Curriculum mapping frame EYFS Jigsaw friend - Jenie 2025-26

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Being Me In My World	Celebrating Difference	Dreams & Goals	Healthy Me	Relationships	Changing Me
Jigsaw Content overview	Who…me? How am I feeling today? Being at school Gentle hands Our rights Our responsibilities	What am I good at? I'm special, I'm me! Families Houses and homes	Challenge Never giving up Setting a goal Obstacles and support Flight to the future Award ceremony	Everybody's body We like to move it, move it! Food Glorious food Sweet dreams Keeping clean	My family and me Make friends… Falling out… Being the best friend we can be	My body Respecting my body Growing up Growth and change Fun and fears Celebration
Communication and language	Listening skills and following instructions	Songs and rhymes Listening skills and following instructions	Story language, expressing our views	Understanding – following a story without props	Story lines, developing a narrative	Expressing ourselves effectively – developing and extending language
CL Objectives	Learn rhymes, poems and songs Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary (hygge) Engage in story times. Understand how to listen carefully and why listening is important. Develop social phrases. Describe events in some detail	Listen carefully to rhymes and songs, paying attention to how they sound. Learn rhymes, poems and songs Learn new vocabulary Use new vocabulary through the day Retell the story, once they have developed a deep familiarity with the text, some as exact repetition and some in their own words.	Use new vocabulary in different contexts. Listen to and talk about stories to build familiarity and understanding. Retell the story, once they have developed a deep familiarity with the text, some as exact repetition and some in their own words.	Articulate their ideas and thoughts in well-formed sentences. Connect one idea or action to another using a range of connectives. Ask questions to find out more and to check they understand what has been said to them.	Use talk to help work out problems and organise thinking and activities, and to explain how things work and why they might happen.	Engage in non-fiction books. Describe events in some detail.
PSED	Starting school, school rules and feelings	All about me, my family, my home	Perseverance, emotions – linked to celebrations and festivals	Looking after me, healthy eating, cleaning our teeth	Negotiating skills and co-operating in a group Road safety	Growing up, where do I go next, transition E-safety
PSED Objectives	Manage their own needs. • Personal hygiene Identify and moderate their own feelings socially and emotionally. Build constructive and respectful relationships	See themselves as a valuable individual.	Think about the perspectives of others. Show resilience and perseverance in the face of challenge.	Know and talk about the different factors that support their overall health and wellbeing: • regular physical activity • healthy eating • toothbrushing	Express their feelings and consider the feelings of others. Know and talk about the different factors that support their overall health and wellbeing: • regular physical activity • being a safe pedestrian	Know and talk about the different factors that support their overall health and wellbeing: • sensible amounts of 'screen time' • having a good sleep routine

Physical development **Cooking**	Spatial awareness, moving in different ways, wiggle and squiggle, developing core muscle strength	Ball skills, wiggle and squiggle, developing core muscle strength	Gymnastics Squiggle me into a writer	Dance – linked to topic Squiggle me into a writer	Athletics and sports day games Letter formation	Athletics, sports day Letter formation
	Banana sandwich – peeling, cutting, spreading, healthy choices, hygiene	Broccoli and Basil soup – Tearing and snipping, cutting Healthy choices and hygiene	Fruit salad – cutting, juicing, scooping, peeling, squashing, healthy choices, hygiene	Garden salad – cutting, grating, stirring, healthy choices, hygiene	New Potato Salad – Tearing and snipping, cutting Healthy choices and hygiene	Chilli bean potatoes – Peeling, cutting, mashing and scooping, healthy choices, hygiene
Physical Development Objectives	Further develop the skills they need to manage the school day successfully: • lining up and queuing • mealtimes Use their core muscle strength to achieve good posture when sitting at a table or sitting on the floor. Revise and refine the fundamental movement skills they have already acquired: • rolling • crawling • walking • jumping • running • hopping • skipping • climbing	Further develop and refine a range of ball skills including: throwing, catching, kicking, passing, batting, and aiming. Develop confidence, competence, precision and accuracy when engaging in activities that involve a ball.	Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group. Develop overall body-strength, balance, co-ordination and agility.	Combine different movements with ease and fluency. Progress towards a more fluent style of moving, with developing control and grace. Develop the overall body strength, co-ordination, balance and agility needed to engage successfully with future physical education sessions and other physical disciplines	Revise and refine the fundamental movement skills they have already acquired: • rolling • crawling • walking • jumping • running • hopping • skipping • climbing Develop the foundations of a handwriting style which is fast, accurate and efficient.	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.
Literacy (Comprehension)	Listening to stories. Joining in with rhymes and showing an interest in stories with repeated refrains. Environment print. Having a favourite story/rhyme. Understand the five key concepts about print: - print has meaning - print can have different purposes - we read English text from left to right and from top to bottom - the names of the different parts of a book. Sequencing familiar stories through the use of pictures to tell the story.	Beginning to retell stories. Retell stories related to events through acting/role play. Retelling stories using images / apps. Retelling of stories. Editing of story maps and orally retelling new stories. Sequence story – use vocabulary of beginning, middle and end. Blend sounds into words, so that they can read short words made up of known letter– sound correspondences. Enjoys an increasing range of books. Actions to retell the story. Story Maps	Retelling stories with the recently introduced vocabulary. Making up stories with themselves as the main character. Encourage children to record understanding of stories through picture drawing/mark making. Using recently introduced vocabulary during discussions about stories and during role-play.	Building fluency and understanding. Re-read books to build up their confidence in word reading, their fluency and their understanding and enjoyment. Uses vocabulary and forms of speech that are increasingly influenced by their experiences of books. They develop their own narratives and explanations by connecting ideas or events	Explaining the stories they have listened to or have read themselves. Retell a story with actions and / or picture prompts as part of a group. Use story language when acting out a narrative. Rhyming words. Can explain the main events of a story. Can draw pictures of characters/event /setting in a story. May include labels, sentences or captions.	Demonstrate understanding of what has been read to them by retelling stories using their own words and recently introduced vocabulary. Can draw pictures of characters/ event / setting in a story. Listen to stories, accurately anticipating key events & respond to what they hear with relevant comments, questions and reactions. Make predictions. Fiction and Non-Fiction: Beginning to understand that a non-fiction is a nonstory- it gives information instead. Fiction means story. Can point to front cover, back cover, spine, blurb, illustration, illustrator, author and title

Literacy (Word reading – ELS phonics)	Initial sounds, oral blending, CVC sounds, reciting known stories, listening to stories with attention and recall. Help children to read the sounds speedily. Ensure books are consistent with their developing phonic knowledge.	Blending CVC sounds, rhyming, alliteration, knows that print is read from left to right. Spotting diagraphs in words. Show children how to touch each sound with a finger as they say each sound.	Story structure-beginning, middle, end. Innovating and retelling stories to an audience, non-fiction books.	Non-fiction texts, Internal blending, Naming letters of the alphabet. Distinguishing capital letters and lower case letters.	Rhyming strings, common theme in traditional tales, identifying characters and settings.	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)	Write some or all of their name Use print and letter knowledge in their early writing Write some letters accurately Develop phonological awareness – initial sounds	Writing CVC words. Labelling using initial sounds. Story scribing. Retelling stories in writing area. Sequencing the story. Practising correct letter formation.	Caption Writing and Tricky Words. Writing some of the tricky words such as I, me, my, like, to, the. Writing CVC words. Labels using CVC, CVCC, CCVC words. Guided writing based around developing short sentences in a meaningful context. Create a story board. Practising correct letter formation	Begin to write simple sentences. 'Hold and write a sentence'. Creating own story maps, writing captions and labels, writing simple sentences. Writing short sentences to accompany story maps. Labels and captions. Write a sentence. Ensuring correct letter formation	Writing simple sentences. 'Hold and write a sentence'. Writing for a purpose in role play using phonetically plausible attempts at words, beginning to use finger spaces. Form lower-case and capital letters correctly. Rhyming words. Write 2 sentences. Ensuring correct letter formation	Writing simple sentences and phrases that can be read by others. Writing sentences using a range of tricky words that are spelt correctly. Beginning to use full stops, capital letters and finger spaces. Using familiar texts as a model for writing own stories. Using correct letter formation. 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.
Literacy Objectives	Read individual letters by saying the sounds for them. Blend sounds into words, so that they can read short words made up of known letter– sound correspondences.	Read some letter groups that each represent one sound and say sounds for them. Read most learnt 'harder to read and spell' words	Read simple phrases and sentences made up of words with known letter–sound correspondences and, where necessary, harder to read and spell words Re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment. Spell words by identifying the sounds and then writing the sound with letter/s.	Form lower-case and capital letters correctly Write short sentences with words with known sound-letter correspondences using a capital letter and full stop	Re-read what they have written to check that it makes sense.	
Topic Options	All about Me	Animals Hats Patterns	Space/ Day and Night Old and New Dinosaurs	Let's Party Let's go	Fairytales Growing	Holidays/ weather Pirates My Natural World

Book a week story focus (linked to Writing scheme)	The Tiger who came to tea We're going on a Bear Hunt The Gruffalo Room on the Broom	Oi Cat Oi Frog This is the bear There's a bear on I my chair Lost and Found One Snowy Night/ One Winter's Day	Things I like books (topic based chosen by Chn) Lifesize Baby animals I can swim Oh no George Hullaballoo at the zoo A squash and a squeeze	Festivals Our favourite day I love Chinese new year Kipper's birthday When's my birthday? We're going on a Bear hunt We catch the bus The goat and the stoat on a boat On the way home	Little Red Riding Hood Goldilocks The three little pigs Jack and the Beanstalk Anansi and the golden pot	Around the world in 80 days My Granny went to market The Great Kapok Tree Hygge book links You choose You choose fairytales Help, we need a title
Mathematics	Counting to 5, recognising numbers to 5, 2D shapes around us, measures, WR maths Thursdays – days of the week, months of the year Daily – date and time		Numbers to 10, Number formation, recognising numerals to 10, counting groups, length, height and time, 3d shapes Ordinal numbers, addition and subtraction, writing number sentences WR maths Thursdays - telling the time – O'clock and half past, money		Counting and ordering to 20 and beyond, doubling and halving, measures Word problems to secure knowledge WR maths Thursdays – filling gaps and counting in 2's, 5's and 10's	
Maths objectives	Compare length, weight and capacity. Continue, copy and create repeating patterns Compare numbers. Count objects, actions and sounds Subitise Select, rotate and manipulate shapes to develop spatial reasoning skills.		Count objects, actions and sounds. Subitise Link the number symbol (numeral) with its cardinal number value. Compare numbers. Understand the 'one more than/one less than' relationship between consecutive numbers Automatically recall number bonds for numbers 0–5 and some to 10. Select, rotate and manipulate shapes to develop spatial reasoning skills.		Explore the composition of numbers to 10. Automatically recall number bonds for numbers 0–5 and some to 10. Compose and decompose shapes so that children recognise a shape can have other shapes within it, just as numbers can Compare length, weight and capacity.	
Understanding the World	Me and my family Hygge – my natural world	Talk about members of their immediate family Where we live Village walk - my community Maps Forest School	Now and then Local history Forest School	Different beliefs Celebrations and festivals Places of interest Places of worship Forest School	Life cycles, growth and decay Forest School	The wider world Similarities and differences Forest School

Understanding the World Objectives	Name and describe people who are familiar to them. Talk about members of their immediate family and community.	Describe what they see, hear and feel whilst outside. Explore the natural world around them Understand the effect of changing seasons on the natural world around them. Draw information from a simple map.	Describe what they see, hear and feel whilst outside. Explore the natural world around them Compare and contrast characters from stories, including figures from the past. Comment on images of familiar situations in the past.	Describe what they see, hear and feel whilst outside. Explore the natural world around them Understand that some places are special to members of their community	Describe what they see, hear and feel whilst outside. Explore the natural world around them Recognise some environments that are different from the one in which they live.	Describe what they see, hear and feel whilst outside. Explore the natural world around them Understand the effect of changing seasons on the natural world around them. Recognise some similarities and differences between life in this country and life in other countries. Draw information from a simple map.
Expressive Arts and Design	Self portraits, hand prints, exploring paint, paint to music Nursery rhymes	Collage, pastels and clay Familiar songs	Andy Goldsworthy, interpreting illustrations, Classical music (Sorcerers apprentice)	Music from around the world Re-telling stories, adding a storyline to our play, printing	Exploring instruments Classical music - Fairytales Mixed media	Nature observational drawing, Responding to music, 3D modeling My Music
EAD Objectives	Explore and engage in music making and dance, performing solo or in groups. Explore, use and refine a variety of artistic effects to express their ideas and feelings. Sing in a group or on their own, increasingly matching the pitch and following the melody.		Listen attentively, move to and talk about music, expressing their feelings and responses. Watch and talk about dance and performance art, expressing their feelings and responses. Develop storylines in their pretend play		Create collaboratively, sharing ideas, resources and skills. Return to and build on their previous learning, refining ideas and developing their ability to represent them.	
Hygge in the Early Years - 52 weeks of nature	Autumn Owls Leaves Sticks Spiders Pumpkins Hedgehogs	Fire Winter trees Hibernation Robins Decorations Snowflakes Ice Northern Lights	Darkness Moon Stars Mud Rocks Fossils Badgers Baby animals	Rain and Rainbows Spring flowers Nests Mountains Moss	Seeds Beans Herbs Sunshine and shadows Tadpoles and Ponds Caterpillars and Butterflies Bees	Clouds Meadows Streams Beach Wind Summer flowers Storms Grasses