St. Mary of the Angels Catholic Primary School

A community of faith and learning following Jesus in all we think, do and say

EYFS CURRICULUM - YEAR A and B

	AUTUMN	SPRING	SUMMER
YEAR A TOPICS	**CREATIVE CURRICULUM TOPIC** **Peek Into the Past & Myself** **RE**: Creation and Covenant & Prophecy and Promise	**CREATIVE CURRICULUM TOPIC** **Adventures Through Time (Traditional Tales) & Outdoor Adventures (Day & Night)** **RE**: Galilee to Jerusalem & Desert to Garden	**CREATIVE CURRICULUM TOPIC** **My Community & Under the Sea (Around the World)** **RE**: To the Ends of the Earth & Dialogue and Encounter
YEAR B TOPICS	**CREATIVE CURRICULUM TOPIC** **Rhyme Time & I'm a Performer** **RE**: Creation and Covenant & Prophecy and Promise	**CREATIVE CURRICULUM TOPIC** **All About Animals & In the Garden (Seasons)** **RE**: Galilee to Jerusalem & Desert to Garden	**CREATIVE CURRICULUM TOPIC** **If you go into the Woods & Around the World** **RE**: To the Ends of the Earth & Dialogue and Encounter

PRIME AREAS

Communication & Language Curriculum Objectives

Listening, Attention and Understanding ELG

Children at the expected level of development will:

- 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 ELG

Children at the expected level of development will:

- 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.

	Autumn Communication and Language focus	Spring Communication and Language focus	Summer Communication and Language focus
	• To orally share likes/dislikes, circle time discussion • Listening and responding to stories • Develop understanding - engage in 'back and forth' child-adult interaction – model discussion/language interactions • Develop internalisation through use of prompts, workshop style learning, play activities e.g. pupil transactional engagement e.g. role play areas; shop, post office	• Retelling, speaking for an audience • Listening and responding to stories • Develop understanding - engage in 'back and forth' child-adult interaction – model discussion/language interactions • Develop internalisation through use of prompts, workshop style learning, play activities e.g. pupil transactional engagement e.g. role play areas; shop, post office • Encourage use of full sentences – providing sentence starters – adult modelling language structures • Small group discussions or 1:1 – focus activities for speaking and listening • Develop vocabulary to support children to ask and answer questions; question, explain and respond	• Discussing/celebrating own cultures and backgrounds • Listening and responding to stories • Retelling, speaking for an audience • Develop understanding - engage in 'back and forth' child-adult interaction – model discussion/language interactions • Develop internalisation through use of prompts, workshop style learning, play activities e.g. pupil transactional engagement e.g. role play areas; shop, post office • Encourage use of full sentences – providing sentence starters – adult modelling language structures • Small group discussions or 1:1 – focus activities for speaking and listening • Develop vocabulary to support children to ask and answer questions; question, explain and respond • Further develop methods of communication to support pupils in responding to their experiences and to what happens next – making connections (ideas/concepts more abstract language) • Develop use of tense of speech making use of conjunctions – modelled support from adult

EYFS Foundation Stage – Communication and Language Development

The development of children's spoken language underpins all seven areas of learning and development. Children's back-and-forth interactions from an early age form the foundations for language and cognitive development. The number and quality of the conversations they have with adults and peers throughout the day in a language-rich environment is crucial. By commenting on what children are interested in or doing, and echoing back what they say with new vocabulary added, practitioners will build children's language effectively. Reading frequently to children, and engaging them actively in stories, non-fiction, rhymes and poems, and then providing them with extensive opportunities to use and embed new words in a range of contexts, will give children the opportunity to thrive. Through conversation, story-telling and role play, where children share their ideas with support and modelling from their teacher, and sensitive questioning that invites them to elaborate, children become comfortable using a rich range of vocabulary and language structures.

Physical Development Objectives

Gross Motor Skills ELG

Children at the expected level of development will:

- Negotiate space and obstacles safely, with consideration for themselves and others;
- Demonstrate strength, balance and coordination when playing;
- Move energetically, such as running, jumping, dancing, hopping, skipping and climbing

Fine Motor Skills ELG

Children at the expected level of development will:

- Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases;
- Use a range of small tools, including scissors, paint brushes and cutlery;
- Begin to show accuracy and care when drawing.

	Autumn Physical Development	Spring Physical Development	Summer Physical Development
	• Gross motor skills • Fine motor skills • Hand strength • Hand to eye coordination • Body balance • Body strengthening/movement • Developing fundamental movement skills: run, jump, dance and climb • Negotiate space and obstacles safely with consideration for themselves and others • Develop spatial awareness	• Develop pencil grip • Letter formation • Further develop fundamental movement skills: run, jump, dance, climb, hop • Fine motor skills/hand to eye coordination • Further develop hand strength and manipulation (use of tools) • Develop strength balance and coordination when playing • Overall muscle strengthening through gross motor activities • Dressing and undressing independently	• Writing on a smaller scale and with more control and increased accuracy with letter formation • Develop scissor skills – accuracy/precision • Manipulating tools including cutlery and paintbrushes – increased dexterity • Further develop fundamental movement skills: run, jump, dance, climb, hop, skip • Increased refinement in use of fine motor skills • Further develop hand strength and manipulation • Hand to eye coordination • Further develop strength, balance and coordination when playing • Overall muscle strengthening through a range of gross motor activities • Dressing and undressing independently • Taking part in team games e.g. Sports Day

EYFS Foundation Stage - Physical Development

Physical activity is vital in children's all-round development, enabling them to pursue happy, healthy and active lives. Gross and fine motor experiences develop incrementally throughout early childhood, starting with sensory explorations and the development of a child's strength, coordination and positional awareness through tummy time, crawling and play movement with both objects and adults. By creating games and providing opportunities for play both indoors and outdoors, adults can support children to develop their core strength, stability, balance, spatial awareness, co-ordination and agility. Gross motor skills provide the foundation for developing healthy bodies and social and emotional wellbeing. Fine motor control and precision helps with hand-eye coordination which is later linked to early literacy. Repeated and varied opportunities to explore and play with small world activities, puzzles, arts and crafts and the practise of using small tools, with feedback and support from adults, allow children to develop proficiency, control and confidence.

Personal Social & Emotional Development Objectives

Self-Regulation ELG

Children at the expected level of development will:

- Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly;
- Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate;
- Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions.

Managing Self ELG

Children at the expected level of development will:

- Be confident to try new activities and show independence, resilience and perseverance in the face of challenge;
- Explain the reasons for rules, know right from wrong and try to behave accordingly;
- Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices

Building Relationships ELG

Children at the expected level of development will:

- Work and play cooperatively and take turns with others;
- Form positive attachments to adults and friendships with peers;
- Show sensitivity to their own and to others' needs.

	Autumn Personal Social & Emotional Development	Spring Personal Social & Emotional Development	Summer Personal Social & Emotional Development
	• Manage own basic hygiene and personal needs, including dressing, going to the toilet. • Follow rules and routines • Show an understanding of own feelings and those of others. • Begin to regulate behaviour accordingly. • Be confident to try new activities and show independence. • Work and play cooperatively and take turns with others. To develop confidence to perform for an audience	• Set and work towards simple goals. • Being able to wait for what they want and control their immediate impulses when appropriate. • Explain the reasons for rules, know right from wrong and try to have accordingly • Show resilience and perseverance in the face of challenge • Form positive attachments to adults and friendships with peers	• Give increased focused attention to what the teacher says, • Respond appropriately even when engaged in activity. • Show an ability to follow instructions involving several ideas or actions. • Understand the importance of healthy food choices. • Show sensitivity to their own and to others' needs. • Adapting behaviour to different social situations • To negotiate and solve problems without adult intervention

EYFS Foundation Stage - PSED Development

Children's personal, social and emotional development (PSED) is crucial for children to lead healthy and happy lives, and is fundamental to their cognitive development. Underpinning their personal Development are the important attachments that shape their social world. Strong, warm and supportive relationships with adults enable children to learn how to understand their own feelings and those of others. Children should be supported to manage emotions, develop a positive sense of self, set themselves simple goals, have confidence in their own abilities, to persist and wait for what They want and direct attention as necessary. Through adult modelling and guidance, they will learn how to look after their bodies, including healthy eating, and manage personal needs independently. Through supported interaction with other children they learn how to make good friendships, co-operate and resolve conflicts peaceably. These attributes will provide a secure platform from which children can achieve at school and in later life

SPECIFIC AREAS

Literacy - Objectives

Comprehension ELG

Children at the expected level of development will:

- Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary;
- Anticipate – where appropriate – key events in stories;
- Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play

Word Reading ELG

Children at the expected level of development will:

- Say a sound for each letter in the alphabet
- Say a sound for each letter in the alphabet and at least 10 digraphs;
- Read words consistent with their phonic knowledge by sound blending;

Children will begin to:

- Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.

Writing ELG

Children at the expected level of development will:

- Write recognisable letters, most of which are correctly formed;

Children will begin to:

- Spell words by identifying sounds in them and representing the sounds with a letter or letters.
- Write simple phrases and sentences that can be read by others

	Autumn Literacy	Spring Literacy	Summer Literacy
	Reading: Phonics Phases 1 and 2, learning traditional nursery rhymes and narratives, shared big book reading, conventions of print and how to 'read' a book. **Writing:** experimental mark making, formation of letters, writing name, modelled/shared writing **Key Concepts:** Visual Literacy, Nursery Rhymes, Rhyming words and Repetitive Text	**Reading:** ***Phonics Phases 1, 2 and 3-***Hear initial and last sounds in words; blend and segment CVC words orally; read simple CVC words. Listening to traditional stories; Non-Fiction information texts; shared big book reading; conventions of print and how to 'read' a book. **Writing:** experimental mark making; formation of letters; writing name; writing CVC words; begin to write simple sentences; modelled/shared writing; writing recounts; factual writing. **Key Concepts:** Visual literacy; retelling traditional stories; repetitive refrains; characterisation; difference between fiction and non-fiction	**Reading:** ***Phonics Phases 1, 2 and 3-***Hear initial and last sounds in words; blend and segment CVC words orally; read simple CVC words. Blend and segment words with Phase 3 vowel digraphs. Reading tricky words. Listening to stories and finding out information from non -fiction texts and the conventions of non-fiction texts. **Writing:** experimental mark making; formation of letters; writing name; writing CVC words; tricky words ; begin to write simple sentences modelled/shared writing; writing lists; invitations and letters. **Key Concepts:** Visual Literacy, non-fiction text, structure of stories, characters, story settings

Maths Objectives

Number ELG
Children at the expected level of development will:
• Have a deep understanding of number to 10, including the composition of each number;
• Subitise (recognise quantities without counting) up to 5;
• Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts.
• Have a deep understanding of number to 10, including the composition of each number;
Numerical Patterns ELG
Children at the expected level of development will:
• Verbally count beyond 20, recognising the pattern of the counting system;
• Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity.

	Autumn Maths	Spring Maths	Summer Maths
	Number and Place Value: Counting & naming numerals, ordering numbers, sequencing from 1-5; then to 10. Matching numbers to number in group. Formation of numbers 1-10. Counting to 20. Comparing quantities of identical objects/ non-identical objects. Subitise numbers to 5. **Addition and Subtraction** – Sort into groups; find one more and one less. **Measurement:** Days of the Week , time- morning , afternoon, evening **Shape and Space** – Explore colour and shape patterns. **Patterns linked to topic**	**Number and Place Value-** Counting forwards and backwards from 0-10/20. Writing numbers from 0-10/20. Matching numerals and quantities correctly. Introducing Zero Exploring the composition of 6,7, 8 9 and 10. **Addition and Subtraction-** Number bonds within 5. Using a fives frame; Introduce part whole model. Addition to 5/ 10- combine two groups to make a whole. Using a tens frame. Number bonds to 10. Comparing numbers to 10. Subtraction to 5/ 10 Find one more /one less **Shape and Space** – Spatial awareness; 2D shapes; 3D shapes. **Measurement Days** of the week; Months of the year. Use everyday language to talk about weight, height, and capacity – heavy, heavier, tall taller, tallest, empty, full, half empty; half full. Use cubes to measure length. Balance scales to compare weights of objects. ***Measurement linked to topic.***	**Number and Place Value -** Counting from 1-10 /1-20. Beyond 20. Count objects and actions. Recognising numerals from 1-10/1-20. Select the correct numeral to represent 1 to 10/1-20 objects. Order numbers and say which number is one more or one less than a given number. Formation of numerals. **Addition and Subtraction-** First, then and now stories. Add by counting on. Subtract by counting back. Subtraction facts for numbers up to 5. Number bonds to 10. **Multiplication and Division:** Solve problems including doubling, halving and sharing. Odd and even numbers. **Measurement**: time- days of the week; months of the year. Order familiar events. Money - recognise coins. **Shape and Space –** Explore simple and complex patterns. Use everyday language to talk about distance and position. ***Money linked to topic.***

Understanding the World Objectives			
	Autumn **Understanding the World**	**Spring** **Understanding the World**	**Summer** **Understanding the World**
	<u>Past and Present ELG</u> **Children at the expected level of development will**: • Talk about the lives of the people around them and their roles in society; • Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class; • Understand the past through settings, characters and events encountered in books read in class and storytelling;	**<u>The Natural World ELG</u>** **Children at the expected level of development will:** • Explore the natural world around them, making observations and drawing pictures of animals and plants; • Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class. • Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter. **<u>Past and Present ELG</u>** **Children at the expected level of development will**: • Talk about the lives of the people around them and their roles in society; • Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class; • Understand the past through settings, characters and events encountered in books read in class and storytelling;	**<u>People Culture and Communities ELG</u>** **Children at the expected level of development will**: • Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps; • Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class; • Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and – when appropriate – maps.
YEAR A	**Topic:** Learning through the performing arts and developing and understanding of the performing arts in our community such as the ballet, the theatre, musicians and so on. Black History Month – linked with Space/our Solar System) **Computing :** Experimenting with forms of ICT e.g. toys/ headphones/ computers, CD players **Past and Present:** Baptism/Christmas **Stories** and rhymes set in past.	**Topic:** Fairy Tales & Day and Night (seasons changing) Growing beans, **Computing**: Using a computer program **Past and Present: 'Adventures through Time' –** we will be comparing and contrasting characters from the past and now, enhancing the children's understanding of the past. This project supports children to develop a love of stories and reading. It encourages children to learn,	**Topic:** Explore cultural differences and different roles and occupations in the community. Under the Sea animals and habitats. **Computing**: Focus on independent learning using computers /tablets. Online learning – Purple Mash and Mathletics,

		retell and act out familiar and traditional tales including The Three Little Pigs and Jack and the Beanstalk.	

YEAR B	**Topic:** Learning through the performing arts and developing and understanding of the performing arts in our community such as the ballet, the theatre, musicians and so on. **Computing :** Experimenting with forms of ICT e.g. toys/ headphones/ computers, CD players **Past and Present:** Baptism/Christmas **Stories** and rhymes set in past.	**Topic:** All About Animals/In the Garden topics will allow children to explore the natural world around them with a Strong focus on growth, decay and living things. EYFS will also be growing their own plants in the garden and hatching chicks. **Computing:** Using hardware to operate a computer program **Past and Present:** Role of priest and celebration stories set in the past.	**Topic:** through the topic of Around the World children will explore different countries culturally and geographically Giving them a greater understanding of many UW concepts. **Computing:** Focus on independent learning using Learn pads

	Expressive Arts and Design Objectives		
	<u>Creating with Materials ELG</u> **Children at the expected level of development will:** • Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function; • Share their creations, explaining the process they have used; • Make use of props and materials when role playing characters in narratives and stories. **<u>Being Imaginative and Expressive ELG</u>** **Children at the expected level of development will:** • Invent, adapt and recount narratives and stories with peers and their teacher; • Sing a range of well-known nursery rhymes and songs; • Perform songs, rhymes, poems and stories with others, and – when appropriate try to move in time with music.		
	Autumn **Expressive Arts & Design**	**Spring** **Expressive Arts & Design**	**Summer** **Expressive Arts & Design**
YEAR **A**	**Artist focus:** Piet Mondrain: shape & pattern painting • **Creative Focus :** Self Portraits, Mixed Media Collage, Mixing Primary Colours, Teapot Design, Experimenting with different materials to create collages and make rockets from cardboard tubes/boxes. • **Dramatic Play Area Focus**: Home Corner /tea party / acting out nursery rhymes with puppets • **Music Focus:** singing nursery rhymes and exploring rhythm and rhyme	**Artist focus**– 'Starry Night' by Vincent Van Gogh Link to traditional tales. • **Creative Focus:** Experimenting with different materials to create houses from the Three Little Pigs. Using different materials and junk-modelling. • **Dramatic Play Area Focus:** Role play-Three Pigs' house; Little Red Riding Hood's House; fairy tale castles. Acting out with puppets. • **Music Focus**: Use percussion instruments	**Artist focus** –Van Gogh ' Sunflowers' • **Creative Focus**: Mixing colours making lines, and shapes with paint, oil pastels and crayons. Paint a Gruffalo. Collage of Rainbow fish; make sea animals. • **Dramatic Play Area Focus: Role play**- Gruffalo house/ den Fish and Chip shop (incorporating time and money) • **Music Focus:** From Around the World

YEAR B	**Artist Focus:** Andy Warhol (Self Portraits) • **Creative Focus:** Experimenting with junk modelling • **Dramatic Play Area Focus:** Home Corner & Performance Theatre learning and performing nursery rhymes. • **Music Focus:** singing nursery rhymes and exploring rhythm and rhyme	**Artist Focus:** Kandinsky (Colour Exploration & Pattern) • **Creative Focus:** Experimenting with colour and different art techniques • **Dramatic Play Area Focus:** Zoo/Pet Shop & Garden • **Music Focus:** Exploring and experimenting with different musical instruments	**Artist Focus:** Aboriginal Australian Artists (Dot Paintings) • **Creative Focus:** Exploring art techniques from around the world e.g. aboriginal dot painting • **Dramatic Play Area Focus:** Bear Cave & Airport • **Music Focus:** Exploring music and different instruments from different cultures around the world
	Home/School partnership (Year A&B)	**Home/School partnership (Year A&B)**	**Home/School partnership (Year A&B)**
	Stay and Play session **Coffee Mornings** **Phonics intro focus** **Reading Workshop** **Teacher/Parent Conference – feedback to Entry Baseline Assessments** **Tapestry online – workshop for parents**	**Stay and Play session** **Coffee Morning – Home Reading focus** **Phonics/Spelling Workshop** **Writing Workshop** **Teacher/Parent Progress Meeting**	**Stay and Play session** **Coffee Morning – Communication and Language focus** **Reception Class Graduation Nursery Transition – moving on** **End of Year Summary Report**
	Essential Learning Experiences	**Essential Learning Experiences**	**Essential Learning Experiences**
	Christmas Nativity Play **Organise a Birthday Party** **Tea Party e.g. Tiger who came to Tea** **Superheroes Dress Up Day** **Charity Fundraising – giving/sharing** **Harvest Festival - Giving**	**Making Pancakes** **Chinese New Year – world** **Easter Bonnet Parade** **World National Book Day** **Red Nose Day – Pyjama Day**	**International Day - celebrations** **Reception Class Graduation** **Day out to London Zoo – via canal boat** **Off to the London Aquarium – under the sea** **City Farm – Animal World**

Key - Early Learning Goals (ELGs) – Black **Development Matters – Red** **SMA Curriculum - Blue**