

## **St Anthony's Catholic Primary School**

### **We Grow and Learn with Jesus**

#### **EYFS Curriculum Map**

Our EYFS curriculum has been carefully designed to offer exciting, challenging and diverse experiences that support every child across all areas of the statutory EYFS framework. We have created it in a way that includes flexibility, adaptability and creativity so that our curriculum can include learning led by children's interests and experiences. We plan in a variety of ways that include long term aims, short term topics, seasonal experiences and in-the-moment planning.

Our curriculum considers the following:

- The needs, interests, experiences and skills of each child.
- The topic and texts that will engage children
- The physical environment of our rooms, outdoor areas and resources. We ensure these are learning and communication friendly spaces. The provision in each environment ensures that all opportunities for play are vibrant, real and include high order thinking.

Our curriculum is planned for the 7 areas of learning, and RE. The 7 areas include:

- Communication and language
- Physical development
- Maths
- Expressive arts and design
- Personal, social and emotion development
- Literacy
- Understanding of the World

A high percentage of our children enter our EYFS setting with little or no English. Communication and Language is one of the core areas of learning and we believe is the key to all other areas of learning too. We therefore prioritize the development of expressive and receptive language development in EYFS. Upon entry we carry out the baseline assessment which informs our planning and enables us to provide any provision for gaps in language. We create language rich classrooms and plan for key vocabulary to be used throughout all times of the day. On top of this we have a robust phonics scheme with enjoyment of reading prioritised and writing is always our focus subject each year to increase the number of children moving to Year 1 with the writing skills they need.



## Communication, Language and Literacy: supporting the development of strong communication and language skills

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<b>END OF YEAR GOAL:</b>	<b>Listening, attention and understanding:</b> <ul style="list-style-type: none"><li>• 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;</li><li>• - Make comments about what they have heard and ask questions to clarify their understanding;</li><li>• - Hold conversation when engaged in back-and-forth exchanges with their teacher and peers.</li></ul> <b>Speaking:</b> <ul style="list-style-type: none"><li>• Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary;</li><li>• Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.</li><li>• 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.</li></ul>
<b>PROVISION IN EYFS:</b>	<ul style="list-style-type: none"><li>• Morning routine and welcome.</li><li>• Story time</li><li>• Daily Rhyme Time</li><li>• Speaking and listening time (carpet time).</li><li>• Topic/activity starter (adult directed time)</li><li>• Pupil voice recorded in floor books and Pupil conferencing recorded in journals</li><li>• Wonder words on display and in journals</li><li>• Reading areas with books to enjoy, must read books and Read, Write, Inc resources</li><li>• Creative and imaginative role play, construction and small world areas</li><li>• Nursery rhymes and key songs</li><li>• Must read books</li><li>• Partner talk on carpet</li><li>• Shared worship</li><li>• Communication Circle – group intervention</li><li>• Attention Autism Bucket – group intervention</li><li>• NELI Nuffield Early Language – group and 1:1 intervention</li><li>• Sand, water or messy tray provision to stimulate discussion</li></ul>

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## Communication, Language and Literacy: early reading and phonics

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### END OF YEAR GOAL:

#### Comprehension

- 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

- Say a sound for each letter in the alphabet and at least 10 digraphs;
  - Read words consistent with their phonic knowledge by sound-blending;
  - Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.
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### PROVISION IN EYFS:

- Nursery learning vocabulary for picture cards.
- Read Write Inc daily speed sound sessions
- Read Write Inc daily word time and story book reading sessions
- 1:1 Read Write Inc tutoring
- Half Termly Read Write Inc assessments shared with parents, and Reading Rocket at parents evenings
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- Daily rhyme time
- Literacy adult led group work
- Writing areas and access to sound mats and phonics flash cards
- Wonder words on display and in journals
- Must read books
- Book corners with Read, Write, Inc resources
- Videos online of selection of Must Read Books for parents who may struggle to read in English or to model how to read to your child.
- Reading Celebration afternoons or mornings
- Sand, water or messy tray provision e.g. finding sounds

## Communication, Language and Literacy: supporting early mark making, fine-motor and writing schools

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### END OF YEAR

#### Writing

#### GOAL:

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

#### Fine Motor

- 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.
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### PROVISION IN

#### EYFS:

- Role play areas with relevant resources, examples and writing prompts
- Writing areas indoors and outdoors
- Handwriting targeted during phonics and tutoring
- Interventions to develop fine motor
- Busy fingers daily
- Use of sound mats and name cards for encouraging writing
- Time allocated for gross motor development
- Gross motor equipment in outdoor classroom – trim trail, balance beams, tennis rackets etc..
- Enriched environment with easy access to arts/pens/materials
- Pupil premium interventions

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## END OF YEAR GOAL:

### Personal, Social and Emotional development

#### Self-Regulation

- 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

- 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;

#### Building Relationships

- 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.

### Personal, Social and Emotional development and Physical Development

#### Managing Self

- Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.

#### Gross Motor Skills

- 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.

### Mathematical Development

#### Number

- 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.

#### Numerical Patterns

- 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;
- Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally

### Understanding the World

#### Past and Present

- 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.

People, Culture and Communities Children at the expected level of development will:

## PROVISION IN EYFS:

- Term begins with 'Ourselves'
- Photos of families in cloakrooms
- Photos of us as babies and toddlers
- Photos of baptisms
- Diverse books and toys
- Coffee afternoons for parents
- Sensory room
- Tranquil trolleys
- Kind hands, feet and words
- Daily prayers
- Daily class worship
- CAFOD character well done cards

- Weekly PE lesson
- Outdoor area equipped with resources to develop gross motor skills – trim trail, bikes and scooters, beams
- Specialised tools e.g. loop scissors and pencil grips
- Adults mindfully support self-regulation and co-regulation where appropriate

- Daily math carpet time
- Weekly adult led maths activity
- Enriched continuous provision with well-resourced maths area inside and outside
- Daily routines that incorporate counting – e.g daily calendar, counting how many children are here today?
- Songs linked to maths and nursery rhymes
- Enriched maths cross curricular links
- Themed topics every few weeks
- Journals
- Theme tough tray and books
- Role play areas
- Afternoons dedicated to understanding the world
- Assemblies and shared worships

- 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.

#### The Natural World

- 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

## Expressive Arts and design

#### Creating with Materials

- 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.

#### Being Imaginative and Expressive

- 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.

- Ceebeebies games accessible in classroom
- School trips and visitors – farm, chicks, caterpillars, theatre, Hudnall park and beckonscot model village

- Music lessons
- Nursery rhyme time
- Transitional songs
- Christmas play
- Shared worship songs
- Visitors – Mr Joe and our Music governor
- Weekly PE lesson which includes dance
- Role play and story telling opportunities
- Craft adult led activities and well stocked free craft areas in each classroom and outside
- Musical instruments available outside
- Well-resourced construction areas inside and out
- Artist days – e.g. Yayoi Kusama

## Religious Education and spiritual development

#### Revelation

- come to know that God loves each one always and at all times;
- come to know Jesus is God the Father's Son;
- experience and come to know that Jesus tells us about God his Father;
- hear the story of Christmas and Easter;
- hear about the good news of Pentecost;
- experience and become familiar with the sign of the cross.

#### The Church

- know that they are special within their family and the community;
- come to know that Mary is the Mother of Jesus;
- experience that a church is a special place where God's People gather to pray;
- begin to hear about God's wonderful world. Celebration
- come to appreciate their friendship with Jesus through Baptism;
- come to know that Jesus helps us to choose the good;
- come to know that Sunday is a special day for the church

- Weekly RE lessons
- Daily shared worship
- Morning, lunch and end of day prayers
- Class mass
- Advent
- Lent – Ash Wednesday
- Christmas production
- Spring walk to look for new life
- May Day Procession
- RE Retreat
- RE areas with small world role play options and books
- Prayer garden

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- family who come together to celebrate;
  - experience and recognise prayer is talking and listening to God;
  - experience praying with others as a celebration;
  - experience liturgical celebrations in a variety of simple settings;
  - be able to join in simple prayers and hymns.

#### Life in Christ

- respect each other, respect adults;
- learn to take responsibility for choices and actions;
- learn to say 'sorry';
- form, and experience good relationships with peers and with adults in the school community.
- ways in which a Christian family and parish share and celebrate life, and show care for one another;

- Class charity days
- CAFOD characters
- Class saints
- Vegetable garden