



HARRIS PRIMARY SCHOOL

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EYFS – Pre-School Curriculum Overview 2026/27

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	What is special about our community?	What makes our natural world special?	What makes our natural world special?	What makes our natural world special?	Are all environments special?	Are all environments special?
Communication & Language	Listening, Attention and Understanding Enjoy listening to longer stories and can remember much of what happens Speaking Sing a large repertoire of songs	Listening, Attention and Understanding Understand 'why' questions Speaking Use a wider range of vocabulary	Listening, Attention and Understanding Pay attention to more than one thing at a time, which can be difficult Speaking Know many rhymes, be able to talk about familiar books, be able to tell a long story	Listening, Attention and Understanding Understand a question or instruction that has two parts Speaking Develop communication and pronunciation	Listening, Attention and Understanding Hold back and forth conversations Speaking Use longer sentences and express a point of view	Listening, Attention and Understanding Hold conversations and respond appropriately Speaking Express ideas and feelings in larger groups
Personal, Social & Emotional Development	Managing Self Select and use activities and resources, with help when needed Building Relationships Sharing and turn-taking SCARF Me and My Relationships	Self-Regulation Understand own feelings Building Relationships Develop my sense of responsibility and membership of a community SCARF Valuing Difference	Managing Self Show confidence in new social situations Building Relationships Play with one or more children SCARF Rights and Respect	Managing Self Increasingly follow rules Self-Regulation Help find solutions to conflicts SCARF Being My Best	Managing Self Increase independence in meeting own care needs Building Relationships Understand gradually how others might be feeling SCARF Keeping Safe	Self-Regulation Communicating own feelings Building Relationships Transition to Reception SCARF Growing and Changing



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Physical Development	Continuous daily gross and fine motor skills activities Dough Disco Squiggle While You Wiggle Outdoor provision Continuous provision activities (updated weekly) Weekly FMS	Continuous daily gross and fine motor skills activities Dough Disco Squiggle While You Wiggle Outdoor provision Continuous provision activities (updated weekly) Weekly FMS	Continuous daily gross and fine motor skills activities Dough Disco Squiggle While You Wiggle Outdoor provision Continuous provision activities (updated weekly) Weekly FMS	Continuous daily gross and fine motor skills activities Dough Disco Squiggle While You Wiggle Outdoor provision Continuous provision activities (updated weekly) Weekly FMS	Continuous daily gross and fine motor skills activities Dough Disco Squiggle While You Wiggle Outdoor provision Continuous provision activities (updated weekly) Weekly FMS	Continuous daily gross and fine motor skills activities Dough Disco Squiggle While You Wiggle Outdoor provision Continuous provision activities (updated weekly) Weekly FMS
Literacy	Comprehension: - Joining in with stories and rhymes - Understand the key concepts about print - Begin developing phonological awareness Word reading: - Phase 1 Phonics Writing: - Mark making	Comprehension: - Retelling stories; - role play - small world Word reading: - Phase 1 Phonics Writing: - Mark making - Write some letters accurately	Comprehension: - Spot and suggest rhymes - Count or clap syllables in a word Word reading: - Phase 1 Phonics Writing: - Mark making - Write some letters accurately	Comprehension: - Engage in extended conversations about stories, learning new vocabulary Word reading: - Begin to recognise own name - Phase 1 Phonics Writing: - Mark making - Write some/all of their name	Comprehension: - Recognise words with the same initial sound Word reading: - Recognise own name - Phase 1 Phonics Writing: - Write some/all of their name	Comprehension: - Retelling and sequencing stories; - role play - small world - mark making Word reading: - Begin to recognise Phase 1 sounds - Phase 1 Phonics Writing: - Use some of their print and letter knowledge in early writing



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Maths	Number: Subitise up to 3 objects Show 'finger numbers' up to 5 Say one number for each item in order Shape, Space & Measure: Positional language	Number: Recite numbers past 5 Know that the last number reached is the total Shape, Space & Measure: Describe a familiar route Compare quantities: more than, fewer than	Number: Link numerals and amounts Shape, Space & Measure: Talk about and explore 2D and 3D shapes Positional language	Numerical Pattern: Experiment with own symbols, marks and numerals Shape, Space & Measure: Make comparisons between objects Talk about and identify patterns around them	Number: Solve real world mathematical problems up to 5 Shape, Space & Measure: Extend and create ABAB patterns Notice and correct an error in repeating patterns	Numerical pattern: Begin to describe a sequence of events Shape, Space & Measure: Select shapes appropriately
Understanding the World	Past & Present Begin to make sense of their own life-story and family's history People, Culture and Communities Develop positive attitudes about the	People, Culture and Communities Show interest in different occupations The Natural World Seasons and senses	The Natural World Explore collections of materials Talk about what they see using a wide vocabulary	The Natural World Plant seeds and care for growing plants Understand the key features of plant/animal cycles Seasons and senses	The Natural World Begin to understand the need to respect and care for the natural environment and all living things Explore and talk about different forces they can feel	The Natural World Talk about the differences between materials and changes they notice Seasons and senses People, Culture and Communities Know that there are different countries in



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	differences between people	Explore how things work				the world and talk about the differences I have experienced or seen in photos
Expressive Arts & Design	Being Imaginative and Expressive Take part in simple pretend play, using an object to represent something else even though they are not similar Show different emotions in their drawings and paintings, like happiness, sadness, fear, etc.	Being Imaginative and Expressive Begin to develop complex stories using small world equipment like animal sets, dolls and dolls houses, etc. Create their own songs or improvise a song around one they know	Creating with Materials Develop their own ideas and then decide which materials to use to express them	Being Imaginative and Expressive Explore colour and colour mixing Listen with increased attention to sounds Sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs	Creating with Materials Create closed shapes with continuous lines and begin to use these shapes to represent objects	Being Imaginative and Expressive Use drawing to represent ideas like movement or loud noises Respond to what they have heard, expressing their thoughts and feelings
		Creating with Materials Explore different materials freely, to develop their ideas about how to use them and what to make	Being Imaginative and Expressive Make imaginative and complex 'small worlds' with blocks and construction kits, such as a city with different buildings and a park Play instruments with increasing control to express their feelings and ideas	Creating with Materials Join different materials and explore different textures	Being Imaginative and Expressive Show different emotions in their drawings – happiness, sadness, fear, etc. Remember and sing entire songs Sing the pitch of a tone sung by another person ('pitch match')	Creating with Materials Draw with increasing complexity and detail, such as representing a face with a circle and including details



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	<i>Child-led Learning – We have mapped out the areas of learning and overarching themes for the year but learning will be directed by the children’s interests and their individual learning journeys.</i>
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