St. Joseph's Catholic Primary School
EYFS Curriculum Overview

Curriculum Rationale

The EYFS curriculum has been designed to ensure a strong foundation to learning for our children. Our curriculum aims to deliver a memorable curriculum which is carefully designed and sequenced using content from Development Matters and the EYFS Statutory Framework. We have planned an ambitious curriculum that teaches the children the skills and knowledge they will need to prepare them for Year 1 and to provide the foundational building blocks to become a lifelong learner. **We want our children to know more and remember more**. Our curriculum is broad and balanced with a focus on Early Reading and developing children's Communication and Language. The children are explicitly taught skills and knowledge linked to each of the prime and specific areas through adult and child -led lessons. The children have planned, purposeful opportunities to practise these skills and embed this knowledge independently through the classroom provision. The provision for the children to learn is combined of both indoor and outdoor learning.

The curriculum has designed with the following in mind.

- *Does our curriculum lay foundations for later learning?*
- *What do we want our children to learn?*
- *Why are we doing this? (purpose and intent)*
- *Why are we teaching this now?*
- *What new vocabulary is introduced?*
  What previous knowledge do the children have?

Activities (the how) are then planned to allow for interactions which promote a language rich environment. Adults will communicate with all children build on vocab and language structure, introducing new knowledge. Opportunities to revisit and practice will be incorporated. Our curriculum intent is to provide the children with both a range of similar topics, linked to their own experiences, as well as unfamiliar topics, to spark their interest and exploration of the wider and natural world. We do this through a plethora of books and inviting visitors into school. In doing this we provide a curriculum and environment where the children feel safe and secure when developing their knowledge and skills. We prepare them well for Year 1.

Our EYFS curriculum has been planned and developed as the foundation to our whole school curriculum and to prepare the children for their next steps in Year 1.

LINKS TO PRIOR LEARNING	LINKS TO NEXT STEPS IN LEARNING
All learning has been based upon the prior learning within the 3-4 year development expectations from Development Matters 2021 Adjustments will be made on an individual basis if this stating point needs to be adapted. There are clear links between taught topics within our EYFS and opportunities are identified which allow children to remember and recall this prior learning and build on their learning over time – there are clear links through the curriculum in Year 1, which are opportunities to remember and recall prior knowledge and build on this over time.	Our EYFS curriculum has been planned and developed in support of our whole school curriculum and the children's next steps in Year 1 Each unit has the curriculum link within Year 1 identified to ensure strong knowledge and understanding is taught within the EYFS to support an aligned and firm foundation into Year 1's curriculum

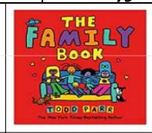
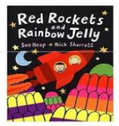
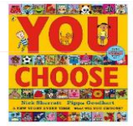
VOCABULARY GUIDE	PARENTS AS PARTNERS
Developing children's vocabulary is critical in their language development and also underpins and lays strong foundations for their reading, comprehension and writing. In our Reception class, we place great importance on vocabulary development. Here is how we do so at St. Joseph's: • Developing our children's vocabulary is a strand that runs through our whole curriculum • For each unit of learning, key vocabulary has been identified • This vocabulary will be explicitly taught within the unit of learning • Vocabulary may arise again and link with another unit of learning, this vocabulary is identified as an opportunity for children to remember and recall this prior learning • In addition to the identified curriculum vocabulary, the EYFS team regularly identify vocabulary through books and discussions with the children. These words may become our 'word of the week' which we will regularly draw upon and use within class. • Key vocabulary for each unit of learning will also be shared with parents and will be shared on Class Dojo. • We read regularly to the children, a variety of fiction and non-fiction books taking opportunities to discuss and learn new vocabulary that arise from reading new books • We engage with different poems and rhymes to further enhance our children's exposure to new vocabulary • We interact with our class puppet, who gives us vocabulary to learn and discuss. We come up with different ways of using this new vocabulary in a sentence and throughout our plan	Establishing a strong parent partnership is vital for us in St. Joseph's Reception class and we share Development Matter's 2021 recognition that a 'strong respectful partnership' allows children to 'thrive' in the Early Years. Here is how we establish these strong relationships: • Each half term parents will receive a curriculum overview to clearly explain the topic, learning and vocabulary that will be taught over the next half term. • Each term parents are invited to a Stay and Play. These sessions will provide parents a valuable opportunity to spend time in our learning environment, engage in our continuous provision and share their child's learning with them. • Throughout the year parents, support our learning through visits into class in relation to their expertise. The EYFS team seek their support through visits and talks into class. • Each week parents receive a weekly update to outline the key learning and activities that has taken place in that week. Parents are provided with the phonics focus for the week and links for the weekly e readers.

Focus Texts/Reading Links
For each topic, where appropriate, high quality texts have been curated and are identified as our focus texts. These texts will be used continually throughout the unit of learning to enhance the children's knowledge of the topic and further engage them with their learning. Our reading links are the books in which we will share with the children to engage them further in our learning and link well to our topic. In addition, the vocabulary used in these texts will be identified to support our children's language development and background knowledge understanding.
Early Reading
Our early reading curriculum follows the Fisher Family Trust Scheme 'Success for all Phonics'. Children take part in a daily reading session which uses decodable books and develops life long readers. Our early reading curriculum develops a love of reading which is central to what we do.
Early Writing
Our early writing curriculum links with our whole school English policy. We use a variety of texts and follow a 'Talk4writing' approach within our English lessons and understand the importance of oracy and it's impact on writing.
Early Maths
Our early Math's curriculum follows the NCETM 'Master Number' EYFS scheme of work and White Rose Maths. We have developed our professional understanding of early math's development through engaging with the EEF Early Maths Guidance (2020)

POSSIBLE CROSS CURRICULAR LINKS	ENRICHING THE CURRICULUM
Each unit of learning has clear, cross curricular links built in. These will take the form of continuous provision ideas that the children can have independent access to during the unit of learning.	Where appropriate and purposeful, trips and enrichment visits are planned within our curriculum, many of these trips will occur within our local environment.

	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
Topic/theme	**Marvellous Me!** We will be finding out about ourselves and our families and our friends. We will discuss our similarities and differences between ourselves and others. We will learn about our bodies and emotions.	**Let's celebrate!** We will explore different celebrations – Bonfire night, Diwali, Remembrance Day, Christmas. We look at the differences from now and then, discussing cultural differences and similarities we may share. Discuss what toys children of the past got for Christmas.	**People who help us** We will be finding out about different occupations, exploring similarities and differences between jobs. We will look at ways to help our family, friends and planet.	**Down in the garden** The children learn about a variety of plants, how to look after plants and what they need to grow well. We learn about fruits and vegetables and healthy eating.	**Amazing Animals** In this unit, we learn about the different animals and their habitats. We will explore the natural world around us and make observations of animals and the environment.	**Seaside Fun** We will be exploring the seaside and everything wonderful about it. We will discuss landmarks and what can happen in and around the sea and contrast this environment to ours. We will learn what it was like to visit the seaside in the past.
Books/Texts	• **Colour Monster** • **Funnybones** • **Harry and the Dinosaurs go to school** • **My Hair**	• **Lest We Forget by Kerry Brown** • **Where The Poppies Now Grow** • **Little Glow** • **Owl Babies (linked to seasonal change)** • **Dear Santa**	• **Jolly Postman** • **A superhero like you.** • **Tidy** • **Mog and the** • **V-E-T** • **Percy the Park keeper**	• **Jack and the Beanstalk.** • **The Tiny Seed.** • **The Very Hungry Caterpillar**	• **Little Red Hen** • **Three Little Pigs.** • **Farmer Duck** • **Handa's Surprise** • **Tiger who came to tea.**	• **The Rainbow Fish** • **Lighthouse Keepers lunch** • **The Storm Whale.**
Literacy	**Comprehension –** Children will independently look at a book, hold it the correct way around and turn pages Immerse themselves in stories and storytelling Explore rhyme **Word Reading –** Oral blending and segmenting Understand that the text coneys meaning. Children will segment and blend sounds together to read words. **Writing –** Oral composition. Recognise and write own name. Children will give meaning to the marks they make.	**Comprehension –** Children will engage and enjoy an increasing range of books. **Word Reading –** Recognise initial sounds in words. Children will begin to read captions and sentences. **Writing –** Oral composition. Children will start to form letters correctly	**Comprehension –** Children will act out stories using recently introduced vocabulary **Word Reading –** Children will recognize taught diagraphs in words and blend the sounds together. **Writing –** Oral composition. Children will write CVC words representing the sounds they have learnt with a letter/letters	**Comprehension –** Children can talk about the characters in the story they are reading. **Word Reading –** Children will read words containing tricky words and diagraphs. **Writing –** Write simple dictated captions representing the sounds that they know with a letter/letter. Focus on oral composition before writing	**Comprehension –** Children will retell a story using new vocabulary **Word Reading –** Children will read longer sentences containing Phase 4 sounds and tricky words. **Writing –** Children will write words which are spelt phonetically using sounds they know.	**Comprehension –** Children will be able to answer using new vocabulary **Word Reading –** Children will read books matched to their phonic ability **Writing –** Children will write simple phrases and sentences using recognizable letters and sounds
Areas – Within each unit of learning, children are encouraged to develop their own fascinations, guide learning and enhance the curriculum that is planned. All themes and topics are flexible to support this.						
Understanding the World topic focus	**People culture and communities** • Where do I go to school? • Google Maps/Earth • Name and identify the human body • The timeline of me. How do I change from a baby? • Why are people familiar to me? • Who are my special people? Valuing difference and diversity • Self portrait • Seasonal changes – Autumn • Starting to understand chronology and timeline of me	**Past and present** • different celebrations – Bonfire night, Diwali, Remembrance Day, Christmas. • We look at the differences from now and then, discussing cultural differences and similarities we may share. • Discuss what toys children of the past got for Christmas	**People Culture and Communities** • We will be finding out about different occupations, exploring similarities and differences between jobs. • We will look at ways to help our family, friends and planet • Children will show interest for those who in our local communities and people who help us	**The Natural World** • The children learn about a variety of plants, how to look after plants and what they need to grow well. We learn about fruits and vegetables and healthy eating. • The life cycle of a plant • Learn about the animals in our surrounding environment	**The Natural World** • In this unit, we learn about the different animals and their habitats. • We will explore the natural world around us and make observations of animals and the environment. • Learn about David Attenborough and his work to protect our oceans and habitats • Learn about our own pets and animals at home • Animals rescue centers • Animals that lived in the past.	**Past and present** • We will be exploring the seaside and everything wonderful about it. • We will discuss landmarks and what can happen in and around the sea and contrast this environment to ours. • We will learn what it was like to visit the seaside in the past.
Expressive Arts and Design: Art (Kapow)	• **Drawing: Marvellous Marks** • Using felt tips, chalk and pencils to mark make • Autumn rubbings • Mt first self portrait • Drawings of those familiar to me • Autumnal wreaths • Hedgehog clay modelling		**Painting and mixed media: Paint my world** • Exploring paint through finger painting, children describe colours and textures and discuss their creations. • Collecting materials and objects from nature to make painting tools; children use these to create abstract • nd Using paint to record emotional responses to different pieces of music, creating exciting and • To make child-led collages using mixed media. • To use loose parts to create a piece of transient art. • Developing an understanding of collage. • Children create landscape collages inspired by the artist Megan Coyle		**Sculpture and 3D: Creation station** • To explore clay and its properties • To explore playdough and its properties • To create a natural 3d landscape using objects found • Make a 3d clay sculpture	

Expressive Arts and Design: DT (Kapow)		**Textiles: Bookmarks** • Threading and Weaving • Use different fabrics – hessian and wool		**Cooking and nutrition: Soup** • Explore fruits and vegetables and the difference between them • To explore pumpkins and use senses to describe it • To design a fruit and vegetable soup recipe • To use a knife correctly • To safely use tools to prepare ingredients_		**Structures: Boats** • To understand what waterproof means and test whether materials are waterproof • To test and make predictions for which materials sink and float • To compare the uses of boats • To investigate how the shape and structure of boat affects the way it moves • To design and create a boat
Maths – NCETM Mastery Number	• Subitising within 3 • Focus on counting skills • Explore how all numbers • are made of 1s • Focus on composition of • 3 and 4 • Subitise objects and • sounds • Comparison of sets - 'just • by looking' • Use the language of • comparison: more than • and fewer than	• Focus on counting skills • Focus on the 'five-ness of • 5' using one hand and the • die pattern for 5 • Comparison of sets - by • matching • Use the language of • comparison: more than, • fewer than, an equal • number • Explore the concept of • 'whole' and 'part' • Focus on the composition • of 3, 4 and 5 • Practise object counting • skills • Match numerals to • quantities within 10 • Verbal counting beyond	• Subitise within 5 focusing • on die patterns • Match numerals to • quantities within 5 • Counting – focus on • ordinality and the • 'staircase' pattern • See that each number is • one more than the • previous number • Focus on 5 Focus on 6 and 7 as '5 • and a bit' • Compare sets and use • language of comparison: • more than, fewer than, an • equal number to • Make unequal sets equal	• Focus on the 'staircase' • pattern and ordering • numbers • Focus on ordering of • numbers to 8 • Use language of less than • Focus on 7 Doubles – explore how • some numbers can be • made with 2 equal parts • Sorting numbers • according to attributes - • odd and even numbers	• Counting – larger sets • and things that cannot • be seen • Subitising – to 6, • including in structured • arrangements • Composition – '5 and • a bit' • Composition - of 10 Comparison – linked • to ordinality • Play track games	• Subitise to 5 • Introduce the • rekenrek • Automatic recall of • bonds to 5 • Composition of • numbers to 10 • Comparison Number patterns Counting
Phonics – FFT	Week 1 & 2 – Oral blending and segmenting. Learn alphabet chant Week 3 – s a t p Week 4 – i n m d Week 5 – g o c k Week 6 – ck e u r	Week 7 – consolidation Week 8 – h b f ff Week 9 – l ll ss Week 10 – j v w Week 11 – x y z Week 12 – consolidation Red words – the I he she is to go of as we are you into WPM goal: 15	Week 13 – zz qu ch Week 14 – sh th ng Week 15 – consolidation Week 16 – consolidation Week 17 – ai nk Week 18 – ee Red words – be me his no so has do her my by	Week 19 - igh Week 20 – oa Week 21 – oo Week 22 – oo Week 23 – ar Week 24 – consolidation Red words – ask our says they said was were put all there like WPM goal: 25	Week 25 – or Week 26 – ur Week 27 – ow Week 28 – oi Week 29 – ear Week 30 – consolidation Red words – here where today when what come some push pull friend school out	Week 31- air Week 32 – ure Week 33 – er Weel 34 – consolidation Week 35 – consolidation Week 36 – consolidation Red words – one once your love house full little WPM goal: 35
R.E	**Creation & Covenant** God made me God loves me Genesis 1:31	**Prophecy and Promise** The Nativity Advent Luke 2: 4-7 Luke 2: 8-20	**Galilee to Jerusalem** The Wise Men Jesus welcomes the children Mark 2: 1-12 Mathew 2: 1-12 Mark 10: v16	**Desert to Garden** Signs of Lent Signs of Easter Symbols of new life Luke 10: 25-28	**To the Ends of the Earth** Pentecost The Holy Spirit The church family Acts: 2:42-47	**Dialogue and Encounter** Saint Peter and Paul Visitor to talk about their faith Acts 17:28
PSED	**Myself** • Me and Relationships • All about Me • What makes me special • Me and my special people • Who can help me? • My feelings • Healthy Eating	**Being kind and caring – valuing differences** • I'm special, you're special • Same and different • Same and different families • Same and different homes • I am caring • I am a friend • My rights and respect	**Keeping ourselves safe** • Keeping myself safe • What's safe to go into my body (including medicines) • Safe indoors and outdoors • Listening to my feelings • Keeping safe online • People who help to keep me safe_	**Growing and Changing** • Seasons • Life stages – plants, animals and humans • Life stages : human life. Who will I be? • Where do babies come from? Getting bigger – me and my body • KIDSAFE	**Looking after the world** • Looking after school environment • Looking after our school habitats • Recycling and looking after our planet • Pollution	**Looking after the oceans** • The World's Oceans • Pollution • What lives in the ocean • Protecting our oceans
C&L	• Understand how to listen carefully and why listening is important. • Learn new vocabulary. • Use new vocabulary through the day. • Ask questions to find out more and to check they understand what has been said to them. • Articulate their ideas and thoughts in well-formed sentences. • Connect one idea or action to another using a range of connectives • Describe events in some detail. • Use talk to help work out problems and organise thinking and activities, and to explain how things work and why they might happen • Develop social phrases.					

	• Engage in story times • Listen to and talk about stories to build familiarity and understanding. • Retell the story, once they have developed a deep familiarity with the text, some as exact repetition and some in their own words. • Use new vocabulary in different contexts. • Listen carefully to rhymes and songs, paying attention to how they sound • Learn rhymes, poems and songs • Engage in non-fiction books. • Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary **Listening, Attention and Understanding** • Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions. • Make comments about what they have heard and ask questions to clarify their understanding. • Hold conversation when engaged in back-and-forth exchanges with their teacher and peers. • **Speaking** • Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary • Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate • Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher					
PD	**Fundamental Movements** **Gross Motor Skills** – Children will learn to move safely in a space **Fine Motor** – Children will begin to use a tripod grip when using mark making tools. **Personal Hygiene**	**Fundamental Movements** **Dance** **Gross Motor Skills** – Children will explore different ways to travel using equipment **Fine Motor** – Children will accurately draw lines, circles and shapes to draw pictures	**Fundamental Movements** **Gymnastics** **Gross Motor** – Children will learn how to control a ball in different ways. Children will balance on a variety of equipment and climb. **Fine Motor** – Children will handle scissors, pencil and glue effectively. **Dental Hygiene** – Brushing Teeth	**Fundamental Movements** **Gymnastics** **Gross Motor –** Children will jump and land safely from a height **Fine Motor** – Children will use cutlery appropriately	**Fundamental Movements** **Athletics** **Gross Motor** - Children will move safely with confidence and imagination, communicating ideas through movement **Fine Motor** – Children will hold scissors correctly and cut out small shapes	**Fundamental Movements** **Athletics** **Gross Motor –** Children will be able to play by the rules and develop co-ordination. **Fine Motor –** Children will form letters correctly using a tripod grip
No Outsiders Texts		 To understand the importance of friendship	 To understand that all families are different	 It is OKAY to like different things	 To say what I think	 To celebrate my family	 To understand that we can make friends with different people
SMSC	SUKKOT (Jewish)	DIWALI (Hindu)	HANAMI (Japanese)	RAMADAN (Muslim)	SHAVUOT (Jewish)	TUAN YANG CHIEH (Chinese)
	<u>Spiritual Development</u> • Encouraging awe and wonder for environment – e.g. lying looking at clouds in the sky • Encouraging appreciation of nature – e.g. spider webs, watching ladybirds • Encouraging children to reflect on their experiences, individually and in group time • Supporting development of imagination and creativity through stories and open-ended creative provision • Planning for and offering magical moments • Acknowledgement of importance of enjoyment to well-being through having fun e.g. jumping in puddles • Encouraging awe and wonder for objects – e.g. curiosity cube • Encouraging strong key person relationships – influencing quality of life through these interactions **<u>Moral Development</u>** • Through questionnaires encourage community involvement in thinking about values to promote e.g. being honest • Promote values through stories at large group time • Discuss values and feelings • Reward system rewarding attitudes e.g. being kind • Staff modelling of values e.g. being friendly • Supporting children's following of rules e.g. "no running in the classroom" • The Restorative Approach is used consistently by all staff in the classroom • Use of conflict resolution techniques to encourage children's understanding of feelings of others **<u>Social Development</u>** • Use of keyperson groups to encourage children to form friendships • Staff support social skills and development throughout play and learning experiences • Snack times and lunch club– supporting table manners • Teaching self-care habits – e.g. blowing noses, covering mouth when coughing • Support inclusion of children within play and challenge any stereo typing e.g. "boys can't come in the home corner" • Support transition process into nursery and into school • Support development of respectful behaviour e.g. listening to others, not invading other children's space • Sharing a wide range of quality inclusive texts/stories and social stories with children **<u>Cultural Development</u>**					

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	• Appreciation of cultures of others as it arises from home backgrounds of children within Reception and within the books shared • "News from Home" sheets encourage families to tell us about their own celebrations and customs and these are shared • Encourage bi-lingual children to use their home language, as well as English and discuss importance of this with parents • Challenge stereo –typical language and ensure all types of families feel accepted and respected. • Quality inclusive resources purchased and provided in the environment • Understanding and feeling comfortable in a variety of cultures