



St Catharine's CE Primary School Curriculum Overview 2026-27

Reception

	Unit 1A	Unit 1B	Unit 2A	Unit 2B	Unit 3A	Unit 3B
Curriculum Title:	 Marvellous Me!	 "Come on and Celebrate!"	 Amazing Animals!	 Ticket to Ride!	 Come Outside!	 Under the Sea!
General Themes: <i>These themes may be adapted at various points to allow for children's interests to flow through the provision</i>	Starting school My new class New Beginnings How have I changed? Family Tree Past and Present What am I good at? How am I similar, different or unique?	Harvest The Nativity Christmas Lists Letters to Father Christmas Why do we celebrate? The similarities and differences in festivals. Hannukah Diwali Remember, Remember!	Animals from around the world Climates Habitats Animal Arts and crafts Night and Day animals Animal patterns Classifying and Sorting	Around the Town How do I get there? Where in the world have you been? Where do we live in the UK / world? Understanding our community and its landmarks	The Great Outdoors! Plants & Flowers Weather / Seasons Planting Jobs Lifecycles of plants and animals What do animals and plants need in order to grow? The Very Hungry Caterpillar on the Farm	Under the Sea Beaches and Rockpools Floating and Sinking Looking after our ocean Seasons Seasides: Past and Present Send me a Postcard! Seaside art
Brilliant Beginning:	Starting School!	Remember, Remember... A Bonfire Night to remember!	A visit from Curious Critters!	A bus journey around Wigan!	A trip to Smithills Open Farm!	A Sea Life in school Day!
Fabulous Finish:	Stay and Play Session -	Stay and Play Session -	Stay and Play Session -	Stay and Play Session - 'Picnic in the Park'	Stay and Play Session -	A trip to Imagine That!

	'Take a Peek!'	'Christmas Carols and Hot Chocolate!'	'Down in the Jungle!' Art Exhibition		Taking our Sunflowers Home.	
WOW Moments! / Enrichment Weeks:	Remembrance Day Harvest Time	Bonfire Night A Visit from Father Christmas! Christmas - Nativity Diwali Remembrance Day Pantomime: Beauty and the Beast	A visit from the Guide Dogs. A visit from Curious Critters! Chinese New Year LENT Valentine's Day Animal Art week Mother's Day Stay and Play and Seekers Service	A bus trip to Wigan. Cooking From Around the World! A visit from the Ice Cream Van	Planting and Growing Easter time	Under the Sea – singing songs and sea shanties Science Theme Week: A trip to Eureka!
Focus Book -Our Super Six:	The Colour Monster Goes To School <i>Anna Llenas</i> Incredible You! <i>Rhys Brisenden</i> Our Class is a Family <i>Shannon Olsen</i> Super Duper You! <i>Sophy Henn</i>	The Best Diwali Ever! <i>Sonali Shah</i> The Story of Hannukah <i>David Adler</i> Handa's Surprise <i>Eileen Browne</i> The Jolly Christmas Postman <i>Allan Ahlburg</i> A variety of Christmas themed books – the children will open these as	What the Ladybird Heard <i>Julia Donaldson</i> Owl Babies <i>Martin Waddell</i> Superworm <i>Julia Donaldson</i> Bat Can't Sleep! <i>Carly Gledhill</i>	Me on the Map <i>Joan Sweeney</i> Last Stop on Markey Street <i>Matt de la Pena</i> Naughty Bus <i>Jan Oke</i> On the Way Home <i>Jill Murphy</i> In Every House, On Every Street <i>Jess Hitchman</i>	Oliver's Vegetables <i>Vivian French</i> The Very Hungry Caterpillar <i>Eric Carle</i> The Tiny Seed <i>Eric Carle</i> Jasper's Beanstalk <i>Nick Butterworth</i>	What the Ladybird Heard at the Seaside! <i>Julia Donaldson</i> Boo! A Fishy Mystery! <i>Kate Read</i> The Rainbow Fish <i>Marcus Pfister</i> Tiddler <i>Julia Donaldson</i> The Snail and the Whale



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	Family and Me <i>Michaela Dias-Hayes</i>	a 12 days of Christmas surprise!	What the Ladybird Heard <i>Julia Donaldson</i> The Girl Who Loves Bugs <i>Lily Murray</i>	Welcome to our World <i>Moira Butterfield</i>	The Extraordinary Gardener <i>Sam Boughton</i> The Bad Seed <i>Jory John</i> Things with Wings <i>Non-Fiction</i>	<i>Julia Donaldson</i> Sharing a Shell <i>Julia Donaldson</i>
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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. 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.

Creating and Thinking Critically: - Children develop their own ideas and make links between these ideas. They think flexibly and rationally, drawing on previous experiences, which help them to solve problems and reach conclusions.

Subject Area:	Coverage					
Communication and Language: <i>Whole EYFS Focus</i> <i>C&L is developed throughout the year through high quality</i>	Welcome to EYFS Settling in activities Making friends Children talking about experiences that are familiar to them Rhyming and alliteration	Tell me a story! Develop vocabulary through story telling Tell me a story - retelling stories Story language Word hunts Listening and responding to stories	Tell me why! Asking and answering how and why questions Retell a story through questioning Describe events in detail from questioning.	Talk it through! Describe events in detail – time connectives. Understand how to listen carefully and why listening is important.	What happened? Re-read some books so learn the language necessary to talk about what is happening in each illustration and relate it to their own lives	Time to share! Show and tell Weekend news Favourite Stories Read aloud books to children that will extend their knowledge of the world and illustrate a

<i>interactions, daily group discussions, sharing circles, PSHE times, stories, singing, speech and language interventions daily interventions.</i>	Familiar Print Sharing facts about themselves Shared stories	Following instructions Understand how to listen carefully and why listening is important.	Rhymes, poems and songs.	Use picture cue cards to talk about an object: "What colour is it? Where would you find it? Sustained focus when listening to a story		current topic. Select books containing photographs and pictures, for example, places in different weather conditions and seasons.
Personal, Social and Emotional Development:	New Beginnings See themselves as a valuable individual. Class Rules Rules and Routines Building relationships and friendships with peers and adults.	Getting on and falling out! How to deal with all emotions Self - Confidence Build constructive and respectful relationships. Ask children to explain to others how they thought about a problem or an emotion and how they have dealt with it.	Good to be me Feelings Learning about qualities and differences Celebrating differences Identify and moderate their own feelings socially and emotionally. Encourage thinking about own feelings and those of others.	Relationships What makes a good friend? Healthy/Happy me! Random acts of Kindness Looking after pets Looking after and caring for animals	Looking after others Friendships Stranger Danger! Show resilience and perseverance in the face of challenge. Discuss why have road safety.	Taking part in Sports Day Winning and loosing Look how far I've come!
Physical Development Gross Motor	Team Building Games Negotiate speed and direction in team games. Enjoy joining in team competitions and games. Follow rules and boundaries in games	Obstacles Explore with different ways of moving – running, jumping, hopping, skipping etc. To change speed and direction when moving in variety of ways.	Gymnastics Jump and land appropriately. Travel over, under, around and through climbing/balancing equipment.	Different Ways of Moving and Travelling Show good control and co-ordination in large and small movements. Move confidently in a range of ways.	Controlled Movement Games Understand good control and co-ordination in large and small movements.	Sports Day/Athletics Show confidence and understanding in competitive sports.



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	that have an outcome such as, winning.			Safely negotiating space.		
Fine Motor	Threading, cutting, weaving, playdough, Fine Motor activities. Manipulate objects with good fine motor skills Threading, cutting, weaving, playdough, Fine Motor activities. Develop pencil grip and letter formation continually Use one hand consistently for fine motor tasks Cut along a straight line with scissors / Start to cut along a curved line, like a circle / Draw a cross Draw lines and circles using gross motor movements	" Develop muscle tone to put pencil pressure on paper Use tools to effect changes to materials Show preference for dominant hand Engage children in structured activities: guide them in what to draw, write or copy. Teach and model correct letter formation	" Begin to form letters correctly Handle tools, objects, construction and malleable materials with increasing control Encourage children to draw freely. Holding Small Items / Button Clothing / Cutting with Scissors	" Hold pencil effectively with comfortable grip Forms recognisable letters most correctly formed	" Develop pencil grip and letter formation continually Use one hand consistently for fine motor tasks Cut along a straight line with scissors / Start to cut along a curved line, like a circle / Draw a cross	" Form letters correctly Copy a square Begin to draw diagonal lines, like in a triangle / Start to colour inside the lines of a picture Start to draw pictures that are recognisable / Build things with smaller linking blocks, such as Duplo or Lego

	Hold pencil/paint brush beyond whole hand grasp Pencil Grip					
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Literacy

Word Reading

Read, Write Inc. Phonics Programme

Comprehension	Joining in with rhymes and showing an interest in stories with repeated refrains. Environment print. Having a favourite story/rhyme. Understand the five key concepts about print: - print has meaning - print can have different purposes - we read English text from left to right and from top to bottom - the names of the different parts of a book Sequencing familiar stories through the use of pictures to tell the story. Recognising initial	Retell stories related to events through acting/role play. Christmas letters/lists. Retelling stories using images / apps. Retelling of stories. Editing of story maps and orally retelling new stories. Non-Fiction Focus Retelling of stories. Sequence story – use vocabulary of beginning, middle and end. Blend sounds into words, so that they can read short words made up of known letter–sound correspondences. Enjoys an increasing range of books	Making up stories with themselves as the main character. Read simple phrases and sentences made up of words with known letter–sound correspondences and, where necessary, a few exception words. Read a few common exception words matched to RWI.	Information leaflets about animals in the garden/plants and growing. Re-read books to build up their confidence in word reading, their fluency and their understanding and enjoyment. World Book Day Timeline of how plants grow. Uses vocabulary and forms of speech that are increasingly influenced by their experiences of books. Develop their own narratives and explanations by connecting ideas or events	Stories from other cultures and traditions Retell a story with actions and / or picture prompts as part of a group - Use story language when acting out a narrative. Rhyming words. Explain the main events of a story. Write labels, sentences or captions.	Draw pictures of characters/ event / setting in a story Listen to stories, accurately anticipating key events & respond to what they hear with relevant comments, questions and reactions. Can point to front cover, back cover, blurb, illustration, illustrator, author and title. Sort books into categories.
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	sounds. Name writing activities. Engage in extended conversations about stories, learning new vocabulary.					
Mathematics White Rose Education Scheme of Learning:	Match, Sort and Compare Talk about Measure and Patterns It's Me 1, 2 and 3! Circles and Triangles 1, 2, 3, 4, 5 Shapes with 4 sides	Alive in 5 Mass and Capacity Growing 6, 7, 8 Length, Height and Time Building 9 and 10 Explore 3-D Shapes	To 20 and beyond How many now? Manipulate, Compose and Decompose Sharing and Grouping Visualise, Build and Map Make Connections			
Expressive Arts and Design	CHIME – Wigan Music Service					
	Create a simple representation of themselves using mixed media	Diwali Clay diva lamp Christmas Crafts Salt Dough Card Bauble	Artist Focus <i>Rousseau</i> Tiger / animal printing Experimenting with colour mixing – nocturnal painting!	Artist Focus <i>Eric Carle</i> Collage butterflies and caterpillars	D&T Junk Modelling transport Noah's Ark split pin spinner	Sand pictures Rainbow fish collages D&T CD Wind Chimes

		The Nativity	Chinese New Year Chinese Musical Instrument Paper chain lanterns Chinese writing Chinese music and composition			
Religious Education:	I am Special Special People Special Places Special Times	The Christmas Story	Friendship and Trust	The Easter Story	Stories Jesus Heard The Old Testament	Stories Jesus Told The New Testament
Christian Values:	Hope	Compassion	Courage	Generosity	Wisdom	Responsibility
Fundamental British Values: All British Values underpin our EYFS curriculum.	Mutual Respect We are all unique. School and Class Rules.	Mutual Tolerance Everyone is valued. All cultures are celebrated and we all share and respect the opinions of others.	Rule of Law Understanding respect of all living things: plants, animals and people. We recognise that we are accountable for our actions.	Individual Liberty We all have the right to have our own views. We are respected as individuals.	Democracy We all have the right to be listened to – focusing on our class and SEESAW vote. We respect everyone and we value their different ideas and opinions.	All British Values Whole School Event – Sports Day
Parental Involvement:	SEESAW Home Visits Phonics Workshop	SEESAW Parent's Afternoon Nativity	SEESAW 'Down in the Jungle'	SEESAW Parent's Picnic Seekers Service Performance	SEESAW Parent's Afternoon Writing Workshop	SEESAW 'Look at how far we have come!'



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**Stay and Play
Sessions**

**Showcase Art Event
50p Gallery Entry**