



St Anne Line Catholic Infant School Reception Long Term Curriculum Overview

Love

Learn

Pray



“All children deserve the care and support they need to have the best start in life. Children learn and develop at a faster rate from birth to five years old than at any other time in their lives, so their experiences in early years have a major impact on their future life chances. A secure, safe, and happy childhood is important in its own right. Good parenting and high-quality early learning provide the foundation children need to fulfil their potential.”
(Statutory Framework for the Early Years Foundation Stage, DfE, 2025)

In our Early Years Foundation Stage we seek to provide every child with **quality and consistency** so that every child makes good progress, **a secure foundation** through learning and development opportunities, **partnership working** between our practitioners and families and **equality of opportunity** so that every child is included and supported.

Our school serves a rich and diverse community where families come from many different cultures and speak a wide variety of languages. Our mission is to serve the families of Basildon who would like their children to receive a Catholic education.



An EYFS that has a synergy between the three characteristics of learning and the foundational knowledge for KS1; blending play based pedagogy with structured adult led activities.

Four Guiding Principles That Shape Our Early Years Practice

<p>Unique Child: Every child is a unique child, who is constantly learning and can be resilient, capable, confident, and self-assured.</p>	<p>Positive Relationships: Children learn to be strong and independent through positive relationships.</p>	<p>Enabling environments: Children learn and develop well 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>Learning and Development: Children develop and learn at different rates. (See “the characteristics of effective teaching and learning”). The framework covers the education and care of all children, including children with special educational needs and disabilities (SEND).</p>
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Characteristics of Effective Teaching & Learning

<p>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.</p>	<p>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.</p>	<p>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</p>
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2025-2026	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Broad Themes	All About Me	Celebrations	Heros	Classic Stories	Growing	Animals
Personal, Social & Emotional Development	Building new relationships. Sharing what makes them unique. Personal hygiene routines. Importance of exercise.	Social rules and expectations and how these look in school. Class promises. Healthy eating. Listening skills.	Sharing our thoughts and ideas. Oral Hygiene. Showing kindness towards others.	Feelings and their effects on others. Healthy screen time habits and Internet safety. Resolving differences and social problem solving.	Self-regulation skills and emotional literacy. Importance of sleep. What makes a good friend.	Resilience and attitude to challenges. Setting goals. Road safety. Sharing opinions and attitudes to differences.
Communication & Language	Listening to stories and talking about the characters. Asking 'what' and 'who' questions. Sharing favourite stories. Using vocabulary from focus literature. Using new vocabulary in conversations.		Discussing key events from stories and linking to own experiences. Asking 'when' and 'where' questions. Using connectives to link ideas and thoughts. Communicating thoughts and ideas in larger groups.		Creating alternative story endings. Justifying ideas and opinions using learnt information. Asking 'why' and 'how' questions. Sharing detailed stories from own experiences. Using well-articulated sentences to share thoughts and ideas.	
Physical Development	Skipping and jumping skills. Crossing the midline in gross and fine motor movements. Pencil grip and posture. Scissor skills. Using a variety of tools e.g. chalks, paint, pens.		Upper body coordination in gross and fine motor skills. Sports games and rules. Ball skills. Accurate letter formation. Small group games		Ball skills. Using sports equipment safely. Sports games and rules. Scissor skills. Sewing skills. Capital letter formation	
Literacy	Mark-making and early fine motor control. Fine and gross motor strength. Correct pencil grip. Identifying initial sounds. Oral language and talk building.	Correct letter formation. Writing in different contexts. Preference for a dominant hand. Writing CVC words through dictation. GPC's for writing. Oral sentence composition.	Correct letter formation. Writing their name. CVC spellings. Writing dictated short sentences. Colourful Semantics for sentence composition. Use finger spaces. Writing for different purposes.	Refine letter size. Secure formation of lower-case letters. Use 'Red Words' in writing. Use tier 2 vocabulary in oral composition. Speed and fluency in transcription skills.	Upper-case letter formation. Orally rehearse and write simple sentences. Write for a range of purposes. Independently writing short sentences.	Numeral formation. Writing practice for speed and fluency. Independently writing short sentences. Use punctuation in writing. Compose and edit simple sentences. Use simple conjunctions.
Maths	NCETM : Subitising within 3, counting skills, exploring how all numbers are made of 1's, composition of 3, 4 and 5, subitising objects and sounds, comparison of sets, explore the concept of 'whole' and 'part', matching numerals to quantities to 10, counting beyond 20, using the language of more than and fewer than, equal.		NCETM: Subitising within 5, counting-ordinality and the 'staircase' pattern, focus on 5 and 6 and 7 as '5 and a bit', making unequal sets equal, use language of 'less than', exploring doubles, sorting numbers by attributes. Revision of Autumn skills and knowledge.		NCETM: Counting larger sets and things that cannot be seen, subitising to 6, composition of 10, comparison linked to ordinality, track games, using rekenreks. Review and secure skills in: automatic recall, composition of numbers to 10, comparison, number patterns and counting.	
Understanding of the World	Similarities and differences. All about me. Autumn. Our world.	Remembrance day, Guy Fawkes. Our town. Exploring materials. Exploring magnets.	Real life heroes. People who help us. Our School. Winter. Floating & sinking. Experiments.	Spring. Changes in nature. Cooking. Looking after our world.	Past, present, future. Planting and caring for living things. Life cycles. Seasonal changes.	Animals & habitats. Basildon then and now. African adventure. Summer.
Expressive Arts & Design	Singing familiar songs and rhymes. Colour mixing. Self portraits. Joining construction resources. Small world.	Nativity songs and performance. Small world. Exploring instruments. Moulding. Artist focus - Kandinsky.	Rhyme and rhythm. 2D collages. Small world. Joining materials.	Playing a variety of instruments. Choreographed dancing. 3D collages. Small world.	Still life pictures. Exploring pitch in music. Artist focus: Alma Thomas. Small world.	Africa: music, patterns, dancing, clothing, food, animals. Shades in colour mixing. Small world.



Personal, Social and Emotional Development- (Prime area)

Autumn	Spring	Summer
<p>Building new relationships.</p> <p>Listening skills.</p> <p>Developing confidence in new situations.</p> <p>Understanding what makes us unique.</p> <p>Personal hygiene routines.</p> <p>Understanding their own emotions.</p> <p>Social rules and expectations.</p> <p>Positive Learning Behaviours.</p> <p>Developing a sense of Community.</p>	<p>Healthy eating.</p> <p>Sharing our thoughts and ideas.</p> <p>Oral Hygiene.</p> <p>Showing kindness towards others.</p> <p>Show understanding of others feelings.</p> <p>Healthy screen time habits and internet safety.</p> <p>Resolving differences and social problem solving.</p> <p>Become more independent- manage their own self care needs.</p>	<p>Confidently and independently try new activities.</p> <p>Understand how their behaviour can affect the feelings of others.</p> <p>What makes a good friend.</p> <p>Self-regulation & executive function skills.</p> <p>Importance of sleep.</p> <p>Resilience and positive attitude to challenges.</p> <p>Setting their own goals.</p> <p>Road safety.</p> <p>Understand we may have different ideas to others.</p>



Communication and Language- (Prime area)

Autumn 1	Spring	Summer
<p>Developing conversation skills with adults and peers</p> <p>Understand and ask 'what' and 'who' questions.</p> <p>Learning rhymes</p> <p>Retelling familiar stories</p> <p>Listening to new stories and developing vocabulary.</p> <p>Using new vocabulary in conversations.</p> <p>Share ideas with others</p>	<p>Describe events in some detail</p> <p>Discuss stories and link them to their own experiences.</p> <p>Understand and ask 'when' and 'where' questions.</p> <p>Share ideas using well structured sentences.</p> <p>Using connectives to link ideas and thoughts.</p> <p>Communicating thoughts and ideas in larger groups.</p>	<p>Participate in group and class discussions.</p> <p>Listen attentively during class discussions.</p> <p>Ask questions about new learning.</p> <p>Use full sentences using the correct tense.</p> <p>Extend sentences by using conjunctions.</p>



Physical Development- (Prime area)

Autumn	Spring 1	Summer 1
<p>Controlled large muscle movements.</p> <p>Use and remember sequences and patterns of movement.</p> <p>Crossing the mid-line.</p> <p>Eating independently using a knife and fork.</p> <p>Developing a comfortable pencil grip.</p> <p>Developing a comfortable dominant hand.</p> <p>Develop drawing skills.</p> <p>Safe scissor skills.</p> <p>Developing independence with dressing and putting on coats.</p>	<p>Develop and refine ball skills.</p> <p>Combine different movements.</p> <p>Develop a fluent style of moving.</p> <p>Use fine motor skills to use a range of tools safely and confidently.</p> <p>Confidently and safely use a range of apparatus.</p> <p>Begin to develop a handwriting style which is accurate and efficient.</p> <p>Talk about things that make them healthy.</p> <p>Independently manipulate a range of fastenings e.g. buttons, zips and poppers</p>	<p>Move energetically (running, jumping, dancing, etc.)</p> <p>Negotiate space safely.</p> <p>Demonstrate strength, balance and coordination.</p> <p>Develop coordination skills in a range of sports games.</p> <p>Hold the pencil effectively for writing and begin to show accuracy when drawing.</p> <p>Confident and efficient scissor skills.</p> <p>Confidently use a range of small tools e.g. hole punchers, sewing, scissors, paint brushes.</p>



Literacy- (Specific area)

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Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Developing a love of reading through a variety of stories: The Kissing Hand Ruby's Worry Shh, We Have A Plan Oi Frog So Much	The Little Red Hen	The Hairy Toe	The Three Little Pigs	Farmer Duck	We're Going on a Bear Hunt
	Mr Benn- Zookeeper	Roadrunner	The Tiger Who Came to Tea	Willo' the Wisp	Popeye
	Goldilocks	Jack and the Beanstalk	Trapdoor	Three Billy Goats Gruff	Pirate Pete
	Rosie's Walk	Rapunzel	The Gingerbread Man	Penguin	The Giant Jam Sandwich
	Captain Pugwash	Pink Panther	Dear Zoo	The Magic Roundabout	Bat Fink
	Hansel and Gretel			Portland Bill	White Hen and the Fox



Literacy- (Specific area). Jonathan Bond toolkit

Autumn 1	Autumn 1	Spring 1	Spring 2	Summer 1	Summer 2



Maths- (Specific area). White Rose

Autumn	Spring	Summer
Match, sort and compare	Alive in 5	To 20 and beyond
Talk about measure and patterns	Mass and capacity	How many now?
It's me 1, 2, 3	Growing 6, 7, 8	Manipulate, compose and decompose
Circles and triangles	Length, height and time	Sharing and grouping
1, 2, 3, 4, 5	Building 9 and 10	Visualise, build and map
Shapes with 4 sides	Explore 3D shapes	Make connections.



Understanding the World (Specific area).

Autumn 1	Autumn 1	Spring 1	Spring 2	Summer 1	Summer 2
<p>Me & my family.</p> <p>Baby to child</p> <p>What make us all unique</p> <p>Understand that some places are special to members of our community.</p> <p>Where do we live</p> <p>Exploring magnets</p> <p>Explore the natural world around us.</p> <p>Change in seasons.</p> <p>Special celebrations: Harvest, Fireworks, Remembrance, Christmas</p>		<p>Know that people have different beliefs and celebrate in different ways (Chinese New Year).</p> <p>Describe what they see, hear and feel whilst outside.</p> <p>Explain some differences between life in this country and in different countries.</p> <p>Life cycle of a plant (gardening).</p> <p>Change in seasons.</p> <p>Floating & sinking</p> <p>People who help us</p> <p>Cooking</p> <p>Looking after our world</p>		<p>Know similarities and differences between things now and in the past.</p> <p>Looking to the future (Yr1 transition)</p> <p>Change in seasons.</p> <p>Know similarities and differences between contrasting environments.</p> <p>Explore changes in matter (ice/water).</p> <p>Life cycle of a butterfly.</p> <p>Animals & habitats</p>	



Expressive Arts and Design (Specific area).

Autumn 1	Autumn 1	Spring 1	Spring 2	Summer 1	Summer 2
<p>Joining materials.</p> <p>Exploring different textures/collage.</p> <p>Drawing with increasing detail (Circles and detail for faces).</p> <p>Explore different materials.</p> <p>Imaginative play/small world</p> <p>Learn and sing songs.</p> <p>Artist: Kandinsky.</p> <p>Colour mixing</p>		<p>Explore and use a variety of artistic effects.</p> <p>Create collaboratively and share ideas.</p> <p>Develop storylines in play.</p> <p>Choreographed dancing</p> <p>Explore and engage in music making.</p> <p>Sing in a small group or on their own.</p> <p>Artist: Jackson Pollock.</p>		<p>Sing a wide range of nursery rhymes and songs.</p> <p>Make use of props when role playing.</p> <p>Share creations, explaining the process.</p> <p>Safely use and explore a variety of materials, tools and techniques.</p> <p>Invent, adapt and recount stories in play.</p> <p>Safely use and explore a variety of materials, tools and techniques.</p> <p>Artist: Alma Thomas</p>	



Religious Education Directory (RED)

Autumn 1	Autumn 1	Spring 1	Spring 2	Summer 1	Summer 2
Branch 1 Creation and Covenant	Branch 2 Prophecy and Promise	Branch 3 Galilee to Jerusalem	Branch 4 Desert to Garden	Branch 5 To the Ends of the Earth	Branch 6 Dialogue and Encounter
<p>Children will know that God made them and our world.</p> <p>Children will know the words and actions of the sign of the cross.</p>	<p>Children celebrate Advent.</p> <p>Children will know the Christmas story.</p>	<p>Children will know Glory Be is a special prayer as a response to the coming of Jesus.</p> <p>Children will know that Jesus is God's son, he came to show God's love and welcomes everyone.</p> <p>Children will show love and care to others, following in Jesus' footsteps.</p>	<p>Children will know that we give up something or take on more for lent.</p> <p>Children will know the Easter story and the signs and symbols that represent it.</p> <p>Children can talk about the ways they can help others and understand there are people less fortunate than them.</p>	<p>Children will know why Pentecost is a special celebration in the Church.</p> <p>Children will know that Jesus sent a special friend, the Holy Spirit to look after us.</p> <p>Children will know that Jesus lived his earthly life as part of the Jewish community and that Judaism is another religion beyond Catholicism.</p>	<p>Children will know what the bible is and what treating it with respect looks like.</p> <p>Children can talk about the story of St Peter and St Paul.</p> <p>Children will know that Jesus lived in Palestine and would have had brown skin and dark hair through exploration of pictures from non-European tradition.</p> <p>Children will attend Mass.</p>

Cultural Capital/Enrichment



Autumn 1	Autumn 1	Spring 1	Spring 2	Summer 1	Summer 2
Visit to Basildon library Zoo lab Harvest Festival Church visit to meet Fr Sabu	Visit to the Church-Nativity. Visit to Grotto/Snack at Basildon Westgate Centre. Christmas Performance. Visit to the theatre-Pantomime. Children in Need. Diwali. International day.	National storytelling week. Chinese New Year. Visit from Fr, for Ash Wednesday. Shrove Tuesday. Visit from the dentist.	Church visit- Easter. World book day. British science week. Insect visit. Eden Oasis visit with animals.	Visit to the Sealife centre. Road safety visit. Church visit. Eden Oasis visit with the Owls.	Family trip to the beach. Transition to Year 1

British Values

Mutual Respect	Mutual Tolerance	Rule of Law	Individual Liberty	Democracy	Recap all British Values
We are all unique. We respect differences between different people and their beliefs in our community, in this country and all around	Everyone is valued, all cultures are celebrated and we all share and respect the opinions of others.	We all know that we have rules at school that we must follow. We know who to talk to if we do not feel safe. We know right from	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 all have the right to be listened to. We respect everyone and we value their different ideas and opinions.	Fundamental British Values underpin what it is to be a citizen in a modern and diverse Great Britain valuing



<p>the world. All cultures are learned, respected, and celebrated.</p>	<p>Mutual tolerance of those with different faiths and beliefs and for those without faith. Explored through celebrations</p>	<p>wrong. We recognise that we are accountable for our actions. We must work together as a team when it is necessary. Class rules</p>	<p>We understand and celebrate the fact that everyone is different.</p>	<p>We have the opportunity to play with who we want to play with. We listen with intrigue and value and respect the opinions of others.</p>	<p>our community and celebrating diversity of the UK. Fundamental British Values are not exclusive to being British and are shared by other democratic countries.</p>
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