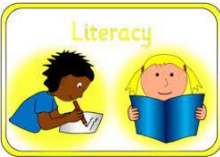


Haydn Primary School Curriculum Overview – EYFS (F1)

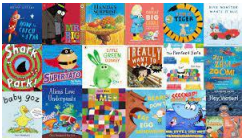
2025-2026

	AUTUMN 1 1.9.25-17.10.25 (7 WEEKS)	AUTUMN 2 6.11.25-19.12.25 (7 WEEKS)	SPRING 1 5.1.26-13.2.26 (6 WEEKS)	SPRING 2 12.2.24 – 28.3.24 (6 WEEKS, 4 DAYS)	SUMMER 1 13.4.26 – 22.5.26 (6 WEEKS)	SUMMER 2 1.6.26 – 27.7.26 (8 WEEKS, 1 DAY)
MAIN THEMES PROJECT LAUNCH	<u>Me and My Nursery</u>	<u>Festival Fun!</u>	<u>Winter and Keeping Warm</u>	<u>Time for Tea</u>	<u>Real Life Superheroes</u>	<u>Change and Grow</u>
COMMUNICATION & LANGUAGE 	Lovely Listening Listen to and join in with stories, songs and songs. To get to know nursery grown-ups and friends.	Terrific Turn-taking Listen to and follow short instructions Participate in small group discussions about stories	Negotiating with friends. Take part in pretend play, communicating and negotiating with their friends. Use new vocabulary throughout the day	Confident Communication Expressing likes and dislikes. Talk in short sentences.	Calm conversations. Start a conversation with an adult or a friend. Participate in whole class discussions, offering their own ideas	Talk about the past. Talk about familiar stories. Share past events. Link learning to experiences out of school.
PSED  PSHE Jigsaw scheme	Being in my world Working together Understanding my feelings Sharing and kindness	Celebrating difference Being special and unique Making friends	Dreams Keep trying when things get tricky Feeling proud Helping others	Healthy me Being active and healthy Washing hands Saying NO to strangers	Relationships My family and friends Calming strategies Working together	Changing me Changing and growing Moving to big school
FINE MOTOR 	Building and balancing. Pencil control:- Mark making using tools such as chunky	Cutting and sticking. Enjoy cutting snips in paper. Pencil control :- Mark	Using tools for a purpose. To use a range of tools competently, safely and	Fix and fasten. Pencil control :- Using mark makers with developing tripod grip and dominant	Careful control. Hold scissors correctly and cut along straight and zigzag.	Wonderful writing. Pencil control :- Using mark makers with developing tripod grip and dominant

	chalks, mark makers in sand etc, predominantly using fist grip. Handles tools with increasing control	making using tools such as chunky chalks, mark makers in sand etc, predominantly using fist grip. Handles tools with increasing control	confidently. Pencil control :- Using mark makers with developing tripod grip and dominant hand to follow large pattern outlines Shows a dominant hand and can use the basis of a 3 finger pencil grip	hand to follow large pattern outlines Shows a dominant hand and can use the basis of a 3 finger pencil grip	Pencil control :- Using mark makers with developing tripod grip and dominant hand to form some letter shapes Shows a dominant hand and can use the basis of a 3 finger pencil grip	hand to form some letter shapes. Shows a dominant hand and can use the basis of a 3 finger pencil grip
GROSS MOTOR 	Use large-muscle movements to draw lines and circles and make marks.	Skip, hop, stand on one leg and hold a pose for a game like musical statues.	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.	Increasingly be able to use and remember sequences and patterns of movements which are related to music and rhythm. Continue to develop their movement, balancing, riding (scooters, trikes and bikes).	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.	Collaborate with others to manage large items, such as moving a long plank safely, carrying large hollow blocks.
LITERACY 	Beginning to join in with familiar rhymes and stories. Writing: Mark making using mark making tools in trays of sand etc. Using larger paintbrushes to paint with. Using chunky chalks on the ground outside. Manipulating	Joining in with familiar rhymes and stories. Sequencing story events. Recognise name Begin to order letters in name.	Joining in with familiar rhymes and stories. Sequencing story events. Identify characters. Recognise name Order letters in name	Joining in with familiar rhymes and stories. Sequencing story events. Identify characters. Recognise name Order letters in name	Joining in with familiar rhymes and stories. Sequencing story events. Identify characters. Recognise name Order letters in name	Joining in with familiar rhymes and stories. Sequencing story events. Identify characters. Recognise name Order letters in name

	play dough with variety of tools Draw some marks on paper, not always distinguishable	Writing: Mark making using mark makers such as chunky chalks, paintbrushes, pens Following large pattern templates Draw some marks on paper, not always distinguishable	Writing: Mark making using pens/ pencils/ chalks/ paintbrushes Follows large pattern outlines such as wavy lines or straight lines / can give meaning to the marks they make	Begin to write name Writing: Mark making using pens/ pencils/ chalks/ paintbrushes Follows large pattern outlines such as wavy lines or straight lines / can give meaning to the marks they make	Write name Writing: 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 name Write some sounds Uses pens/ pencils/ paintbrushes form some letter shapes. Writes for a range of purposes i.e. shopping list, letter, a picture (not always using correct letters.)
PHONICS 	Rhyme time – follow planning: Listening, syllables, rhyming, alliteration, sound knowledge Circle games	s a t p i n <i>Teach children to hear the same initial sound for words and names of objects.</i>	m d g o c k e <i>Teach children to identify initial sounds of words and names of objects. Teach children to distinguish different sounds</i>	u r h b f l j <i>Teach children to identify initial sounds of words and names of objects. Teach children to articulate sounds correctly – including playing with voice sounds.</i>	v w y z q u c h <i>Teach children to identify initial sounds of words and names of objects.</i>	ck x sh th ng nk <i>Teach children to identify initial sounds of words and names of objects.</i>
MATHEMATICS <i>See MTP for more detail.</i> 	<u>Perceptual</u> Develop the skill to visually compare two groups <u>Verbal Counting</u> Develop the knowledge that number words are separate <u>Part-Whole Relationships</u> Develop the knowledge that a single object can be split into similar sized parts and then recombined to make the whole <u>Matching</u>	<u>Perceptual</u> Develop the skill to visually compare two groups - where one group of objects is different - where both groups contain similar objects <u>Verbal Counting</u> Develop the skill to recite the number sequence to 5 <u>Part-Whole Relationships</u> Develop the understanding that parts can be combined in any order <u>Matching</u>	<u>Perceptual</u> Begin to visually compare two small groups (below 5) of <i>similar</i> objects <u>Verbal counting</u> develop the skill to recite the number sequence to 10 <u>Part-Whole relationships</u> Develop the knowledge that a single object can be split into dissimilar sized parts and then recombined to make the whole <u>Matching</u> Develop the skill of sorting a set of objects into two	<u>Perceptual</u> Develop the skill to visually compare two small groups (below 5) of <i>similar</i> objects when the quantities are closer together. <u>Verbal counting</u> secure the skill to recite the number sequence to 10 <u>Part-whole relationships</u> Develops the understanding that the word whole can be used to describe a group of objects <u>Matching</u>	<u>Perceptual</u> Develop the skill to visually compare two small groups (below 5) of <i>different</i> objects when the quantities are closer together. <u>Verbal counting</u> Count backwards from 10 <u>Part-whole relationships</u> Develop the understanding that the whole is bigger than the parts <u>Matching</u> focusing on different sized objects	<u>Perceptual</u> Embed the skill to visually compare two small groups (below 5) of <i>different</i> objects when the quantities are closer together. <u>Verbal counting</u> Develop an awareness of number names above 10 <u>Part-whole relationships</u> Develop the understanding that an act of partitioning can be inverted to return to the whole <u>Matching</u> Embed the skill to <i>identify</i>

	Develop a matching strategy for two small groups (below 4). <u>Object Counting</u> Develop the knowledge that number words hold a numeric meaning	where both groups are the same quantity where one group has more or fewer <u>Object Counting</u> Develop an attempt to apply 1:2:1 correspondence	groups and describe the rule <u>Object counting</u> Develop the skill to apply 1:2:1 correspondence accurately up to 5 objects when presented in a line	Extend a matching strategy for two groups (below 6) starting to use precise vocabulary – focusing on similar sized objects <u>Object counting</u> (subitising) Develop the skill to name a small (below 4) presented quantity in under two seconds in any arrangement	<u>Object counting</u> (subitising) Develop the skill to apply 1:2:1 correspondence accurately up to 5 objects in any arrangement that is presented to them	the attribute used to sort a set Embed the skill of sorting a set of objects into two groups and describe the rule <u>Object counting</u> (subitising) Develop the skill to produce a quantity (up to 4) without counting
UNDERSTANDING OF THE WORLD 	Rosh Hashanah Summer to Autumn seasonal changes. Different homes Diwali	Autumn festivals Bonfire Night Helping Wildlife hibernate to survive winter. Christmas.	Chinese New Year. Winter to Spring seasonal changes. Polar regions.	Mother's Day. What happens in a café? Local community – Pudding Pantry Food preparation and healthy eating.	Spring to Summer seasonal changes. Eid and Ramadan Growing and changing People who help us.	Seaside Minibeasts Lifecycle of a butterfly Getting ready for big school
EXPRESSIVE ARTS & DESIGN 	Recognising colour Exploring a range of tools Autumn transient art Music: large movements to music. Diwali rangoli art outside	Manipulate dough in different ways Lantern making for our lantern walk. Christmas crafts Music: Bells and shakers to support Christmas songs. Christmas song	Drawing ourselves and our family Exploring colour mixing Creating crafts for our Chinese New Year celebrations Music: evoking simple emotions	Beginning to weave Printing with sponges and food Food preparation for our cafe Music: dance movements to different music styles	Developing our models - Making creations using junk boxes, construction (small and large), Observational flower and plant paintings and drawings Music: Performing for our fathers and grandfathers	Arts Week! Music: Increasing control. Improvising own songs Performing in our end of year picnic

		celebration performance				
CORE BOOKS 	Going on a Bear Hunt Shark in the Park Three Little Pigs Story of Diwali	Pumpkin Soup Owl Babies Peace at Last Owl and the Star Nativity Story	One snowy night Cuddly Duddly Non-Fiction Polar Animals Chinese Zodiac Story	Tiger Who Came to Tea Handa's Surprise Goldilocks and the three bears Dora's Eggs We're going on an egg hunt	Ramadan stories The Gingerbread man People who help us – Dr Ranj Mrs Mopple's Washing Line	Mad about Minibeasts The Very Hungry Caterpillar Jack and Beanstalk Snail and Whale
Additional Enrichment Opportunities (Trips/Visitors/Celebrations)	Barefoot sensory walk Autumn Trail Autumn crafts in wild garden Diwali celebration	Lantern Walk Christmas Song celebration with families – hot chocolate, biscuits and sing-along! Walk around school grounds to look for signs of winter.	Winter Walk Ice experiments Visit from Percy the Parkkeeper. Dragon parade.	Mother's Day afternoon tea Ramadan party! Easter celebrations including egg hunt. World Book Day	Father's Day – stay and play. Fire engine visit Teddy bear hospital – nursery own Visit from 'Little City!'	Trip to farm/Petting zoo End of year picnic with families Plant a pot Sports day