

St. Anne's and
Guardian Angels
Catholic Primary School



Nursery and Reception (EYFS)
Curriculum Overview
Academic Year: 2025-2026

Updated: September 2025



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Religious Education

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
RE	Creation and Covenant EYFS Focus: God loves me, God made me and the world ----- <i>Other Faiths: Judaism</i>	Prophecy and Promise EYFS Focus: Mary had a baby called Jesus	Galilee to Jerusalem EYFS Focus: Jesus was born for everyone ----- <i>Other Faiths: Hinduism</i>	Desert to Garden EYFS Focus: Lent, Holy Week and Easter	To the Ends of the Earth EYFS Focus: Jesus, The Holy Spirit and the Church	Dialogue and Encounter ----- <i>Other Faiths: Islam</i>

RSHE

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Nursery RSHCE (Ten:Ten Units)	Transition and Getting Along Together	Handmade with Love	Role Model; Who's Who?; You've Got a Friend in Me; Forever Friends	Safe Inside & Out; My Body, My Rules; Feeling Poorly	People Who Help Us; God is Love	Loving God, Loving Others; Me, You, Us
Reception RSHCE (Ten:Ten Units)	Transition and Getting Along Together	Handmade with Love	I Am Me, Head Shoulders Knees and Toes & Ready Teddy	I Like, You Like, We All Like!, Good Feelings and Bad Feelings, Let's Get Real	Growing Up, God is Love	Loving God, Loving Others and Me, You, Us



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Wider Topic & Trips

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Nursery Topic	Our Homes and Our Families (6 weeks)	Autumn (3 weeks) & Celebrating Christmas (3 weeks)	Farmyards (6 weeks)	Spring (6 weeks)	Out & About (6 weeks)	People Who Help Us (5 weeks) & Transition to Reception (final two weeks)
Reception Topic	Settling & Baseline Assessment (3 weeks) & Me and My World (3 weeks)	Light & Dark (3 weeks) & Celebrating Christmas (3 weeks)	Jungles (6 weeks)	Puppet Show (6 weeks)	Our Local Park (6 weeks)	People Who Help Us (6 weeks) & Transition to Y1 (final two weeks)
Nursery Suggested Trips/Visitors	<ul style="list-style-type: none"> • Walk around the school 	<ul style="list-style-type: none"> • Local park 	<ul style="list-style-type: none"> • Local Park • Spitalfields City Farm 	<ul style="list-style-type: none"> • Local park • SOANES Centre 	<ul style="list-style-type: none"> • Local Park • Young V&A Museum 	<ul style="list-style-type: none"> • Local Park • Visits from nurse, policeman, fire fighter etc.
Reception Suggested Trips/Visitors	<ul style="list-style-type: none"> • Local park • Local walk: shops, homes, parks 	<ul style="list-style-type: none"> • Local park • Science Museum – Space Exhibition & The Garden 	<ul style="list-style-type: none"> • Local park • Natural History Museum / Kew Gardens 	<ul style="list-style-type: none"> • Local park • Little Angel Puppet Theatre 	<ul style="list-style-type: none"> • Local park • Victoria Park 	<ul style="list-style-type: none"> • Local park • Fire station



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Role Play and Home Corner

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Nursery Focus Role Play & Home Corner	<p>[Inside] The Home Corner: Wk 1 & 2: Table set for two, shopping lists Wk 3 & 4: Baby and a cot, new baby cards Wk 5 & 6: Dress ups (adults clothes and shoes)</p>	<p>[Inside] The Home Corner: Christmas cards, Christmas list</p> <p>[Outside] Garden Centre: Potting, watering, planting bulbs, till with money (1ps and 2ps) etc.</p>	<p>[Inside] The Home Corner: Caring for a pet</p> <p>[Outside] Farm Shop: Selling Fruit and Vegetables</p>	<p>[Inside] The Home Corner: Iron, ironing board, pegs, washing line, washing machine</p> <p>[Inside] Restaurant: Menu, table setting</p>	<p>[Inside] The Home Corner: Picnic hamper and set</p> <p>[Outside] Builders Yard: Hard hats, tools, drawing sheets to design own building etc.</p>	<p>[Inside] The Home Corner: First aid, bandages etc.</p> <p>[Inside] Hospital: Medical kit, dress up costumes, babies and cots, bandages and plasters</p>
Reception Focus Role Play & Home Corner	<p>[Inside] The Home Corner: Birthday cards, shopping lists, invitations to parties</p>	<p>[Inside] The Home Corner: Christmas cards, wrapping presents, laying a table</p> <p>[Inside] Dark Den: Lights, torches, mirrors, tin foil etc.</p>	<p>[Inside] The Home Corner: <i>As above</i></p> <p>[Inside] Vets: Appointment books, prescriptions for animal medicine, medical notes</p>	<p>[Inside] The Home Corner: Highchair and caring for a baby: teeth cleaning, feeding, nappy changing and bathing. Healthy food choices</p> <p>[Outside] Puppet Theatre: Blocks to create a stage, variety of hand puppets, lolly stick puppets, scissors etc. to make own puppets</p>	<p>[Inside] The Home Corner: Shopping list, recipe cards/book (picnic items, sandwiches, cakes etc.)</p> <p>[Outside] Builders Yard: Design pages, builder's shopping list, wood saws and real tools (only with adult supervision)</p>	<p>[Inside] The Home Corner: Fire extinguisher, smoke alarm, fire blanket, BBQ</p> <p>[Inside] Hospital: Appointment books, prescriptions for medicine, medical notes</p> <p>[Outside] Fire / Police Station: Walkie-Talkies, dress up, uniform, incident</p>



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Key Teaching Texts

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Nursery Key Texts	<p>So Much by Trish Cook</p> <p>The Great Big Book of Families by Mary Hoffman and Ros Asquif</p> <p>[BHM focus] The Mega Magic Hair Swap! By Rochelle Humes</p> <p>[BHM] <i>Skin: A First Conversation About Race</i> by Madison, Ralli and Roxas</p> <p>Non Fiction: Our bodies, health, diet</p>	<p>Room on the Broom by Julia Donaldson, Stick Man by Julia Donaldson</p> <p>Poetry</p> <p>Non Fiction: Autumn, hibernation</p> <p>The Christmas Surprise by Steph Williams</p> <p>Stories from other faiths</p> <p>Non Fiction – winter and snow</p>	<p>The Little Red Hen by Mary Finch</p> <p>Rosie's Walk By Pat Hutchins</p> <p>Non Fiction: Farm and animal books</p>	<p>Jaspers Beanstalk by Nick Butterworth</p> <p>Non Fiction: Plants and growing, Springtime</p>	<p>Lets go for a walk by Ranger Hamza</p> <p>On the way Home Jill Murphy</p> <p>Non Fiction: Homes, buildings, materials.</p>	<p>A super hero like you by Dr Ranj Singh</p> <p>People Who help us by John wood</p> <p>Non Fiction Books of different occupations such as nurse, police doctor, fire fighter...</p>
Reception Key Texts	<p>[BHM] <i>Skin: A First Conversation About Race</i> by Madison, Ralli and Roxas</p> <p>Ten Little Fingers and Ten Little Toes by Mem Fox</p> <p>10 Things I Can Do to Help My World</p>	<p>The Way Back Home by Oliver Jeffers</p> <p>The Nativity by May Eliot</p> <p>Stories from other faiths</p>	<p>Walking Through the Jungle by Stella Blackstone</p> <p>Non Fiction: Jungle animals</p> <p>Poetry</p>	<p>Supertato by Sue Hendra & Paul Linnet</p> <p>The Enormous Turnip by Katie Daynes [link to Puppet topic by making puppets and retelling]</p>	<p>Superworm by Julia Donaldson</p> <p>The Amazing Life Cycle of Butterflies by Kay Barnham</p>	<p>Charlie the Firefighter by Twinkl</p> <p>Poetry</p>



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	by Melanie Walsh					
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Story Time Texts

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
[EYFS together] Story Time Texts	<ul style="list-style-type: none"> • Goldilocks and The Three Bears • You Choose: A new story every time – what will YOU choose? by Pippa Goodhart • On the Way home-Jill Murphy 	<ul style="list-style-type: none"> • Hansel and Gretel • Whatever Next – Jill Murphy • Non Fiction books: Moon, space, light and dark • The Light in the Night by Marie Voigt • The Nativity (scripture) 	<ul style="list-style-type: none"> • The Three Billy Goats Gruff • Pancake, Pancake by Eric Carle • My World Your world by Melanie Walsh 	<ul style="list-style-type: none"> • Goldilocks and The Three Bears • The Tiny Seed Eric Carle • A Squash and a squeeze Julia Donaldson • Olivers Fruit Salad- by Vivian French 	<ul style="list-style-type: none"> • The Three Little Pigs • We are Going on a Bear Hunt by Michael Rosen • The Train ride by June Crebin 	<ul style="list-style-type: none"> • Little Red Riding Hood • Girls can do Anything by Caryl Hart • Riley Can Be Anything by Davina Hamilton



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Understanding The World

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p>[Nursery and Reception: Differentiate as appropriate]</p> <p>Understanding the World</p>	<ul style="list-style-type: none"> • Seasons: weather and seasonal changes and clothes we wear • Their own immediate family and relations • Know what makes them unique • Special times and events for their family (birthdays, weddings, holidays, holy days etc.) • How they have changed over time (baby photos and videos) • Similarities between themselves and others: homes, cultures and traditions • Features of the local environment 	<ul style="list-style-type: none"> • Seasons: weather and seasonal changes and clothes we wear • Planting bulbs for Spring growth. • Looking at leaves – changing colours. • Hibernation of animals. • Similarities and differences to Autumn and Summer. • Similarities and differences between the moon and planet Earth • Night and day • What do astronauts need to stay alive in space • Nocturnal animals • Remembrance Day 	<ul style="list-style-type: none"> • Seasons: weather and seasonal changes and clothes we wear • Animals that live in a jungle. • Animals that live in a farm • Sorting farm and jungle animals. • Compare a Jungle country (Brazil) and Our Country • Find out what do farm or jungle animals eat and our sense of smell/ touch of animal foods, hay/straw/vegetables. • What do farm or jungle animals need to stay alive – compare to us as humans. • What can we do to save jungle animals that are in danger of extinction? • How can we help care for farm animals? • Plant seeds or bulbs for growth in Summer. • Understand the life cycle of a jungle or farm animal- simple 	<ul style="list-style-type: none"> • Seasons: weather and seasonal changes and clothes we wear • Use technology to record a puppet show • Plant and care seeds/beans that they can see grow. • Find out about the life cycle of a plant. • Make observational drawings of seeds and plants 	<ul style="list-style-type: none"> • Seasons: weather and seasonal changes and clothes we wear • The need to respect and care for our local environment • Draw a simple map • Read a simple map • Describe what they can see, hear and feel whilst on the local walk • Compare our local environment to a village in a rural location • Observe and draw animals and plants in their local environment (on local walks) • Make comparisons 	<ul style="list-style-type: none"> • Seasons: weather and seasonal changes and clothes we wear • Know that some places are special to members of the community: places of worship and religious leaders • Similarities and differences between life in this country and others: emergency services • Changing states of matter: melting and burning



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	<ul style="list-style-type: none">• What type of home do they live in.• Where in the world do they live• Where in the world are their family from.	<ul style="list-style-type: none">• Customs and routines at Christmas• Similarities and differences between cultures and traditions in relation to different celebrations: Christmas, Diwali• The sense of smell at Christmas – Pine trees, cinnamon, gingerbread...• Make(Bake) a Hansel and Gretel Gingerbread House	<ul style="list-style-type: none">• Name the names of baby farm or jungle animals.		between what things are like now and what they were like in the past: school, buses, cars, toys	
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Literacy: Communication and Language

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Nursery Literacy: Communication and Language	<p>Enjoy listening to longer stories and can remember much of what happens.</p> <ul style="list-style-type: none"> • Pay attention to more than one thing at a time, which can be difficult. • Use a wider range of vocabulary. • Understand a question or instruction that has two parts, such as "Get your coat and wait at the door". • Understand 'why' questions, like: "Why do you think the caterpillar got so fat?" • Sing a large repertoire of songs. • Know many rhymes, be able to talk about familiar books, and be able to tell a long story. • Develop their communication, but may continue to have problems with irregular tenses and plurals, such as 'runned' for 'ran', 'swimmed' for 'swam'. • Develop their pronunciation but may have problems saying: - some sounds: r, j, th, ch, and sh - multisyllabic words such as 'pterodactyl', 'planetarium' or 'hippopotamus' • Use longer sentences of four to six words. • 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. • Start a conversation with an adult or a friend and continue it for many turns. • Use talk to organise themselves and their play: "Let's go on a bus... you sit there... I'll be the driver." 					
Reception Literacy: Communication and Language	<ul style="list-style-type: none"> • Understand how to listen carefully and why listening is important. • Learn new vocabulary. • Use new vocabulary through the day. • Ask questions to find out more and to check they understand what has been said to them. • Articulate their ideas and thoughts in well-formed sentences. • Connect one idea or action to another using a range of connectives. • Describe events in some detail. • Use talk to help work out problems and organise thinking and activities, and to explain how things work and why they might happen. • Develop social phrases. • Engage in story times. • 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. • Use new vocabulary in different contexts. • Listen carefully to rhymes and songs, paying attention to how they sound. • Learn rhymes, poems and songs. 					



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| | <ul style="list-style-type: none">• Engage in non-fiction books.• Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary |
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Literacy: Reading and Writing

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Nursery Literacy: Reading and Writing	<ul style="list-style-type: none"> • Understand the five key concepts about print: <ul style="list-style-type: none"> - 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 - page sequencing • Engage in extended conversations about stories, learning new vocabulary. • Use some of their print and letter knowledge in their early writing. For example: writing a pretend shopping list that starts at the top of the page; writing 'm' for mummy • Write some or all of their name. • Write some letters accurately 					
Reception Literacy: Reading and Writing	<p><u>Word Reading</u></p> <ul style="list-style-type: none"> • Read individual letters by saying the sounds for them. • Blend sounds into words, so that they can read short words made up of known lettersound correspondences. • Read some letter groups that each represent one sound and say sounds for them. • Read a few common exception words matched to the school's phonic programme. • Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words. • 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. <p><u>Comprehension</u></p> <ul style="list-style-type: none"> • Re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment. • 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. <p><u>Writing</u></p> <ul style="list-style-type: none"> • Form lower-case and capital letters correctly. 					



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| | <ul style="list-style-type: none">• Spell words by identifying the sounds and then writing the sound with letter/s.• Write short sentences with words with known letter-sound correspondences using a capital letter and full stop.• Re-read what they have written to check that it makes sense.• 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. |
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Phonics

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Nursery Phonics	Aspect 1, 2, 3, and 6 through high quality picture books, action and nursery rhymes and a selection of activities to support these 4 aspects. Children will also begin to story time and concepts around print such as holding the book the right ways round, moving from left to right etc.		Aspect 4 and through high quality picture books, action and nursery rhymes and a selection of activities to support these. Children will also continue to use the skills of Aspect 1, 2, 3, and 6 in the wider environment, e.g. adding voice sounds, or instrumental sounds during story time, creating their pattern of three sounds and others copy etc.		Aspect 7 becomes main focus First tuning in – children learn to blend Then listening and remembering – segment/blend Children will also continue to use the skills of Aspect 4 and 5 in the wider environment.	
Reception Phonics [Following THEP Phonics Programme]	<ul style="list-style-type: none"> • Rhyme, alliteration • Hear and say initial sounds in words • Clap out syllables <p>Phase 2 Sounds: s,a,t,p, i,n,m, d,g,o, c,k, ck,e,u,r h,b f, ff, l, ll, ss</p> <p>Key words: the, is, to, no, go, of, into, I, her, has, put, as</p>	<ul style="list-style-type: none"> • Hear and say initial and last sounds in words • Clap out syllables <p>Phase 2 Revision</p> <p>Phase 3 (part 1) Sounds: j,v,w,x y,z zz,qu,ch sh,th ng, nk</p> <p>Key words: me, be, he, my, by, she, they, push</p> <p>Phase 3 (part 2) Sounds: ai,ee,igh oa,oo</p>	<p>Phase 3 (part 2) Sounds: ar, or ur, ow oi, ear air, ure er</p> <p>Key words: you, all, was, give, live, sure, full, pull</p>	<p>Phase 3 (part 2)</p> <p>Multi-syllable words Consolidation of Phase 2 & 3</p> <p>Phase 4 cvcc/ccvc</p> <p>Sounds: ft,mp,st,nt,lt nd,nch br,sw,fl,sp,tr bl,dr,gr,st,sn,fr,sl,cr</p> <p>Key words: what, there, have, some, so, were, little, one, come, here, said, like, do, when, out, love,</p>	<p>Phase 4 Multi-syllable words ccvcc words cccvcc words</p> <p>Key words: what, there, have, some, so, were, little, one, come, here, said, like, do, when, out, love, house, your, ago, school</p>	<p>Phase 2/3/4 revision</p> <p>Multi-syllable words ccvcc words cccvcc words Dictation focus Key word revision</p>



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		Key words: we, are		house, your, ago, school		
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Physical Development: Gross Motor Skills

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Nursery Physical Development: Gross Motor Skills	<ul style="list-style-type: none"> • Continue to develop their movement, balancing, riding (scooters, trikes and bikes) and ball skills • Go up steps and stairs, or climb up apparatus, using alternate feet. • Skip, hop, stand on one leg and hold a pose for a game like musical statues. • Use large-muscle movements to wave flags and streamers, paint and make marks. • Start taking part in some group activities which they make up for themselves, or in teams. • Increasingly able to use and remember sequences and patterns of movements which are related to music and rhythm. • 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. • Choose the right resources to carry out their own plan. For example, choosing a spade to enlarge a small hole they dug with a trowel. • Collaborate with others to manage large items, such as moving. 					
Reception Physical Development: Gross Motor Skills	<ul style="list-style-type: none"> • Revise and refine the fundamental movement skills they have already acquired: - rolling - walking - running - skipping - crawling - jumping - hopping - climbing • Progress towards a more fluent style of moving, with developing control and grace. 	<ul style="list-style-type: none"> • Dance/movement linked to <i>The Planets</i> by Gustav Holst • Move in different ways: crawl, slither etc. • Balance bikes • Balancing - on one foot and a challenging obstacle course (include jumping and landing) • Develop the overall body strength, co-ordination, balance and agility needed to engage successfully with 	<ul style="list-style-type: none"> • Develop the overall body strength, co-ordination, balance and agility needed to engage successfully with future physical education sessions and other physical disciplines including gymnastics. • Combine different movements with ease and fluency. • Sitting on a chair with good posture • Further develop the skills they need to manage the school day successfully: - lining up and queuing - mealtimes 	<ul style="list-style-type: none"> • Develop the overall body strength, co-ordination, balance and agility needed to engage successfully with future physical education sessions and other physical disciplines including gymnastics. • Combine different movements with ease and fluency. • Sitting on a chair with good posture 	<ul style="list-style-type: none"> • Develop the overall body strength, co-ordination, balance and agility needed to engage successfully with future physical education sessions and other physical disciplines including dance. • Combine different movements with ease and fluency. 	<ul style="list-style-type: none"> • Develop the overall body strength, co-ordination, balance and agility needed to engage successfully with future physical education sessions and other physical disciplines including dance. • Combine different movements with ease and fluency.



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	<ul style="list-style-type: none">• Develop the overall body strength, co-ordination, balance and agility needed to engage successfully with future physical education sessions and other physical disciplines including sport.• Further develop and refine a range of ball skills including: throwing, catching, kicking, passing, batting, and aiming.<ul style="list-style-type: none">• Develop confidence, competence, precision and accuracy when engaging in activities that involve a ball• Sitting on a chair with good posture	<p>future physical education sessions and other physical disciplines including sport.</p> <ul style="list-style-type: none">• Further develop and refine a range of ball skills including: throwing, catching, kicking, passing, batting, and aiming.<ul style="list-style-type: none">• Develop confidence, competence, precision and accuracy when engaging in activities that involve a ball.• Sitting on a chair with good posture		<ul style="list-style-type: none">• Further develop the skills they need to manage the school day successfully: - lining up and queuing - mealtimes	<ul style="list-style-type: none">• Sitting on a chair with good posture• Further develop the skills they need to manage the school day successfully: - lining up and queuing - mealtimes	<ul style="list-style-type: none">• Sitting on a chair with good posture• Further develop the skills they need to manage the school day successfully: - lining up and queuing - mealtimes
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Physical Development: Fine Motor Skills

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Nursery Physical Development: Fine Motor Skills	<ul style="list-style-type: none">• Use one-handed tools and equipment, for example, making snips in paper with scissors.• Use a comfortable grip with good control when holding pens and pencils.• Show a preference for a dominant hand.• Be increasingly independent as they get dressed and undressed, for example, putting coats on and doing up zips.					
Reception Physical Development: Fine Motor Skills	<ul style="list-style-type: none">• 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.• Confidently and safely use a range of small apparatus indoors and outside• Develop the foundations of a handwriting style which is fast, accurate and efficient.					



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Mathematics: Number / Shape, Space and Measures / Numerical Patterns

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Nursery Maths Number songs	<p>Number Songs</p> <ul style="list-style-type: none"> • Two little dicky birds sitting on a wall.. • when I was 1, I sucked my thumb before I went to see... • 5 in a bed • 1,2,3,4,5, once I caught a fish alive <p>Shape songs</p> <ul style="list-style-type: none"> • A Circle is like a ball... • A square is like a box... • A Triangle has 3 sides... • A rectangle has 4 sides... 	<p>Number Songs</p> <ul style="list-style-type: none"> • 5 aliens in a flying saucer • 5 little monkeys jumping on a bed. • 5,5,5,5,5,5,5, along came the dinosaur and gnawed off one of my fingers... 	<p>Number Songs</p> <ul style="list-style-type: none"> • 5 current buns • 5 little ducks • Here is the beehive • The goats came marching 1 by 1 • 3 blind mice 	<p>Number Songs</p> <ul style="list-style-type: none"> • 5 little speckled frogs • 7 steps... • 3 jelly fish... 	<p>Number songs</p> <ul style="list-style-type: none"> • I can Count want to see... • Johnny works with 1 hammer • 5 little fire ,in standing in a row 	<p>Number songs</p> <ul style="list-style-type: none"> •
Nursery Number	<p>Comparison</p> <ul style="list-style-type: none"> • Compares two small groups of up to five objects, saying when there are the same number of objects in each group, e.g. You've got two, I've got two. Same! Counting • May enjoy counting verbally as far as they can go • Points or touches (tags) each item, saying one number for each item, using the stable order of 1,2,3,4,5. • Uses some number names and number language within play, and may show fascination with large numbers • Begin to recognise numerals 0 to 10 <p>Cardinality</p> <ul style="list-style-type: none"> • Subitises one, two and three objects (without counting) • Counts up to five items, recognising that the last number said represents the total counted so far (cardinal principle) 					



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	<ul style="list-style-type: none">• Links numerals with amounts up to 5 and maybe beyond• Explores using a range of their own marks and signs to which they ascribe mathematical meanings <p>Composition</p> <ul style="list-style-type: none">• Through play and exploration, beginning to learn that numbers are made up (composed) of smaller numbers• Beginning to use understanding of number to solve practical problems in play and meaningful activities• Beginning to recognise that each counting number is one more than the one before• Separates a group of three or four objects in different ways, beginning to recognise that the total is still the same
<p>Nursery Shape , Space, Measures and Pattern</p>	<p>Spatial Awareness</p> <ul style="list-style-type: none">• Responds to and uses language of position and direction• Predicts, moves and rotates objects to fit the space or create the shape they would like <p>Shape</p> <ul style="list-style-type: none">• Chooses items based on their shape which are appropriate for the child's purpose• Responds to both informal language and common shape names• Shows awareness of shape similarities and differences between objects• Enjoys partitioning and combining shapes to make new shapes with 2D and 3D shapes• Attempts to create arches and enclosures when building, using trial and improvement to select block <p>Pattern</p> <ul style="list-style-type: none">• Creates their own spatial patterns showing some organisation or regularity• Explores and adds to simple linear patterns of two or three repeating items, e.g. stick, leaf (AB) or stick, leaf, stone (ABC)• Joins in with simple patterns in sounds, objects, games and stories dance and movement, predicting what comes next <p>Measures</p> <ul style="list-style-type: none">• In meaningful contexts, finds the longer or shorter, heavier or lighter and more/less full of two items• Recalls a sequence of events in everyday life and stories



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	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Reception Number Songs	<p>Number songs</p> <ul style="list-style-type: none"> • One two buckle my shoe.... • The Big number Song • Here is the beehive • 1 finger 1 thumb keep moving.. 	<p>Number songs</p> <ul style="list-style-type: none"> • 10 little snowmen • 10 fat sausages • Zoom zoom zoom we're going to the moon... • Count the little snowflakes 	<p>Number songs</p> <ul style="list-style-type: none"> • The animals went in 2 by 2 • 1 elephant went balancing step by step on a piece of string • One big balancing Hippo • 	<p>Number songs</p> <ul style="list-style-type: none"> • One potato , 2 potato.... • One man went to Mow.. • 		
Reception Maths: Number & Numerical Patterns	<ul style="list-style-type: none"> • Perceptual subitising within 3 • Cardinality (counting within 5) • Counting sequences (songs) • Counting within 5 using 1:1 correspondence (counting skills) in a range of contexts • Explore a range of strategies for accurate counting 	<ul style="list-style-type: none"> • Perceptual and conceptual subitising within 5 • Cardinality (counting beyond 5) • Counting sequences • Counting beyond using 1:1 correspondence (counting skills) in a range of contexts • Explore a range of strategies for accurate counting 	<ul style="list-style-type: none"> • Perceptual and conceptual subitising within 5 (including structured and random arrangements) • Explore patterns in numbers greater than 5 (incl. structures where 5 is a clear part) • One more & one less • Verbal counting to 20 and beyond • Explore a range of strategies for accurate counting • Use finger to represent quantities 	<ul style="list-style-type: none"> • Explore symmetrical number patterns • Doubles • Consolidate understanding of cardinality (larger numbers within 10) • Verbal counting to 20 and beyond • Order numbers to 20 • Become familiar with counting pattern beyond 20 • Explore composition of 	<ul style="list-style-type: none"> • Subitising arrangements (doubles & 1 more/less) • Identify and compare number patterns (subitising) • Subitise structured and unstructured patterns to 10 • Counting skills (count vs subitise) • Verbal counting to 20 and beyond 	<ul style="list-style-type: none"> • Subitising arrangements (doubles & 1 more/less) • Identify and compare number patterns (Subitising) • Subitise structured and unstructured patterns to 10 • Counting skills (count vs Subitise) • Verbal counting to 20 and beyond



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<ul style="list-style-type: none">• Verbal counting to 20 and beyond• Composition of number (all number can be made of 1's)• Create and compose patterns of number within 4• Understand that sets can be compared• Begin use mathematical language to compare (more than and fewer than)• 2D shape• Repeating patterns (copy & continue)• Length• Spatial reasoning	<ul style="list-style-type: none">• Verbal counting to 20 and beyond• Explore cardinality of 5 (linking to dice, fingers)• Begin matching numerals and link them to quantities they can subitise/ count• Explore concept of 'wholes' and 'parts'• Explore composition of numbers within 5• Compare sets (by subitising)• Match sets that are 'equal'• 3D shape• Repeating patterns (create)• Weight• Spatial reasoning	<ul style="list-style-type: none">• between 5-10 (cardinality)• Order numbers to 20 (cardinal and ordinal)• Composition of 5• Composition of 6• Begin to see that number within 10 can be made up of '5 and a bit'• Compare sets using language of comparison• Explore ways of making sets 'equal' and 'unequal'• Number formation• Capacity• Spatial reasoning• 2D shape• Money	<ul style="list-style-type: none">• odd and even numbers (shape of the amounts)• Link even numbers to doubles• Explore composition of numbers within 10• Compare numbers to 10 reasoning which is more/ less using its position in the number system• Number formation• 3D shape• Length• Repeating patterns• Spatial reasoning	<ul style="list-style-type: none">• Object counting to 20 and beyond• Composition of numbers to 10• Ordering numbers to 20• Addition facts to 10• Subtraction facts to 10• Number formation• 2D shape• Weight• Money• Odd and even numbers• Spatial reasoning	<ul style="list-style-type: none">• Object counting to 20 and beyond• Number problems involving addition• Number problems involving subtraction• Odd and even numbers• Spatial reasoning• 3D shapes• Capacity
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Reception Shape, Space, Pattern and measures	<p>Spatial Awareness</p> <ul style="list-style-type: none">• Uses spatial language, including following and giving directions, using relative terms and describing what they see from different viewpoints• Investigates turning and flipping objects in order to make shapes fit and create models; predicting and visualising how they will look (spatial reasoning)• May enjoy making simple maps of familiar and imaginative environments, with landmarks <p>Shape</p> <ul style="list-style-type: none">• Uses informal language and analogies, (e.g. heart-shaped and hand-shaped leaves), as well as mathematical terms to describe shapes• Enjoys composing and decomposing shapes, learning which shapes combine to make other shapes• Uses own ideas to make models of increasing complexity, selecting blocks needed, solving problems and visualising what they will build <p>Pattern</p> <ul style="list-style-type: none">• Spots patterns in the environment, beginning to identify the pattern “rule”• Chooses familiar objects to create and recreate repeating patterns beyond AB patterns and begins to identify the unit of repeat <p>Measures</p> <ul style="list-style-type: none">• Enjoys tackling problems involving prediction and discussion of comparisons of length, weight or capacity, paying attention to fairness and accuracy• Becomes familiar with measuring tools in everyday experiences and play• Is increasingly able to order and sequence events using everyday language related to time• Beginning to experience measuring time with timers and calendars
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Expressive Art and Design

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Nursery Expressive Art And Design	<p>Teach Key Songs sometimes with instruments.</p> <ul style="list-style-type: none"> • Miss Polly had Dolly who was sick sick sick.. • Heads shoulders knees and toes.. • Wind the bobbin Up... • Sally where are you going? • Skidamarink a dink.. • Favourite song and music that we listen to at home • Here are grandma's glasses and her are grand mas hat..... <p>Activities</p> <ul style="list-style-type: none"> • Draw/paint their own home • Junk model their own home • Celebrate our differences by 	<p>Teach Key Songs sometimes with instruments.</p> <ul style="list-style-type: none"> • Here we go round the Mulberry Bush • All the leaves are falling down, falling down, falling down • Dingle Dangle scraecrow – (dance too) • Scarecrow scarecrow turn around... • Incey Wincey Spider • I'm a little hedgehog brown and small ... <p>Activities</p> <ul style="list-style-type: none"> • Leaf printing • Leaf rubbing • Fruit printing • Coffee filter leaf sun catchers 	<p>Teach Key Songs sometimes with instruments.</p> <ul style="list-style-type: none"> • The farmer in the den • Old Mac Donald • Baa baa Black sheep And include cluck cluc red hen and moo moo brown cow • Baa baa pink sheep.. • Little Bo peep <p>Activities</p> <ul style="list-style-type: none"> • Create an animal mask • Paint your favourite animal • Collage an animal • Paper mache a favourite animal • Make a hand print animal • Sticky shape 2D animals • Lino tile an animal 	<p>Teach Key Songs sometimes with instruments.</p> <ul style="list-style-type: none"> • It's raining it's pouring.. • Mary had a little lamb • Lady bird, lady bird • Fuzzy wuzzy caterpillar <p>Activities</p> <ul style="list-style-type: none"> • Create some cress head potato men • Create a fluffy pom pom chicks with wool and circles • Make some tissue spring flowers • Butterfly printing • Egg shape marble printing • Still life daffodil flowers • Make an Easter card 	<p>Teach Key Songs sometimes with instruments.</p> <ul style="list-style-type: none"> • Row row row the boat • Take you driving in my car • Down in the station early in the morning • I can sing a rainbow.. • Oranges and lemons • London Bridge is falling down • A sailor went to sea sea sea.. 	<p>Teach Key Songs sometimes with instruments.</p>



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	wearing a traditional costume from home.	with water colour paints. <ul style="list-style-type: none"> • Mix autumnal colours with paint. • Make a bird feeder • Make Christmas card • Make a Christmas place mat • Cut out snowflakes. • Make a Christmas decoration. • Create a Christmas star from twigs for outside • Christmas sponge print paintings 				
Reception Expressive Art & Design	Teach Key Songs sometimes with instruments. <ul style="list-style-type: none"> • 'When Goldilocks Went 	Teach Key Songs sometimes with instruments. <ul style="list-style-type: none"> • The planets spin around the sun , around the sun, around the sun... 	Teach Key Songs sometimes with instruments. <ul style="list-style-type: none"> • Down in the Jungle • Walking in the jungle 	Teach Key Songs sometimes with instruments. Revise nursery and character songs to support a puppet character- ie	Teach Key Songs sometimes with instruments. <ul style="list-style-type: none"> • If I were a mini beast • Can I help You? 	Teach Key Songs sometimes with instruments.



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	<p>to the House of the Bears'</p> <ul style="list-style-type: none"> • 'I'm Gonna Build a House' <p>Activities</p> <ul style="list-style-type: none"> • Draw or paint a local building such as the Church/ a shop from the walk around local environment. • Create a lino tile of a local building from walk using polystyrene. • Junk model buildings around the school to create a 3D display. • Listen and dance to music from the different children's cultures. • Celebrate our differences by wearing a traditional 	<ul style="list-style-type: none"> • It's a blast poem "Put on your spacesuit. Were going to the moon." <p>Activities</p> <ul style="list-style-type: none"> • Create an astronaut's helmet (link to The Way Back Home) • Marble ink a night sky. • Make Christmas card for home • Advent calendar • Create Christmas wrapping paper • Exploring different instruments and explore pitch and rhythm (rocket sounds, alien sounds etc.) • Tracing projected images • Strings of popcorn for outside trees. • Create some natural tree decorations. 	<p>Activities</p> <ul style="list-style-type: none"> • Create a kitchen roll jungle animal • Create a junk model animal • Create the patterns of animals camouflage using sponges and paints • Grow your own carrot top jungle and place small world jungle animals in it. • A jungle animal mask. • Model a jungle animal with clay. Create a pair of binnoculard with junk. 	<p>Humpty Dumpty, Pirate, speckled frog, duck...</p> <p>Activities</p> <ul style="list-style-type: none"> • Making puppets using paper, lollipop sticks, wooden spoons etc. • Make a string puppet • Make simple instruments: shakers, elastic bands etc. 	<ul style="list-style-type: none"> • See Marjorie Daw • If you are happy and you know it swing up high ... feed the ducks... eat ice cream.. • Twinkle twinkle traffic lights <p>Activities</p> <ul style="list-style-type: none"> • Create a shoe box of their park of choice • Create a large scale map of the route to the park from school and what they see. • Flower printing. • Bark Rubbing • Observational drawing • Collage picture using items collected at the park 	
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	costume form home.	<ul style="list-style-type: none">• Create a Christmas wreath with twigs and greenery and hang baubles.				
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