



*'The goal of early childhood education should be to
activate the child's own natural desire to learn'
Maria Montessori.*

St Mary's Catholic Primary School

EYFS: Reception

Curriculum overview 2026-27

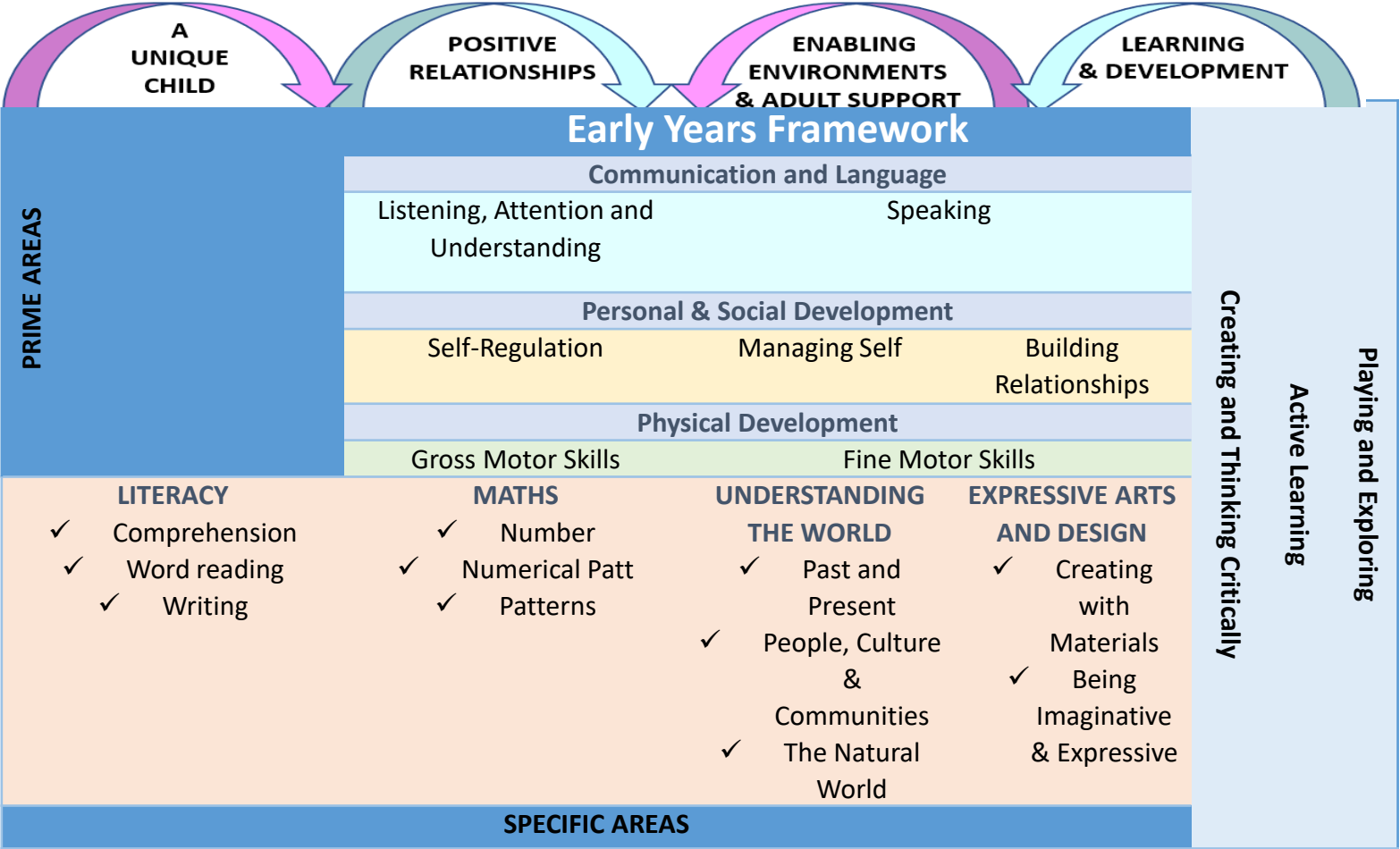


Bishop Chadwick
Catholic Education Trust

Together we FLOURISH



We understand and appreciate the importance of the outdoor environment for our children. It is a continuation of our indoor provision and it will be used at every opportunity. At St Mary’s, we provide our children with opportunities to develop their gross motor skills, to deepen their imaginations and their sense of curiosity. We want the children to feel safe and secure at all times and ensure that our safeguarding procedures are rigorous and kept up to date. Communication is important to us and we greatly value the relationship that we develop with parents throughout this vital year.”



“Children will have an abundance of opportunities to learn through play. We will ensure that learning will be fun, engaging and we will challenge and support all children wherever their starting point. As an EYFS team and effective role models, we will provide high quality interactions to develop and deepen the children’s learning opportunities. We will deliver our curriculum through a balance of adult led and child-initiated activities based on the ‘EYFS Framework 2026’ & children’s interests.” St. Mary’s EYFS Team.



	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
General Themes	My home and community	Cultures and traditions	Habitats	Life cycles	Traditional tales	Fun at the seaside.
  Over Arching Principles	Characteristics of Effective Learning Playing and exploring: - Children investigate and experience things, and ‘have a go’. Children who actively participate in their own play develop a larger store of information and experiences to draw on which positively supports their learning. Active learning: - children concentrate and keep on trying if they encounter difficulties, and enjoy their achievements. For children to develop into self-regulating, lifelong learners they are required to take ownership, accept challenges and learn persistence. Creating and thinking critically: - Children have and develop their own ideas, make links between ideas, and develop strategies for doing things. They think flexibly and rationally, drawing on previous experiences which help them to solve problems and reach conclusions.					
	<u>Overarching principle</u> • Every child is a unique child, who is constantly learning and can be resilient, capable, confident, and self-assured. • Children learn to be strong and independent through positive relationships. • Children learn and develop well in enabling environments with teaching and support from adults, who respond to their individual interests and needs and help them to build their learning over time. Children benefit from a strong partnership between practitioners and parents and/or carers. • Importance of learning and development. Children develop and learn at different rates. The framework covers the education and care of all children, including children with special educational needs and disabilities (SEND). <i>PLAY: At St Mary’s School, we understand that children learn best when they are absorbed, interested and active. We understand that active learning involves er children, adults, objects, ideas, stimuli and events that aim to engage and involve children for sustained periods.</i> <u>We will ensure that all children learn and develop well and are kept healthy and safe at ALL times.</u>					



General Themes	<u>At St. Mary's we are:</u> <u>READY</u> We are <i>READY</i> to learn - - We arrive at school on time. - We have the correct uniform and PE kit. - We have our equipment ready. - We show that we are listening and we are ready to try our very best.	<u>RESPECTFUL</u> We are <i>RESPECTFUL</i> - - We listen when others speak- one voice. - We respect the property of our friends and the school. - We respect that other people have different ideas, beliefs and backgrounds to our own. - We respect our teachers, friends and community. - We respect the law and the rules of school and society.	<u>SAFE</u> We are <i>SAFE</i> - - We move around school in a safe manner. - We have kind hands - We follow instructions to keep ourselves safe. - We use equipment safely. - We stay safe online and make safe choices in our community.
Core Principles at St. Mary's	Our mission: FLOURISH Everything we do at St Mary's is rooted in our mission to help every child flourish through faith, love and learning. We encourage our children to develop academically, spiritually and personally by living out our values every day. Flourish means: Faith: We grow in our relationship with God through prayer, worship and service. Love: We treat everyone with kindness, compassion and respect. Opportunities: We embrace every opportunity to learn, discover and achieve. Unity: We work together as one school family where everyone belongs. Resilience: We persevere through challenges and never give up. Inspire: We encourage one another to be our best. Stewardship: We care for God's world, our school and one another. Hope: We look to the future with confidence, courage and faith.		



	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
New RED curriculum topics	Creation and covenant.	Prophecy and promise.	Galilee to Jerusalem.	Desert to Garden.	To the Ends of the Earth.	Dialogue and Encounter.
Whole school PD / RSE	Our class / behavior expectations. Personal hygiene. Friendships. Worries. Commando Jo week. Saying sorry. Black History Month.	Firework safety. Tolerance. My family. Friendships. Healthy lifestyle. People who help us. World mental health week. Managing money.	Module 1 unit 1. Module 2 unit 1. Module 2 unit 2. Module 2 unit 3. Module 2 unit 4 part 1. Module 2 unit 4 part 2.	Module 2 unit 4 part 3. Module 2 unit 4 part 4. Bereavement. Making good choices. Aspirations. Commando Jo's week.	Democracy. Rule of law. Tolerance and difference. Mutual respect. Individual Liberty.	Module 3 unit 1. Aspirations. Module 3 unit 1 part 2. Module 3 unit 2 part 1. Healthy lifestyles. Water Safety. Sun safety.
British values Taught through group activities and discussions	Mutual respect We are all unique. We respect and celebrate differences between people, their beliefs and other cultures in our country and around the world.	Mutual Tolerance Everyone is valued, all cultures are celebrated. We all share and respect the opinions of others. We have mutual tolerance of different faiths and beliefs.	Rule of law We have school rules. We know who about keeping safe. We know right from wrong. We are accountable for our actions. We learn about teamwork.	Individual liberty We all have the right to have our own views. We are all respected as individuals. We feel safe to have a go at new activities. We understand and celebrate the fact that everyone is different.	Democracy We all have the right to be listened to. We have the opportunity to play with who we want to play with. We listen with intrigue and respect and value the opinions and ideas of others.	Recap all British Values Fundamental British Values underpin what it is to be a citizen in a modern and diverse Great Britain. Fundamental British Values are not exclusive to being British and are shared by other democratic countries.



PSED, Enrichment opportunities and Parental Involvement

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
General Themes	All About me	Celebrations	Amazing Animals	Growth	Transport and space	Holidays
Personal, social and emotional development	Children will be supported to manage their emotions, develop a positive sense of self, set themselves simple goals, have confidence in their own abilities, to persist and wait for what they want and direct attention as necessary. Through adult modelling and guidance, they will learn how to look after their bodies, including healthy eating, and manage personal needs independently. They will learn the importance of oral hygiene. Through supported interaction with other children they learn how to make good friendships, co-operate and resolve conflicts peaceably. These attributes will provide a secure platform from which children can achieve at school and in later life.					
Enrichment opportunities	Family photographs. Meeting Year 6 buddies. Settling into school environment – exploring all areas including St. Mary's church. Black History month.	Diwali celebrations. Remembrance day. Children in Need. Anti bullying week. Advent. Christmas jumper day. Christmas party/ lunch. Nativity play. Gibside visit.	Chinese New Year. Children's mental health week. Emma's exotic animals visit. Hatching baby chicks.	Easter time / Egg Hunt. Mother's Day. World Book day. Shrove Tuesday/ Lent. Ash Wednesday. Visit to Butterfly world / Preston park.	MADD STEM week. Library visit to discuss Traditional tales. Aspirations day.	Visit to the beach. Pirate Day. Maryfest. Father's day. End of year celebrations.
Parental Involvement	Settling in routines. Autumn Newsletter. Autumn food bank. Kindness café. SEND coffee morning.	Harvest /food bank. Nativity play. Phonics sessions. Kindness café. SEND coffee morning. Christmas mass.	Stay and Read morning. Spring Newsletter. Kindness café. SEND coffee morning.	Parent's meetings to share progress. Kindness café. SEND coffee morning. Easter mass.	Maths café Morning. Summer Newsletter. Kindness café. SEND coffee morning.	Yearly report. Sports day. Kindness café. SEND coffee morning.

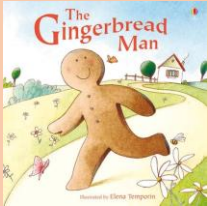
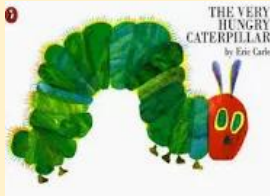
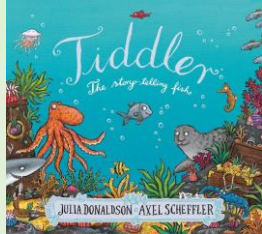
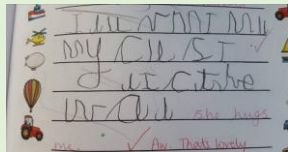


EYFS Curriculum overview

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Nursery 1	My senses	Changing seasons	Dinosaurs / The farm	The natural world	People who help us	Underwater world
Nursery 2	All about me	Celebrations	Amazing Animals	Growth	Transport / space	Holidays
Reception	My home and community	Cultures and traditions	Habitats (Hot and cold climates)	Life cycles	Traditional tales	Fun at the seaside.



EYFS Curriculum overview

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Reception: High Quality texts	Peace at last. The colour monster. Goldilocks and the three bears. So Much! 	The story of Rama and Sita. The gingerbread man. The Jolly Christmas postman. The Christmas story. 	Polar bear, polar bear. The Gruffalo's child. The great race. 	The very hungry caterpillar. Jasper's beanstalk. Non-fiction life cycles. The Proudest Blue. 	Jack and the Beanstalk. The little red hen. The three little pigs. Little Red Reding Hood. 	Billy's bucket. Tiddler. Rosie's hat. Pirate Pete. 
Communication and language	Baseline assessments. Developing listening skills through daily story time. Modelling language / conversation. Answering questions. Talking about myself /my emotions. Using language to compare. Begin to use story telling language.	Learning and using new vocabulary. Retell stories through talk and role play, using story language. Join in with repeated refrains. Learn rhymes, poems and songs. Following simple instructions. Talk about the beginning, middle and end of a story.	Asking how and why questions to find out more and check understanding. Listen to and talk about stories, answering questions and noticing details. Use clues from a text to decipher detail. Describe what I see.	Connect ideas or actions using a range of connectives. Engage with non-fiction books. Learn and use new vocabulary e.g. non-fiction and story language. Sustain focus when listening. Make predictions.	Describe events in detail. Retell stories using repetition and own words. Listen carefully to stories and the rhymes in poems / songs. Articulate ideas in well formed sentences. Use time connectives.	Uses talk to work out problems, organize and explain. Develop social phrases. Use descriptive language. Follow instructions with 2/3 steps. Use story telling language in their own stories.
Phonics	Unit 1: a, i, m, s,t. Unit 2: n, o, p. Unit 3: b, c, g, h.	Unit 4: d, e, f, h. Unit 5: k, l, r, u. Unit 6: j, w, z. Unit 7: x, y, ff, ll, ss, zz.	Unit 8: vcc, cvcc. Unit 9:ccvc.	Unit 10: ccvcc, cvccc, cccvc. Unit 11: sh, th, ck, wh, ng, qu.	Bridging lessons: C, k, ck, ch, tch, w, wh Skill consolidation: Segmenting, blending and phoneme manipulation.	Skill consolidation: Segmenting, blending and phoneme manipulation. Introduce unit 1: Extended code.
Developing mark making and writing	Developing pencil control and grip. Giving meaning to marks. Name writing. Formation of known letter shapes. 	Story sequencing / maps. Writing a cvc words / filling in sounds. Labelling. Writing Christmas cards. Write simple dictated sentence. 	Using known sounds to write words in a known sentence structure / answer a question. Changing a character in a story. Story maps. 	Regular simple dictation. Story writing / sequencing. Writing instructions. Invitation writing. 	Simple story writing. Writing simple recounts. Writing captions, tickets and maps. Sentence writing. 	Story maps / story construction. Writing a description. Lists and instructions. Treasure map. 



EYFS Curriculum overview

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
General Themes	My home and community	Cultures and traditions	Habitats	Lifecycles	Traditional tales	Fun at the Seaside
Physical development 	Revise and refine a range of movements eg. Run, hop, skip, climb and jump. Develop fine-motor strength / pencil grip. Parachute and Lycra games. Drawing lines and circles. Beginning to make controlled letter shapes.	Ball skills – throwing and catching. Climbing and jumping techniques. Develop body strength, balance and agility. Pushing, pulling and developing co-ordination with wheeled toys. Handwriting practise to develop stamina and control. Developing representation skills.	Ball skills- pushing, throwing, kicking, catching, dribbling and aiming. Moving with increasing confidence and control in a range of ways. Develop fine motor strength using malleable materials, tools and fastenings. Develop pincer grip through fine motor play. Continue to develop letter formation and control.	Bike ability sessions. Progress to a more fluid style of movement. Focus on developing a comfortable writing grip where most letters demonstrate the correct formation.	Obstacle activities developing speed and precision. Large building and construction with skill and reason. Moving to sound and music. Comfortable writing grip forming recognizable letters with regular formation and size.	Team games and races. Sports day events. Building sandcastles and forts. Develop overall body strength. Moving to a pattern of movements alongside music. Comfortable writing grip forming recognizable letters with regular formation and size.
Maths 	Counting rhymes / songs. Counting up to 10 objects. Recognising numbers, recording values, ordering and subitising with 1, 2, 3. Ordering 1, 2 and 3. I more / I less than 1,2, 3. Copy and extend 2 / 3 colour patterns. Recognising and naming 2D shapes.	Recording values, ordering, recognising numbers and subitising to 6. I more / I less than numbers to 6. Addition / subtraction with numbers to 6. Estimate, order and compare. Months of the year. Days of the week, Sequencing daily events.	Represent, explore and count with numbers to 10. Addition within 10. Subtraction within 10. Counting on and back. Greater and less than < >. Recognising / ordering numbers to 10. Number bonds to 10.	Halving and doubling. Sharing into equal groups. Recognising and ordering numbers to 20. Addition within 20. Subtraction within 20. Number patterns – 100 square to investigate patterns. Counting beyond 20.	Recognising and ordering numbers to 20 – extend number bonds to 20 and recap number bonds to 10. Describe and sort 2/3D shapes. Shape patterns. Measuring, estimating, comparing and ordering volume and length.	Recognise and extend patterns. One more and one less using known number knowledge. Grouping and sharing. Doubling and halving. Estimating and counting. Counting forwards and backwards to 20. Even and odd numbers.



EYFS: Curriculum overview

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
General Themes	My home and community	Cultures and traditions	Habitats	Lifecycles	Traditional tales	Fun at the Seaside
Understanding the world 	Observe and talk about my own personal growth. My family / other families in the community - link to Black History Month Explore my new school environment - St. Mary's. Where do we work and pray? Beginning to show care for the outdoor area. My home / animal homes.	Compare homes here/India. What did our homes look like in the past? How has everyday life changed? Christmas now / then - traditions eg. Wreaths / gingerbread men. Observe seasonal changes. Share stories from other cultures eg. Diwali. Look at other countries on globes and maps / make comparisons.	Discuss hot and cold climates. Compare habitats and animal adaptations. Where do penguins live? Look at the culture of the Inuit people. How has life changed for them? Compare igloo, caves, modern homes. Look at the way story telling has evolved over time. Placing story events in chronological order. Chinese New Year traditions.	Explore the life cycle of a butterfly, frog and plant. Sequencing events using time connectives. Compare key job roles in the community. Plant seeds and observe, look after and care for growing plants.	Making bread like the little Red Hen. Look at how communities and transport has changed over time. Compare cultural stories eg. Handa's walk and Claire's walk. Compare the different features of the natural world in stories and Films.	Look at pictures of seaside destinations eg South Shields including shops, clothing etc. now and in the past. Compare swimwear and activities at the seaside now / then. Beaches around the world. Pirate stories. Investigate sea creatures from around the world. How can we look after sea life. Plastic dangers in the ocean.
Expressive arts 	Painting self/ family portraits. Colour mixing. Emotions monsters. Building, drawing and collaging homes. Developing storylines in their play – link to key texts. Sharing our talents. Discussing feelings of characters.	Making diva lanterns and rangoli patterns with clay / chalk. Making stick men outdoors. Making gingerbread men. Christmas crafts – cards, baubles and wreaths. Moving to music from other cultures eg. Diwali. Performing songs, rhymes, stories and a Nativity play for Christmas.	Design and paint igloos. Design snowflakes. Paint and collage animals / habitats for display. Chinese writing and lanterns. Listen to the music from The Snowman. Discuss the beat and tempo and move in response. Act out story events. Dancing to Chinese music.	Symmetrical butterfly painting. Making fruit salad and repeating pattern kebabs. Observational drawings of plants and flowers. Van Gogh's Sunflowers – mixed media. Zarah Hussain (geometric patterns and shapes.) Spontaneous movement like different animals. Use puppet theatre to retell stories.	Use clay to make a model harp. Make junk model homes with different media. Move to harp music spontaneously. Dress up as characters from traditional tales to role play events.	Experiment with light and dark adding white and black to paint. Paper plate jellyfish and porthole crafts. Sand art. Treasure maps. Water colour under the sea painting. Making own musical instruments and music. Dancing to pirate music. Learning sea shanties.

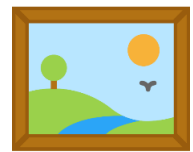


Transitioning to Reception expectations



Early Learning Goals – for the **end of the year**



Communication and Language	Personal, social, emotional development	Physical Development	Literacy	Maths	Understanding the World	Expressive arts and design
ELG: Listening - Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions. - Make comments about what they have heard and ask questions to clarify their understanding. - Hold conversation when engaged in back-and-forth exchanges with their teacher and peers. Speaking - Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary. - Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate. - Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher. 	ELG: Self-regulation - Show an understanding of their own feelings and those of others and begin to regulate their behaviour accordingly. - Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate. - Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions. ELG: Managing Self - Be confident to try new activities and show independence, resilience and perseverance in the face of challenge. - Explain the reasons for rules, know right from wrong and try to behave accordingly. - Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices. ELG: Building Relationships - Work and play cooperatively and take turns with others. - Form positive attachments to adults and friendships with peers. - Show sensitivity to their own and to others' needs.	ELG: Gross Motor Skills - Negotiate space and obstacles safely, with consideration for themselves and others. - Demonstrate strength, balance and coordination when playing. - Move energetically, such as running, jumping, dancing, hopping, skipping and climbing. ELG: Fine Motor Skills - Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases. - Use a range of small tools, including scissors, paint brushes and cutlery. - Begin to show accuracy and care when drawing. 	ELG: Comprehension - 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. ELG: Word Reading - 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. ELG: Writing - 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. 	ELG: Number - Have a deep understanding of numbers to 10, including the composition of each number. - Subitise (recognise quantities without counting) up to 5. - Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts. ELG: Numerical Patterns - Verbally count beyond 20, recognising the pattern of the counting system. - Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity. - Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally. 	ELG: Past and Present - Talk about the lives of the people around them and their roles in society. - Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class. - Understand the past through settings, characters and events encountered in books read in class and storytelling. ELG: People, Culture and Communities - Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps. - Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class. - Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and – when appropriate – maps. ELG: The Natural World - Explore the natural world around them, making observations and drawing pictures of animals and plants. - Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class. - Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.	ELG: Creating with Materials - Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. - Share their creations, explaining the process they have used. - Make use of props and materials when role playing characters in narratives and stories. ELG: Being Imaginative and Expressive - Sing a range of well-known nursery rhymes and songs. - Invent, adapt and recount narratives and stories with peers and their teacher. - Perform songs, rhymes, poems and stories with others, and – when appropriate – try to move in time with music. 

It is important for parents and early years settings to have a strong and respectful partnership. This sets the scene for children to thrive in the early years.