explain routes and landmarks; plan an expedition; cooperate and evaluate solutions.	5 SUMMER 1 Under the Sea N1 • EXPLORE Name familiar sea creatures and explore water. N2 • EXPERIENCE Compare features and movement; investigate floating and sinking; identify deep and shallow. R • EMBED Explain ocean habitats and pollution; classify creatures and propose ways to care for seas.	6 SUMMER 2 Caring for Our World N1 • EXPLORE Notice rubbish, bins, plants and animals in the environment. N2 • EXPERIENCE Sort, reuse and recycle materials; care for plants, animals and shared spaces. R • EMBED Explain reduce, reuse and recycle; describe conservation and sustainable choices.
Vocabulary	- help, doctor, nurse, firefighter - protect, support, safe, job - emergency, community, responsibility, service	- party, cake, light, present, music - celebrate, special, together, decorate, remember - tradition, festival, culture, ceremony	- car, bus, train, boat, plane - journey, travel, fast, slow, near, far - transport, destination, passenger, engine, route	- map, bag, tent, path, hill - explore, discover, climb, search, direction - adventure, expedition, landmark, route, compass	- fish, crab, shell, sea, sand - swim, float, sink, deep, shallow - ocean, habitat, fins, tentacles, pollution	- world, tree, rubbish, bin - care, clean, reuse, reduce, recycle - environment, habitat, conservation, sustainable, pollution
Reading Spine	- N1: Busy People: Doctor; Police Officers on Patrol; Busy Garage - N2: Zog and the Flying Doctors; Charlie the Firefighter; Topsy and Tim Visit the Doctor; Emergency! - R: A Superhero Like You; The Hospital Dog; Supertato; The Jolly Postman	- N1: Dear Santa; Spot's Birthday Party; simple Diwali book - N2: The Best Diwali Ever; The Nativity Story; The Snowman; Maisy's Christmas Eve - R: The Jolly Christmas Postman; Festivals; The Most Excited Eid; The Christmas Pine	- N1: The Wheels on the Bus; simple vehicle books - N2: The Train Ride; Mr Gumpy's Motor Car; Duck in the Truck; The Hundred Decker Bus - R: The Journey; Rosie's Walk; The Naughty Bus; The Journey Home	- N1: We're Going on a Bear Hunt; Peepo!; simple weather books - N2: The Squirrels Who Squabbled; A Walk in the Woods; The Everywhere Bear; The Treasure of Pirate Frank - R: Journey; The Lost Words; The Map of Good Memories; selected exploration texts	- N1: A Peek in the Ocean; Commotion in the Ocean; Who's Hiding at the Seaside? - N2: Sharing a Shell; Tiddler; Billy's Bucket; The Rainbow Fish - R: The Big Book of Blue; Coral Kingdom; The Brilliant Deep; The Snail and the Whale	- N1: The Earth Book; Somebody Swallowed Stanley; Michael Recycle - N2: The Messy Magpie; Tidy; The Trouble with Dragons; The Great Paper Caper - R: Greta and the Giants; One Plastic Bag; Ranger Hamza's Eco Quest; The Boy Who Grew a Forest
Celebrate	Harvest; community visitors; safety themes	Diwali; Bonfire Night; Remembrance; Christmas	Lunar New Year where applicable; winter travel and weather	Pancake Day; Mothering Sunday; Easter	Summer trips; water-safety links; sports day	Transitions; sports day; trips; daytime camping
Role-Play	Home corner; doctor's surgery; fire station; police station	Home corner; celebration house; grotto; post office	Home corner; bus station; airport	Home corner; construction site; estate agents; expedition camp	Home corner; seaside shop; boat or submarine	Home corner; recycling centre; eco shop
Wow moments	Police, fire or health visitor; equipment investigation; emergency role-play	Family tradition sharing; music and food experience; performance	Vehicle visit; ramp investigation; map a familiar journey; ticket office	Woodland trail; den building; treasure route; obstacle challenge	Floating and sinking investigation; ocean small world; seaside experience	Litter project; recycling challenge; planting; farm and allotment sustainability project

Whole-year provision map | All areas of learning

Area / provision	Longlands entitlement across the year
Personal, Social and Emotional Development	Emotional literacy, self-esteem, secure relationships, rules, independence, turn-taking, cooperation and resilience are taught and supported throughout the year.
Physical Development	Daily gross- and fine-motor development, Healthy Movers, hall sessions, outdoor movement, tool use, hygiene and self-care.
Communication and Language	Listening and attention, understanding and speaking through one-to-one, small-group and whole-group talk; modelled sentences; explicit vocabulary; sustained shared thinking.
Literacy	Reading: Read Write Inc. Phonics, daily stories, rhymes, songs and poems, repeated reading and retelling. Writing: Kinetic Letters, purposeful mark-making and composition.
Mathematics	Counting, measurement, shape, cardinality, pattern and space through Maths Mastery and Number Sense.
Understanding the World	Local environment, visitors, occupations, communities, farm, allotment, forest, seasons, materials, plants and animals.
Expressive Arts and Design	Music, singing, colour, texture, drawing, construction, role play, small world and imaginative narratives.
Indoor and Outdoor Learning Environment	Free-flow and continuous provision; independent choice; quality resources; forest, garden, social farm and allotment.
Play and Creativity	Extended play, storytelling, drama, music, problem-solving, collaboration and independent learning.
Religion and World Views	Creation; incarnation; belonging; salvation and Easter; special places; special stories; visits and celebrations.
Role-play areas	A constant home corner plus theme-linked surgeries, stations, shops, story settings, construction, travel and environmental projects.
Enrichment / Wow experiences	Visitors, community links, discoveries, performances, farm and woodland experiences, trips, investigations, sports and transition activities.

EYFS Assessment Checkpoints

These broad checkpoints support professional judgement alongside interaction, observation, children’s work and knowledge of each child. They are not a stand-alone tick list.

Area	End of Nursery 1	End of Nursery 2	Mid Reception	End Reception / ELG direction
Communication and language	Joins songs and rhymes; responds to simple instructions.	Holds back-and-forth conversations; uses taught vocabulary.	Speaks using full sentences.	Explains ideas clearly and responds to others.
PSED	Forms secure relationships with adults.	Plays cooperatively with others.	Shows increasing independence.	Demonstrates resilience and self-regulation.
Physical Development	Moves confidently in different ways.	Moves with control and developing coordination.	Develops gross- and fine-motor coordination.	Uses tools with precision and control.
Literacy: reading	Enjoys stories and books.	Retells familiar stories; recognises own name.	Applies taught phonics.	Reads simple matched books accurately.
Literacy: writing	Makes marks for meaning.	Gives meaning to marks and drawings.	Writes labels and captions; develops correct formation.	Writes simple sentences; forms most letters correctly.
Number	Sorts and matches objects.	Counts accurately; subitises small quantities.	Develops secure understanding of numbers to 5 and 10.	Has secure number sense to 10 and recalls key bonds.
Understanding the World	Explores familiar people, materials and natural phenomena.	Talks about families, communities, occupations, growth and seasonal change.	Compares environments and past and present.	Explains observations using taught knowledge and vocabulary.
Expressive Arts and Design	Explores sound, movement, materials and pretend play.	Develops ideas through drawing, making, music and role play.	Selects materials and adapts ideas.	Creates, performs and explains processes and choices.

8. EYFS Development Progression of Skills

Progression from Nursery 1 through Nursery 2 and Reception towards the Early Learning Goals.

Skill / strand	Nursery 1 Explore	Nursery 2 Experience	Reception Embed	ELG direction
Self-Regulation	Communicates needs; begins to wait and take turns.	Follows one- and two-step instructions; talks about feelings.	Focuses for longer; moderates feelings; follows several ideas or actions.	Understands feelings; regulates behaviour; works towards simple goals.
Managing Self	Begins toileting, handwashing and routines with support.	Follows rules; chooses resources; develops dressing and eating independence.	Manages hygiene and needs; shows perseverance and healthy choices.	Shows confidence, independence, resilience and healthy choices.
Building Relationships	Develops trust and early friendships.	Plays with others; takes turns; begins to resolve conflict.	Works cooperatively; listens to ideas and compromises.	Forms positive attachments and friendships; shows sensitivity.
Listening, Attention and Understanding	Listens to short stories; understands simple questions and instructions.	Remembers story events; follows two-part instructions; answers why questions.	Listens attentively; asks questions; follows increasingly complex instructions.	Responds with questions, comments and actions; sustains conversation.
Speaking	Uses gestures, words and early phrases; joins rhymes.	Uses four- to six-word sentences; continues conversations.	Uses new vocabulary, conjunctions and tenses to explain ideas.	Participates in discussion and offers explanations in full sentences.
Gross Motor Skills	Explores movement, space, climbing and large-muscle action.	Develops balance, riding, ball skills and coordinated sequences.	Moves safely and energetically; negotiates obstacles and rules.	Demonstrates strength, balance and coordination.
Fine Motor Skills	Explores one-handed tools, drawing and sensory manipulation.	Develops preferred hand, controlled grip, scissors, dressing and cutlery.	Uses tripod grip, scissors and tools with increasing accuracy.	Uses a pencil and small tools effectively; shows care and accuracy.
Comprehension	Joins repeated phrases and enjoys familiar books.	Talks about stories, answers questions and uses vocabulary in play.	Retells, predicts and discusses characters and events.	Demonstrates understanding and uses vocabulary from varied texts.
Word Reading	Notices sounds, rhyme and alliteration.	Claps syllables, recognises rhyme and initial sounds; oral blending.	Segments and blends; recognises sounds and reads matched sentences.	Reads words, sentences and books consistent with phonic knowledge.
Writing	Draws and makes marks for meaning.	Writes own name and some letters accurately.	Forms letters; records sounds; writes words, labels, captions and sentences.	Writes recognisable letters and simple readable phrases and sentences.
Number	Sorts, matches and counts in everyday contexts.	Subitises to 3; counts accurately; links amounts and numerals within 5.	Develops deep understanding of numbers to 10 and number bonds.	Deep understanding to 10; subitises to 5; recalls key bonds.
Numerical Patterns	Compares size and amount and notices pattern.	Uses more, less and same; solves practical problems within 5.	Explores beyond 20, doubles, odds, evens and equal groups.	Compares quantities and represents patterns within numbers to 10.
Past and Present	Notices familiar people and personal experiences.	Makes sense of own life story and change over time.	Compares past and present through experiences, stories and artefacts.	Understands the past through people, settings, characters and events.
People, Culture and Communities	Notices family, familiar people and differences.	Shows interest in occupations, communities and countries.	Describes environment and compares communities and places.	Explains similarities and differences between communities and countries.
The Natural World	Explores natural materials and change using the senses.	Plants seeds; observes life cycles, forces, materials and seasons.	Makes observations and compares environments and processes.	Understands key processes including seasons and changing states.
Creating with Materials	Explores paint, texture and materials.	Joins materials; draws detail; explores colour mixing.	Selects tools and techniques; develops and evaluates ideas.	Uses materials safely and explains the process used.
Being Imaginative and Expressive	Explores instruments, action songs and pretend play.	Remembers songs; develops narratives and plays instruments.	Invents, adapts and performs narratives, songs, rhymes and poems.	Recounts narratives and performs with others.

