



St Anne's RC Primary School  
Early Years Foundation Stage  
Nursery Curriculum Overview  
2025-2026

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Themes	All About Me	Farm	Transport	Under the sea	In the garden	once upon a time...
Characteristics of effective Learning	<p><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 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</i></p>					

	<p><i>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
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	<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>	
<b>Term</b>	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Topic</b>	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)
<b>Hook</b>	sharing photos of family	Cow in the classroom	emergency service vehicles	fancy dress day	class butterflies  Smithills farm	large beanstalk in the classroom- children plant their own beans
<b>now press play</b>		on the farm	transport	under the sea	minibeasts	jack and the bean stalk
<b>Parental engagement</b>	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  Library visit	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)	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

		Christmas (Christian)				
<b>Book</b>	Colour Monster Happy to be me- <b>Emma Todd</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- Flora McDonnell	duck in the truck- <b>Jez Alborough</b> Naughty Bus big blue train	Barry the Fish with Fingers - <b>Sue Hendra</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>	Jack and the beanstalk - <b>mara Alperin</b> Jaspers beanstalk Goldilocks
<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	Focu s	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 linked with zones of regulation  Gimme 5- to support children in learning staff names  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=ipBVrGpatbs">https://www.youtube.com/watch?v=ipBVrGpatbs</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 Red Rockets and Rainbow Jelly by Sue Heap and Nick Sharratt ( <b>no outsiders</b> )  The wall- similarities and differences ( <b>think equal w10</b> )	<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 module 2 season 2</b> : <a href="https://www.tentenresources.co.uk/programmes/life-to-the-full-primary/evfs/m-2/evfs_2_created-to-love-others/u-2/evfs_2-2_personal-relationships/s-2/youve-got-a-friend-in-me/">https://www.tentenresources.co.uk/programmes/life-to-the-full-primary/evfs/m-2/evfs_2_created-to-love-others/u-2/evfs_2-2_personal-relationships/s-2/youve-got-a-friend-in-me/</a> )  <b>Forever Friends</b> To recognise when they have been unkind to others and say sorry. ( <b>ten:ten module 2, session 3</b> : <a href="https://www.tentenresources.co.uk/programmes/life-to-the-full-primary/evfs/m-2/evfs_2_created-to-love-others/u-2/evfs_2-2_personal-relationships/s-3/forever-friends/">https://www.tentenresources.co.uk/programmes/life-to-the-full-primary/evfs/m-2/evfs_2_created-to-love-others/u-2/evfs_2-2_personal-relationships/s-3/forever-friends/</a> )  <b>Safe Inside and Out</b> To learn about safe and unsafe situations indoors and outdoors, including online. ( <b>ten:ten module 2- session</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>1:  <a href="https://www.tentenresources.co.uk/programmes/life-to-the-full-primary/eyfs/m-2/eyfs_2_created-to-love-others/u-4/eyfs_2-4_keeping-safe/s-1/safe-inside-and-out/">https://www.tentenresources.co.uk/programmes/life-to-the-full-primary/eyfs/m-2/eyfs_2_created-to-love-others/u-4/eyfs_2-4_keeping-safe/s-1/safe-inside-and-out/</a> )</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 module 2 session 2</b>  <a href="https://www.tentenresources.co.uk/programmes/life-to-the-full-primary/eyfs/m-2/eyfs_2_created-to-love-others/u-4/eyfs_2-4_keeping-safe/s-2/my-body-my-rules/">https://www.tentenresources.co.uk/programmes/life-to-the-full-primary/eyfs/m-2/eyfs_2_created-to-love-others/u-4/eyfs_2-4_keeping-safe/s-2/my-body-my-rules/</a> )</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	<p>Children will know the class rules:</p> <ul style="list-style-type: none"> <li>- Looking eyes</li> <li>- Listening ears</li> <li>- Hands in lap</li> </ul> <p>Children will know to wash and dry their hands before eating and after using the toilet.</p>	<p>Children will know how to look after resources using the rhyme 'Choose it, use it, put it away'.</p> <p>Children will know to drink water to be healthy.</p>	<p>Children will know examples of healthy food- exploring fruit and vegetables including beans, tomatoes and tortilla wraps</p> <p>reading olivers vegetables</p>	<p>Children will know to exercise to be healthy- talking about daily snack choices and warming up their bodies before dance sessions</p>	<p>Children will know how to calm themselves by stopping and taking deep breaths.</p> <p>Children will know to brush their teeth to be healthy.</p>	<p>Children will know how to independently use the toilet.</p>
	building relationships	<p>Children will know how to play alongside each other.</p>	<p>Children will know how to play partner games.</p> <p>learning about Christmas, Diwali, Eid- discussing living in the wider world</p>	<p>Children will share resources and play in a group-</p>	<p>Children will take turns whilst playing and waiting patiently to have a go.</p> <p>no outsiders stories:</p> <p>mumma, mummy and me</p> <p>red rockets and rainbow jelly</p>	<p>Children will consider the feelings of others in stories such as Llama Llama Time to Share.</p> <p>tenten topic: playing who- is who talking about family, behaviour between friendships and recapping how to stay safe and who to belong to.</p>	<p>Children will know how to listen to a friend and agree a compromise</p>
PD		Ongoing fine and gross motor targeted in the learning environment. Weekly gross motor obstacle session, dance, forest school sessions					
	forest school	<p>focus: change</p> <p>seasons: autumn/winter</p>		<p>focus: sleep</p> <p>seasons: winter</p>	<p>focus: growth</p> <p>season: spring</p>	<p>focus: homes</p> <p>season: spring/summer</p>	<p>focus: explore</p> <p>season: summer</p>

	Gross motor	<p>Children will know how to ride a tricycle.</p> <p>children will join in with daily ribbon dancing</p>	<p>Weekly: dance- exploring moving safely in a space</p> <p>Children will know how to ride a scooter (three wheel)</p>	<p>Weekly: Dance Responding to basic actions and moving the whole body- staying in their space. moving safely</p> <p>Children will know how to throw a large and small ball.</p> <p>weekly ribbon dancing and begin dough disco</p>	<p>Weekly: Dance Responding to basic actions and moving the whole body- staying in their space. moving safely</p> <p>Dance Responding freely to a range of music.</p> <p>Children will know how to climb using alternate feet</p> <p>weekly ribbon dancing and dough disco</p>	<p>Weekly: Dance Creating different body shapes</p> <p>Children will know how to skip, hop and stand on one leg.</p> <p>weekly ribbon dancing and dough disco</p>	<p>Weekly: Dance- Acting out movements in a pattern e.g. step, step, step and stop. Hop, hop, hop and stop.</p> <p>Children will know how to work together to carry large items such as planks of wood.</p> <p>weekly ribbon dancing and dough disco</p>
	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	Liste ning, atte ntio n and unde rstan ding	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?
	spea king	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,
Phoni cs		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		
Liter acy	Com preh ensi on	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 stories including colour monster and Pete the cat	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, simple classroom maps, lists, cards (chinese new year)	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 know the names of different parts of a book including the cover, title, author.-	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 meaning of them (labelling very hungry caterpillar, items he eats)	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

		begin to identify familiar logos			naming authors of the half term		
	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 Using white rose	num ber	Comparison 1: More than, fewer than, same  counting: hear and say number names	counting: begin to order number names  subitising: I see 1, 2, 3	subitising: show me 1,2,3  counting: move and label 1,2,3	counting: take and give 1, 2, 3  subitising: talk about dots	subitising: make games and actions	counting: show me 5  counting: stop at 1,2,3,4,5  comparison: match, sort, compare
	num erica l patt ern	pattern: explore repeats	pattern: join in with repeats	explore patterns	compare and sort collections	pattern: lead on own repeats  making patterns together	pattern: my own pattern
	shap e spac e mea sure	shape, space and measure: explore and build with shapes and objects	shape space and measure: Explore position and space	explore position and routes	match, talk, push and pull- matching objects, following toys around simple routes	start to puzzle	
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, spring, summer and autumn	exploring St Georges day by celebrating as a family in school- creating celebration items and learning about the Saint	Talking about their time in nursery and how soon, they will be moving to Reception



EAD	creating with materials	<p><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 friends body outside. use a mirror to copy facial features. begin to use correct shapes to represent body parts.</p>	<p><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.- 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><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</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><b>Pirates and under the sea</b> <b>Art: Cultural Tradition- collage/ colour mixing</b></p> <p>Using cotton buds, fingers to create dot like artwork- focusing on a sea creature in the sea</p> <p>artist: Yayio 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><b>in the garden</b> <b>Art: pattern</b> butterfly wings, snail shells, caterpillar markings- creating own patterns</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><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 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></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.</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>

		Home corner	Home corner- Christmas wrapping station role play.				
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