



St Anne's RC Primary School  
 Early Years Foundation Stage  
 Nursery Curriculum Overview  
 2023-2024

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Themes	All About Me	Farm	Transport	Pirates and under the sea	In the garden	once upon a time...
Characteristics of effective Learning	<p style="text-align: center;"><b>Characteristics of Effective Learning</b></p> <p><b>Playing and exploring:</b> - 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.</p> <p><b>Active learning:</b> - Children concentrate and keep on trying if they encounter difficulties. They are proud of their own achievements. For children to develop into self-regulating, lifelong learners they are required to take ownership, accept challenges and learn persistence.</p> <p><b>Creating and thinking critically:</b> - Children develop their own ideas and make links between these 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.</p>					
Overarching Principles	<p><b>Unique Child:</b> Every child is a unique child, who is constantly learning and can be resilient, capable, confident and self-assured. Positive Relationships: Children learn to be strong and independent through positive relationships.</p> <p><b>Enabling environments:</b> 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.</p> <p><b>Learning and Development:</b> Children develop and learn at different rates. The framework covers the education and care of all children in early years provision, including children with special educational needs and disabilities (SEND)</p> <p><b>PLAY:</b> At St Anne's, we understand that children learn best when they are absorbed, interested and active. We understand that active learning involves other children, adults, objects, ideas, stimuli and events that aim to engage and involve children for sustained periods. We believe that Early Years education should be as practical as possible and therefore, we are proud that our EYFS setting has an underlying ethos of '<i>Learning</i></p>					

	<p><i>through play. Play is essential for children's development across all areas. Play builds on children's confidence as they learn to explore, to relate to others around them and develop relationships, set their own goals and solve problems. Children learn by leading their own play and by taking part in play which is guided by adults.</i> We will ensure that all children learn and develop well and are kept healthy and safe at ALL times.</p>
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Themes	Unique child		Positive Relationships		Enabling Environments	
		<ul style="list-style-type: none"> <li>• Display children's names</li> <li>• Celebrate birthdays</li> </ul>		<ul style="list-style-type: none"> <li>• 'Learning journeys'</li> <li>• Key groups</li> <li>• Children's ideas, activities, interests</li> </ul>		<ul style="list-style-type: none"> <li>• Indoor and outdoor resource enhancements</li> <li>• 'plan-do-review'</li> <li>• Support and scaffold children learning</li> </ul>
Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic	All About Me (History/past present)	Farm (Geography/people cultures communities - our local area)	Transport (DT/ expressive arts and design)	pirates and under the sea (Geography/ people cultures communities)	In the garden (Science/ natural world)	Once upon a time... (DT/ expressive arts and design)
Hook	sharing photos of family	Farm visit to school	emergency service vehicles	fancy dress day	class butterflies	large beanstalk in the classroom- children plant their own beans
Parental engagement	Transition - parents invited in to find child's coat peg symbol	Parents evening Parent motor skill workshop- Phase 1 Learning Journey viewing session	Parents invited to listen to a story time read by the teacher  Stay and play	motor skills workshop  stay and play and learning journey session	Parent gardening day - planting and harvesting with their children  phonic workshop	End of year assembly  Sports Day Parent Consultation - reports and Learning Journeys

<b>cultural capital</b>	Occupation focus: Dentist  dentist visit	Occupation focus: Vet  poppy day Bonfire night (British celebration) Diwali (Hindu) Christmas (Christian)	Occupation focus: Chef, farmer, Police  Chinese new year  now press play: Jack and the beanstalk	Occupation focus: fire fighter  Lent, Easter (Cristian)  Passover (Jewish)	occupation focus: green grocer, farmer (fruit and veg focus)  Eid (Islamic)	occupation focus: doctor  Eid (Islamic)  now press play: under the sea
<b>Book</b>	Be Who You Are - <b>Todd Parr</b>  Happy to be me- <b>Emma Todd</b>  how to say hello/love makes a family- <b>Sophie Beer</b>  Pete the cat I love my white shoes- <b>James Dean</b>	Have You Got My Purr? - <b>Judy West</b>  Tap the magic tree - <b>Christie Matheson</b>  I love my animals- <b>Flora McDonnell</b>	duck in the truck- <b>Jez Alborough</b>  Last stop on market street  Big blue train- <b>Julia Jarman</b>	Barry the Fish with Fingers - <b>Sue Hendra</b>  Pirate Pete - <b>Nick Sharratt</b>  Pete Cat and the Treasure Map - <b>James Dean</b>  tickly Octopus- <b>Ruth Galloway</b>	The Very Hungry Caterpillar - <b>Eric Carle</b>  Walter's Wonderful Web - <b>Tim Hopgood</b>  Snail Trail - <b>Ruth Brown</b>  Bella Loves Bugs- <b>Jess French</b>	Jack and the beanstalk - <b>mara Alperin</b>  Goldilocks and the three bears  the dragon who didn't like fire <b>Gemma Merino</b>
<b>Author of the Term</b>	Eric Hill  Focus: Where, who, what	David McKee  Focus: Colours and PSHE links	Julia Donaldson  Focus: Rhyme and alliteration	Lynley Dodd  Focus: Rhyming	Jez Alborough  Prediction, what happened	diversity and inclusion focus  exploring cultural diversity, family set ups, disabilities and BAME character focus

This Learning Challenge overview provides you with an insight into the children's learning experiences throughout their Nursery year. The learning opportunities will also continue to be enhanced over the year as children build upon their own unique experiences and share their ideas with their friends, as is the ethos of EYFS. Through the continuous provision, children are given lots of opportunities for child-initiated investigation and play. This enhances learning through rich, stimulating activities and opportunities to develop greater understanding. This approach, we believe, helps them to become more independent through the characteristics of effective learning:

**Playing and exploring - Active learning - Creative and thinking critically**

RE	come and see	Myself (Domestic church - family) Welcome (Baptism - belonging) Birthday (Advent - Christmas - loving) Other faiths		Celebrating (Local church - community) Gathering (Eucharist - relating) Growing (Lent/ Easter - giving) Other faiths		Good news (Pentecost - serving) Friends (Reconciliation - inter relating) Our world (Universal church - world) Other faiths	
PSED	Focus	Keeping safe	Living in the wider world	mental and emotional health	no outsiders- equality act 2010  -momma, mamma and me  -red rockets and rainbow jelly	ten ten- RSE	healthy lifestyles
	think equal/ten:ten/no outsiders	the colour monster- emotions  me myself and I- positive sense of self ( <b>think equal w1</b> )  is there anyone like me ( <b>think equal w2</b> )	To understand that all families are different <b>The family Book by Todd Parr (no outsiders)</b>  Amazing Daisy ( <b>think equal w3</b> )  lots of jobs designed to help us and people who keep us safe (medical professionals) <b>people who help us? (ten:ten)</b>	how we feel? name 3 emotions ( <b>think equal w6</b> )  wally the wave big feelings ( <b>think equal w7</b> )  i have a plan demonstrate compassion ( <b>think equal w9</b> )	Song: I love my body <a href="https://www.youtube.com/watch?v=ipBVRGpats">https://www.youtube.com/watch?v=ipBVRGpats</a>  To celebrate my family <b>Mommy, Mamma and Me by Leslea Newman and Carol Thompson (no outsiders)</b>  To understand that it's OK to like different things	<b>You've got a friend in me</b> To learn how their behaviour affects other people and that there is appropriate and inappropriate behaviour ( <b>ten:ten</b> )  <b>Forever Friends</b> To recognise when they have been unkind to others and say sorry. ( <b>ten:ten</b> )  <b>Safe Inside and Out</b>	the tale of the baby beetroot- kind behaviour ( <b>think equal w11</b> )  Lara the yellow ladybird- strong sense of identity ( <b>think equal w12</b> )  my voice- self esteem ( <b>think equal w13</b> )

					<p>Red Rockets and Rainbow Jelly by Sue Heap and Nick Sharratt <b>(no outsiders)</b></p> <p>The wall- similarities and differences <b>(think equal w10)</b></p>	<p>To learn about safe and unsafe situations indoors and outdoors, including online. <b>(ten:ten)</b></p> <p><b>My body, My rules</b> To learn about the idea of bodily privacy (including the NSPCC PANTS message that 'privates are privates') and the importance of talking to their 'special people' if anything troubles them. <b>(ten:ten)</b></p> <p><b>Me, You, Us</b> To learn that they belong to various communities, such as home, school, parish, the wider local area, nation and the global community <b>(ten:ten)</b></p>	
	self regulation	Children will separate from main carer to come into nursery- individual transition to support children	Children will know what adults can help them in nursery- asking for help to zip up coats, build a train track, access climbing equipment safely.	Children will become confident with visitors in nursery- school nurse, dentist	Children will show confidence walking around our local area (Crescent road)	Children will show confidence in visiting the local library	Children will show confidence in visiting St Anne's church.
	managing self	Children will know the class rules: - Looking eyes - Listening ears	Children will know how to look after resources using the rhyme 'Choose it, use it, put it away'.  Children will know to drink water to be healthy.	Children will know examples of healthy food- exploring fruit and vegetables including beans, tomatoes and tortilla wraps  reading olivers vegetables	Children will know to exercise to be healthy- talking about daily snack choices and warming up their bodies before dance sessions	Children will know how to calm themselves by stopping and taking deep breaths.  Children will know to brush their teeth to be healthy.	Children will know how to independently use the toilet.

		- Hands in lap  Children will know to wash and dry their hands before eating and after using the toilet.					
	building relationships	Children will know how to play alongside each other.	Children will know how to play partner games.  learning about Christma, Diwali, Eid- discussing living in the wider world	Children will share resources and play in a group-	Children will take turns whilst playing and waiting patiently to have a go.  no outsiders stories  mumma, mummy and me  red rockets and rainbow jelly	Children will consider the feelings of others in stories such as Llama Llama Time to Share.  tenten topic: playing who- is who talking about family, behaviour between friendships and recapping how to stay safe and who to belong to.	Children will know how to listen to a friend and agree a compromise
PD		Ongoing fine and gross motor targeted in the learning environment. Weekly gross motor obstacle session, dance, forest school sessions					
	forest school	focus: change  seasons: autumn/winter		focus: sleep  seasons: winter	focus: growth  season: spring	focus: homes  season: spring/summer	focus: explore  season: summer
	Gross motor	Children will know how to ride a tricycle.  children will join in with daily ribbon dancing	Weekly: dance- exploring moving safely in a space  Children will know how to ride a scooter (three wheel)	Weekly: Dance Responding to basic actions and moving the whole body- staying in their space. moving safely  Children will know how to throw a large and small ball.  weekly ribbon dancing and begin dough disco	Weekly: Dance Responding to basic actions and moving the whole body- staying in their space. moving safely Dance Responding freely to a range of music.  Children will know how to climb using alternate feet	Weekly: Dance Creating different body shapes  Children will know how to skip, hop and stand on one leg.  weekly ribbon dancing and dough disco	Weekly: Dance- Acting out movements in a pattern e.g. step, step, step and stop. Hop, hop, hop and stop.  Children will know how to work together to carry large items such as planks of wood.  weekly ribbon dancing and dough disco

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	fine motor	<p>Children will explore large mark making to develop cross the mid-line movements.</p> <p>daily ribbon dancing to strengthen core, coordination and arm pivotal movements</p>	<p>Children will know how to zip up their coat- supported by an adult</p> <p>daily ribbon dancing to strengthen core, coordination and arm pivotal movements</p> <p>making firework pictures with neon paint</p>	<p>Children will know how to use hammers to hit a large headed nail.- forest school focus</p> <p>daily ribbon dancing to strengthen core, coordination and arm pivotal movements</p>	<p>Children will know how to use loop scissors to make snips in paper</p> <p>daily dough disco and ribbon dancing to strengthen core, coordination and arm pivotal movements</p>	<p>Children will know how to use a comfortable grip when holding a pencil</p> <p>daily dough disco and ribbon dancing to strengthen core, coordination and arm pivotal movements</p>	<p>Children will show preference for a dominant hand</p> <p>daily dough disco and ribbon dancing to strengthen core, coordination and arm pivotal movements</p>
		<p>As part of C and L and Literacy, children will take part in daily listening and speaking sessions moving onto Read Write Inc phonics sessions based on their phonic ability. This will allow children to gain skills in their listening, attention and understanding, speaking as well as comprehension, word reading and writing. This session is followed with fine motor activities and a handwriting focus. Daily rhymes and songs, stories and literacy time all reinforce and help children develop a love of stories, reading and rhyme. Home reading is encouraged to be completed daily by inviting families to choose a library book to enjoy together</p>					



C&L	Listening, attention and understanding	Children will point out objects/pictures in a story.	Children will understand 'what' questions linked to familiar text- have you got my purr?	Children will understand 'where' questions- linked to familiar text- duck in the truck	Children will understand 'when' questions.	Children will understand 'who' questions.  who eats all the food and gets fat in our story?  who changes into a frog?	Children will understand 'who' questions.  who eats all the porridge?  who lives in the castle in the clouds?
	speaking	Children will know and retell the story 'Pete the cat I love my white shoes'.  Children will know and use vocabulary linked to their theme 'all about Me!' including family, home, and friends.	Children will know and retell the story 'have you got my purr'  Children will know and use vocabulary linked to their theme farm- including animal names- cow, pig, hen, sheep	children will know and retell the story duck in the truck  Children will know and use vocabulary linked to their theme 'transport' including car, train, bus, truck, fire engine, plane	Children will know and retell the story 'tickly octopus'  Children will know and use vocabulary linked to their theme 'under the sea' water, deep, sea, boat, ship, pirate, fish, shark, octopus...	Children will know and retell the story the very hungry caterpillar  Children will know and use vocabulary linked to their theme 'in the garden' including ant, work, butterfly, caterpillar, change, chrysalis	Children will know and retell the story jack and the bean stalk  Children will know and use vocabulary linked to their theme once upon a time..' beanstalk, castle, make believe, once upon a time, fairy tale, pretend,
Phonics		RWI fred games- based on children's phonic ability (environmental sounds, body sounds, rhyme, alliteration, oral blending and segmenting)			RWI Set 1- based on childrens phonic ability		
Literacy	Comprehension	Baseline  Children will read and re-read a selection of books to engage in conversations about the story, develop understanding and learn new vocabulary- top 12 books and topic	Children will read and re-read a selection of books to engage in conversations about the story, develop understanding and learn new vocabulary  talk about Christmas card Christmas list/ letter.	Children will read and re-read a selection of books to engage in conversations about the story, develop understanding and learn new vocabulary  explore print for different purposes, stories, menus,	Children will read and re-read a selection of books to engage in conversations about the story, develop understanding and learn new vocabulary	Children will read and re-read a selection of books to engage in conversations about the story, develop understanding and learn new vocabulary  will be able to talk about labels on a picture and the	Children will read and re-read a selection of books to engage in conversations about the story, develop understanding and learn new vocabulary  will be able to talk a familiar story- retelling jack and the beanstalk using actions, words and pictures

		<p>stories including colour monster and Pete the cat</p> <p>begin to identify familiar logos</p>		<p>simple classroom maps, lists, cards (chinese new year)</p>	<p>Children will know the names of different parts of a book including the cover, title, author.- naming authors of the half term</p>	<p>meaning of them (labelling very hungry caterpillar, items he eats)</p>	
	word reading	<p>BASELINE</p> <p>Daily story</p> <p>spot and suggest rhymes- continue rhyming string</p>	<p>Daily story</p> <p>clap syllables in their name/word</p> <p>focus reading- holding a book correctly, turning pages</p> <p>Class focus: reading reply of a thank you letter to the farmer</p>	<p>Daily story</p> <p>identify words with the same initial sound as their name- letter sorts, word hunts, picture matching</p> <p>focus reading- identifying print/identifying letters known</p> <p>class focus: reading letter from the duck/ reading list</p>	<p>Daily story</p> <p>Children will know the RWI pictures for m, a, s, d, t, i, n, p, g, o, c, k.</p> <p>focus reading- talking about and identifying characters, setting</p> <p>class focus: reading story map key words</p>	<p>Daily story</p> <p>Children will know the RWI pictures for u, b, f, e, l, h, r, j, v, y, w, z.</p> <p>focus reading-talk about the story they are listening to</p> <p>Class focus: reading list of items needed for fruit kebab</p>	<p>Daily story</p> <p>Children will know the RWI pictures for sh, th, ch, qu, ng, nk.</p> <p>focus reading- retell key parts of the story they listened to</p> <p>class focus: reading porridge instructions together</p>
	writing	<p>BASELINE</p> <p>Children will explore how to draw horizontal lines using a range of media- mark making indoors/ outdoors</p>	<p>Children will know how to draw vertical lines.</p> <p>supporting adults in writing birthday card/ christmas card/ Diwali card</p> <p>class focus: writing thank you card to the farmer</p>	<p>Children will know how to draw circles.</p> <p>class focus: support adults in writing letter to the duck in the truck- how would we help him</p>	<p>Children will know how to draw diagonal lines.</p> <p>class focus: support adults in labelling sea creatures</p>	<p>class focus: support adults in writing shopping list for very hungry caterpillar</p>	<p>class focus: support adults in making a story map for jack and the beanstalk</p>

MD usin g whit e	num ber	Children will rote count to 5.  join in with number rhymes	Children will count to in correspondence to 5. using fingers to point to each object	Children will count in correspondence to 5, knowing that the total is 5.  Children will show 'finger numbers' up to 5.	Children will rote count to 10.  Children will identify more/less.	Children will count in correspondence to 10.  Children will subitise to 3.	Children will count recognise numbers 1, 2, 3,4,5
	num erica l patt ern	Children will sort by colour, size and object.  Children will sequence events using language including first, then and after- school routine  Children will identify patterns around them such as stripes on clothes.	Children will compare big and small- farm animals  Children will identify a circle, square and triangle.	Children will use language including tall, long, short- discussing class mates, animals  .Children will use language including sides, straight, flat and round.	Children will use positional language including on top, under, next to and behind- using toys and boxes  Children will match objects that are the same.	Children will use language including light, heavy, full and empty- exploring capacity in the water tray outdoor/indoor.  Children will solve real world mathematical problems with numbers up to 5.	Children will make an AB repeating pattern.  Children will notice and correct an error in a repeating pattern.  Children will discuss routes and locations using words such as 'in front of' and 'behind'.
uw	past and pres ent	exploring pictures of themselves as babies	children will know about remembrance day (Poppy day) and Bonfire night- exploring subjects through art and stories	Children will explore chinese new year through, dance stories and art (dragon dancing, chinese lanterns, stories of the great race)	Children will explore the seasons and be able to discuss winter, spiring, summer and autumn	exploring St Georges day by celebrating as a family in school- creating celebration items and learning about the St	Talking about their time in nursery and how soon, they will be moving to Reception
	peop le cultu res com	children will have a visit from the school nurse	children will have a visit from Steven the farmer	children will know the name of their school and talk about their local area- exploring shops and buildings	children will talk about land and sea and discuss what lives on land and what lives in the	children will find out about different homes- looking at minibeast homes and our homes- focus in	children will know where their reception class is and what their school name will be.

	munities			they are familiar with-library, shop, crumpsall	water	creating homes themselves	
	the natural world	<b>biology humans</b> will name parts of their body by learning head shoulders knees and toe song and begin partaking in tooth brushing	children will explore the changes of state by cooking vegetable soup  <b>biology:</b> to name animals that live on a farm-cow, sheep, pig, chicken	<b>Physics:</b> children will explore water and how it changes when it is cold	<b>Physics – Movement and Forces</b> floating and sinking  testing materials in the water	<b>biology: plants</b> children will learn to care for living things by having class butterflies  children will plant and grow herbs in their class planter  children will explore how fruit and vegetables grow	<b>Chemistry- Materials</b> Feel a range of objects, observing that rock is hard, cotton and fur are soft, metal is tough, rubber is bendy, plastic is smooth.  building a house for the three bears
<p><b>Exploring Computer Science:</b> Remote control cars, torches, Beebots, interactive touch screen, interactive games and resources, disabled remote controls and mobile phones in the Home Corner/ Role Play Area.</p> <p><b>Talk times</b> - keeping safe online with an adult, websites- CBeebies, Top Marks, Phonics Play.</p> <p><b>Recording self:</b> microphones, talking tins, walkie talkie mobiles.</p> <p><b>Capturing work:</b> ipads, cameras, printing from computer program.</p>							
EAD	creating with materials	<b>All about me</b> <b>Art: Portraits-drawing</b> 'portrait'. identify body parts and facial features. draw and identify body parts. draw around your	<b>Farm</b> <b>Art: Textures</b> explore textures of farm animals describing them. Use textures to print-observe and discuss the effects they have.-	<b>Transport</b> <b>Art: collage</b> exploring different vehicles, identify colours and organise objects into their correct colour. chn create a collage of their favourite vehicle	<b>Pirates and under the sea</b> <b>Art: Cultural Tradition- collage/ colour mixing</b>  Using cotton buds, fingers to create dot	<b>in the garden</b> <b>Art:pattern</b> butterfly wings, snail shells, caterpillar markings- creating own patterns	<b>once upon a time</b> <b>Art: Scenes of the Sea- Textiles</b> weaving- why? what for? Practice skills of weaving-paper, string, ribbon, outdoors use fence. have outline of a

		<p>friends body outside. use a mirror to copy facial features. begin to use correct shapes to represent body parts.</p>	<p>creating on easel and flat surface</p> <p><b>Designing and making techniques</b> Junk model farm/animal home-joining and attaching focus</p> <p>Artist: Children will explore and recreate art in the style of Jackson Pollock-exploring circles</p>	<p>artist: piet mondrian-exploring lines to create their own art</p> <p><b>Designing and making techniques</b> large scale vehicles outdoors</p>	<p>like artwork- focusing on a sea creature in the sea</p> <p>artist: Yayoi Kasama</p> <p><b>Designing and making techniques</b> Test different materials to create the best boat- foil, plastic, wood, card, fabric etc. material and cutting focus</p>	<p>artist: Andy Goldsworthy</p> <p><b>Designing and making techniques</b> Build a mini-beast habitat- hole punching/making focus</p> <p>making fruit kebab (hungry caterpillar)</p>	<p>castle flag from wood chn weave ribbons to create their large scale flag</p> <p><b>Designing and making techniques</b> making large scale homes/buildings</p>
being imaginative	<p><b>Music</b> exploring instruments and the sounds we can make. Sing nursery rhymes and circle games</p> <p><b>Role play</b> Home corner</p>	<p><b>Music</b> exploring instruments and the sounds we can make. Sing nursery rhymes and circle games.</p> <p><b>Role play</b> Home Corner/ Farm shop. Nativity play. Home corner-Christmas wrapping station role play.</p>	<p><b>Music</b> Using instruments to follow rhythms. Sing topic- based rhymes and circle games.</p> <p><b>Role play/ drama</b> home corner/ bus/ train/ plane</p>	<p><b>Music</b> Weekly music session. Using instruments to follow rhythms. Sing Topic-based rhymes and circle games.</p> <p><b>Role play/ drama</b> Holiday shop</p>	<p><b>Music</b> Weekly music session. Using instruments to make own rhythms. Make up our own songs and circle games.</p> <p><b>Role play:</b> home corner/ Garden Centre.</p>	<p><b>Music</b> Weekly music session. Using instruments to make own rhythms. Make up our own songs and circle games</p> <p><b>Role play</b> castle outdoors- climbing frame</p>	

