

EYES LTP 2026-2027

Nursery and Reception follow connected curriculum threads across the year, but themes are adapted so that Nursery children experience learning through familiar, sensory and personal contexts, while Reception children deepen this through explanation, comparison, recording and wider-world links.

	Block 1	Block 2	Block 3	Block 4	Block 5	Block 6
Title	Nursery: All about me. Reception: Welcome to our wonderful world.	Nursery: Light up, make noise! Reception: Sparkle, shine and celebrate!	Nursery: Once upon a box... Reception: People who help us.	Nursery: Splash, squish, squelch. Reception: Nature detectives.	Nursery: Mix it, make it, taste it! Reception: Animal adventurers.	Nursery: Splash, float, freeze! Reception: Adventure is out there!
Shared thread	Identity, routines and relationships.	Sensory experiences, light, sound and special times.	Imaginative play, purposeful roles and problem solving.	Outdoor exploration, observation, changes and the natural world.	Care, needs and living things.	Exploration, movement and transition.
Enquiry question	Nursery: Who am I? Reception: What makes me special?	Nursery: What can light and sound do? Reception: Why do celebrations sparkle?	Nursery: What can a box become? Reception: How can we help our community?	Nursery: What can we find in the mud? Reception: What changes can we discover outside?	Nursery: What can we make and taste? Reception: What makes animals amazing?	Nursery: What happens to water? Reception: Where can an adventure take us?
Possible outcome	Nursery: Class family tree including handprint leaves, photographs and drawings. Reception: Belonging box – include self-portrait, name writing, family/home info, I am special because...	Nursery: Christmas concert including instruments. Reception: Festival of light showcase – celebration songs Diwali/Christmas/ Winter artwork, cards, invitations etc.	Nursery: Box invention showcase – could be as stay and play session. Reception: Little Helpers day – chn to come dressed as their favourite helper (nurse, fire fighter, postal worker etc) and explore through role play	Nursery: Muddy spring explorers day – planting, exploring nature area, minibeast hunt, mud painting, nature finds. Reception: Butterfly garden and create a bug hotel for the nature area.	Nursery: Make, eat and enjoy a fruit kebab or other simple healthy snack. Reception: Come dressed as favourite animal or bring a pet animal (soft toy)	Nursery: Seaside theme day. Reception: Minibus ride (school minibus but treat as a local bus ride with tickets etc)
Role Play Area (Home corner to remain after Autumn 1 – additional area to be created elsewhere)	Home corner/Family kitchen Nursery: home routines, dolls, cups and simple family language Reception: Role play, family labels, routines, writing lists and messages.	Nursery: Light and sound studio – Torches, battery lights, shiny fabric, instruments, sound bottles, scarves, mirrors, colour paddles. Reception: Gift shop – wrapping, party table, simple cards invitations, gift tags, price tags, celebration menus	Nursery: Workshop – Large boxes, tubes, fabric, pegs, tape, wheels, buttons, teddies, small world figures. Reception: GP surgery/Hospital caring for dolls/teddies, using simple 'helper' language appointment system, prescriptions, health advice, patient forms	Nursery: Mud kitchen/café – bowls, spoons, pans, natural ingredients, pretend menus, order pads, muddy recipe cards, Reception: Garden Centre: pots, sensory tray for soil, simple labels, price tags, instructions, plant labels, receipts, measuring growth	Nursery: Café – pretend food, baskets, bags, till, menu, lists, recipe cards, empty packets, aprons. Reception: Vets/Pet care centre, feeding, washing and caring for animals (teddies), prescriptions, care guides, animal information forms	Nursery: Seaside shop – till, bags, baskets, price labels, ice cream stall, buckets, spades, hats, shells, postcards. Reception: Travel agents – brochures, passports, tickets, maps, simple timetables destination information



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Rhymes/songs (others to be included to reflect chn's interest) Nursery 1: short, repetitive, action-heavy rhymes Nursery 2: rhymes with counting, rhythm, story sequence and vocabulary Reception: rhymes that support phonological awareness, performance, storytelling, counting, pattern and early writing	Nursery 1: Head, Shoulders, Knees and Toes If You're Happy and You Know It Round and Round the Garden Nursery 2: Head, Shoulders, Knees and Toes If You're Happy and You Know It Tommy Thumb One Finger, One Thumb Reception: If You're Happy and You Know It Miss Polly Had a Dolly Tommy Thumb One, Two, Buckle My Shoe	Nursery 1: Twinkle, Twinkle Little Star I'm a Little Star Wind the Bobbin Up Pat-a-Cake Nursery 2: Twinkle, Twinkle Little Star Pat-a-Cake Five Little Candles Jingle Bells Reception: Twinkle, Twinkle Little Star Pat-a-Cake Five Little Candles We Wish You a Merry Christmas	Nursery 1: Miss Polly Had a Dolly Doctor Foster This Is the Way We Wash Our Hands Here We Go Round the Mulberry Bush Nursery 2: Miss Polly Had a Dolly Doctor Foster Here We Go Round the Mulberry Bush The Grand Old Duke of York Reception: Miss Polly Had a Dolly Doctor Foster The Grand Old Duke of York London's Burning	Nursery 1: Incy Wincy Spider Rain, Rain, Go Away I Hear Thunder Mary, Mary Quite Contrary Nursery 2: Incy Wincy Spider Rain, Rain, Go Away Mary, Mary Quite Contrary Five Little Peas Reception: Incy Wincy Spider Mary, Mary Quite Contrary Five Little Peas There's a Tiny Caterpillar on a Leaf	Nursery 1: Old MacDonald Had a Farm Baa Baa Black Sheep Two Little Dickie Birds Five Little Duck Nursery 2: Old MacDonald Had a Farm Five Little Ducks Five Little Speckled Frogs Little Bo Peep Reception: Old MacDonald Had a Farm Five Little Ducks Five Little Speckled Frogs The Owl and the Pussy-Cat	Nursery 1: Row, Row, Row Your Boat The Wheels on the Bus Down at the Station Walking Through the Jungle Nursery 2: The Wheels on the Bus Row, Row, Row Your Boat Down at the Station A Sailor Went to Sea Reception: A Sailor Went to Sea The Wheels on the Bus Down at the Station She'll Be Coming Round the Mountain
Communication and Language focus	talking about self, family and school	celebration vocabulary and stories.	explaining roles and asking questions.	describing growth, weather and change.	naming, describing and comparing.	talking about journeys, routes, places, properties and transition.
PSED focus	settling, routines, feelings, relationships.	respect, confidence, shared traditions.	kindness, responsibility, safety, helping others	caring for living things and the environment.	care, kindness and responsibility	independence, confidence, resilience, moving on
Physical Development focus	Safe movement, settling routines, self-care, hand strength and early mark-making readiness	Movement to music, action songs, decoration, cutting, sticking and fine motor control	Large construction, carrying, climbing, pushing, pulling, tool use and coordination	Outdoor movement, digging, pouring, messy play, planting, tool use and observational drawing.	Stirring, scooping, pouring, rolling, cutlery, cooking tools, cutting and model-making.	Water play, pouring, squeezing, floating, washing, summer self-care, obstacle routes and transition independence.
PD Fundamental Skills	Nursery: crawling, carrying, lying and walking. Reception: bending, creeping, digging, gripping, running and grasping.	Nursery: running, chasing, grasping and reaching. Reception: balancing, dodging, kicking, leaping, slither and spinning.	Nursery: clapping, flicking, pointing and shuffling. Reception: galloping, hanging, pivoting, placing, speed changing and twisting.	Nursery: gripping, climbing, pressing and squeezing. Reception: bouncing, dribbling, jumping, pulling, pushing and tip-toe.	Nursery: collecting, jumping, pinching and stacking. Reception: aiming, shooting, crawling, hopping, rolling and squatting.	Nursery: balancing, hopping, marching and stepping. Reception: avoiding, catching, changing direction and rocking.



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Literacy Focus Our EYFS literacy curriculum is built around high-quality texts, rhymes, songs, talk, storytelling, phonics, vocabulary and purposeful mark-making. Children experience a carefully planned progression from enjoying and joining in with stories in Nursery 1, to retelling, mark-making and early oral composition in Nursery 2, to applying phonics and writing simple meaningful phrases and sentences in Reception. Read Write Inc. provides the systematic phonics spine, while selected elements of The Write Stuff support vocabulary development, oral rehearsal and adult modelling in a developmentally appropriate way.	Nursery 1: Marks, handprints and drawings linked to self, family and feelings. Adult scribing chn's words. Nursery 2: Gives meaning to marks in self/family drawings. Attempts name marks or letters from name. Texts: Owl Babies, Where's Spot? Ten Little Fingers and Ten Little Toes. Reception: Name writing, labels, simple oral sentences, attempt captions such as I am/I feel. Texts: The Colour Monster, Ruby's Worry, The Something.	Nursery 1: Makes marks using light, colour, sound and movement: paint marks, sparkle marks, sound marks, card marks. Nursery 2: Gives meaning to marks linked to light/sound. Makes simple cards, labels or sound pattern marks. Texts: Wow! Said the Owl Listen, Listen Tap Tap Boom Boom Reception: write cards, invitations, gift tags, labels and simple celebration captions Texts: Binny's Diwali The Jolly Christmas Postman Pick a Pine Tree	Nursery 1: Makes pretend marks on boxes, labels, signs and design marks for box creations. Nursery 2: Creates simple signs, labels and "my box is..." marks. Adults scribe children's ideas. Texts: Not a Box Stanley's Stick Whatever Next! Reception: captions, character labels, simple sentences, signs, forms, prescriptions, thank-you cards and simple helper sentences, e.g. "A nurse helps..." Texts: Real Superheroes Emergency! The Hospital Dog.	Nursery 1: Makes marks using mud, water, chalk, paint and natural materials. Draws outdoor finds. Nursery 2: Draws and labels mud/nature/minibeast finds. Adult scribing observations. Texts: We're Going on a Bear Hunt Superworm Reception: plant labels, growing observations, care instructions and simple sentences. Texts: The Tiny Seed Tree: Seasons Come, Seasons Go	Nursery 1: Makes marks on menus, shopping lists, recipes, food labels and café orders. Nursery 2: Creates simple menus, shopping lists, recipe marks and food labels using known letters/marks. Texts: The Tiger Who Came to Tea Pip and Posy: The Birthday Party Oliver's Vegetables Reception: write animal labels, captions, fact sentences and care guides, e.g. "It has..." / "It lives..." / "It needs" Texts: The Bog Baby Mad About Minibeasts The Odd Fish.	Nursery 1: Makes seaside shop marks: shell labels, ice cream marks, bucket/spade labels, water marks. Nursery 2: Makes simple seaside shop signs, postcards, price marks, lists and labels. Texts: Sharing a Shell Who's Hiding at the Seaside? Commotion in the Ocean Reception: Writes tickets, maps, postcards, passports, route labels and transition sentences such as "I can now..." / "I am going to..." Texts: Martha Maps It Out The Train Ride The Everywhere Bear
Mathematics Focus Nursery: Awaiting start of Maths Champions Nursery 1: focus on exposure, experience and language Nursery 2: focus on deeper understanding Reception: Following MN from NCETM	Nursery focus: colours, comparing, matching sorting and shapes. Nursery 1: more than, fewer than, explore and build with shapes. Nursery 2: match, sort and compare. Reception focus: comparing groups, early quantity language, matching, sorting, measure language and pattern. Reception: match, sort and compare, talk about measure and patterns.	Nursery focus: counting language, repeats, comparison, patterns Nursery 1: explore repeats, hear and say number names, explore patterns. Nursery 2: comparison – more than, fewer, the same, build with shapes Reception: develop subitising and counting skills, recognising quantities in different arrangements and knowing when to count. Explore how numbers to 5 can be made from smaller parts, represent numbers using their fingers and	Nursery focus: counting, ordering, repeating patterns, numbers 1, 2 and 3. Nursery 1: I see 1, 2, 3, show me 1, 2, 3. Nursery 2: move and label 1, 2, 3, take and give 1, 2, 3. Reception: notice similarities and differences, describe and sort 2D and 3D shapes and continue to subitise and count. Connect quantities to numerals, find missing parts of numbers within 5, and explore 6 and 7 as "5 and a bit" using fingers and number frames.	Nursery focus: position, routes and spatial reasoning. Nursery 1: explore position and space. Nursery 2: explore position and routes, match, talk, push and pull. Reception: extend their subitising and counting beyond 5. Compare equal and unequal groups, recognise doubles and explore the patterns of odd and even numbers. Order numbers, use track games to connect counting with	Nursery focus: counting, subitising dots, compare and sort collections, repeat patterns Nursery 1: explore own first patterns, lead on own repeats. Nursery 2: making patterns together, my own patterns. Reception: copy, continue and create patterns, using their noticing and visualising skills. Compare length, height and mass, describing what they observe using appropriate spatial language. Compare quantities, including groups	Nursery focus: numbers to 5 and problem-solving Nursery 1: talk about dots, make games and actions. Nursery 2: show me 5, stop at 1, 2, 3, 4, 5, start to puzzle. Reception: count larger groups, actions and sounds, choosing when to count and when to subitise. Explore number arrangements using ten frames and rekenreks, including doubles. Through varied practice, strengthen their understanding of numbers within 10, compare how much larger or smaller



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		recognise that each number is one more than the last. Practise counting objects, actions and sounds accurately, compare sets by matching, and use language such as <i>whole</i> and <i>parts</i> . Through movement and practical activities, develop spatial language, including <i>in</i> , <i>under</i> , <i>between</i> , <i>in front of</i> , <i>behind</i> , <i>turn</i> and <i>flip</i> .		position and join in with counts beyond 20.	of objects that differ in size or appearance.	numbers are and begin to generalise about one more and one less.
Understanding the World focus	family, school, past/present, similarities/differences.	Birthdays, Diwali, Christmas, light/dark, traditions.	community roles, school helpers, emergency services	plants, seasons, weather, minibests, change.	animals, habitats, life cycles, needs, environments	local area, maps, transport, contrasting places, wider world.
EAD focus	self-portraits, home role play, sensory exploration.	music, dance, colour, light, decorations, performance.	role play, prop making, building, vehicles, maps.	natural art, observational drawing, mud painting, models.	animal art, habitat models, masks, soundscapes.	vehicle models, map-making, role play, performance.
RE Focus (primarily explored through Understanding the World and PSED – no requirement for a stand-alone lesson)	F1: Being special: where do we belong? SAS Page 38	F2: Why is Christmas special for Christians? SAS Page 36	F3: Why is the word 'God' special to Christians? SAS Page 35	F4: Why is Easter special for Christians? SAS Page 37	F5: Which places are specially valued and why? SAS Page 39	F6: Which stories are specially valued and why? SAS Page 40
PSHE Focus (Jigsaw) (primarily explored through Understanding the World and PSED – no requirement for a stand-alone lesson)	Being me in my World Feeling special and safe Being part of a class Rights and responsibilities Rewards and feeling proud Consequences Owning the Learning Charter	Celebrating difference Feeling special and safe Being part of a class Rights and responsibilities Rewards and feeling proud, Consequences The Learning Charter	Dreams and Goals Setting goals Successes and achievements Learning styles Working well Partner work Tackling new challenge	Healthy me Keeping myself healthy Healthier choices Keeping clean Being safe Medicine safety Road safety Health and happiness	Relationships Belonging to a family Making friends Physical contact Qualities as a friend Self-acknowledgement Being good to myself Special relationships	Changing me Life cycles – animal/human Changes since being a baby Differences between bodies Coping with change Transition
Experiences Visitors Offsite visits	Nursery: Welcome walk Reception: School community walk	Nursery: Light and sound exploration day (sensory room den) Walk to post box – letter to Santa (link to stay and play- parents walk?)	Nursery: Box invention stay and play Reception: Community helper day (dress up) Police/Firefighter talk	Nursery: Muddy walk Reception: Bug hotel construction	Nursery: Make a fruit kebab School cook talk Reception: Zoo trip (Wild Zoo?)	Nursery: Seaside theme day Reception: Local bus ride (use school minibus)



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		Reception: Diwali celebration including Rangoli patterns				
Additional notes:		Christmas cards Christmas calendars	Mother's Day cards	Easter cards		Father's Day cards



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