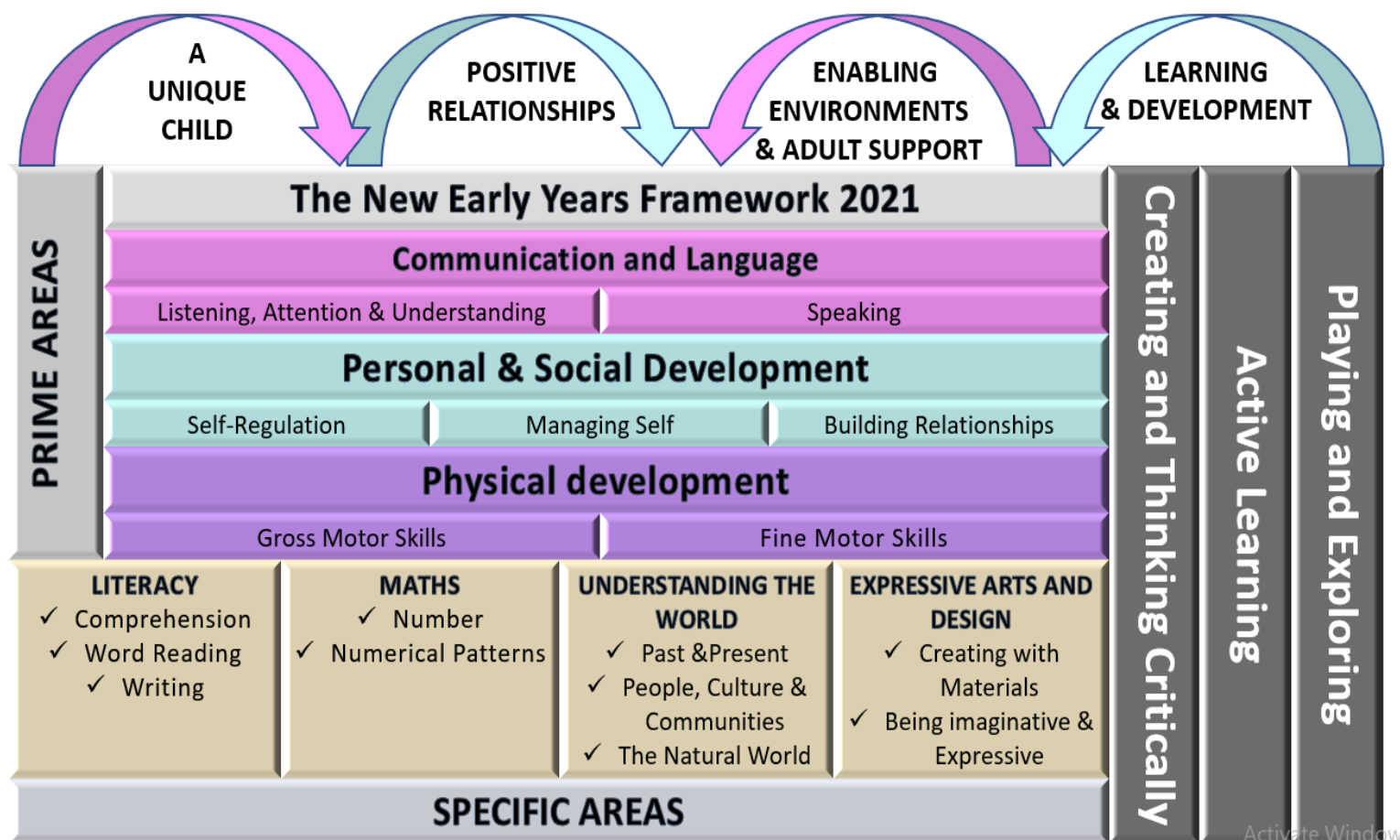




St. Thomas More Catholic Primary School

Curriculum framework overview – Year EYFS

Curriculum Statement: Children will be given an abundance of opportunities to learn through play. We will ensure that learning will be fun, engaging and we will challenge and support all children where ever their starting point. As an EYFS team and effective role models, we will provide high quality interactions in order to develop and deepen the children's learning opportunities. We will deliver our curriculum through a balance of adult led and child initiated activities based on the EYFS Framework 21' & children's interests. We understand and appreciate the importance of the outdoor environment for our children. It is a continuation of our indoor provision and it will be used at every opportunity. At St. Thomas More, we provide our children with opportunities to develop their gross motor skills, to deepen their imaginations and also their sense of curiosity. We want the children to feel safe and secure at all times and ensure that our safeguarding procedures are rigorous and kept up to date. Communication is important to us and we greatly value the relationship that we develop with parents throughout this vital year





	Autumn term 1	Autumn term 2	Spring term 1	Spring term 2	Summer term 1	Summer term 2
RE ‘RED’	Creation and Covenant	Prophecy and Promise	Galilee to Jerusalem	Desert to Garden	To the Ends of the Earth	Dialogue and Encounter
School theme	‘Lights, camera, action!’		‘Step back in time’		‘Colourful Cultures’	
Topic focus	Television		Dinosaurs		Great Britain	
Key Questions	What do I like? Do we like the same? What makes me special?		How have I changed? How has the world changed? What will it be like in the future?		Where do I live? Where can I go? What is it like?	
COEL	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 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. 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.					
Over Arching Principals	Unique Child: Every child is unique and has the potential to be resilient, capable, confident and self-assured. Positive Relationships: Children flourish with warm, strong & positive partnerships between all staff and parents/carers. This promotes independence across the EYFS curriculum. Children and practitioners are NOT alone – embrace each community. Enabling environments: Children learn and develop well in safe and secure environments where routines are established and where adults respond to their individual needs and passions and help them to build upon their learning over time. Learning and Development: Children develop and learn at different rates. We must be aware of children who need greater support than others.					
Literacy	It is crucial for children to develop a life-long love of reading . Reading consists of two dimensions: language comprehension and word reading . Language comprehension (necessary for both reading and writing) starts from birth. It only develops when adults talk with children about the world around them and the books (stories and non-fiction) they read with them, and enjoy rhymes, poems and songs together . Skilled word reading, taught later, involves both the speedy working out of the pronunciation of unfamiliar printed words (decoding) and the speedy recognition of familiar printed words . Writing involves transcription (spelling and handwriting) and composition (articulating ideas and structuring them in speech, before writing)					
	Hears and says the initial sounds in words. Can segment the sounds in simple words. Gives meaning to marks they make. Recognise rhythm in words Phase 1/2 Genre – Adventure, recount, poetry	Continue a rhyming string Links some sounds to letters. Begins to read short words Uses vocabulary which reflects the experience of books. Experiences a range of books Can segment the sounds in simple words and blend them together. Uses some clearly identifiable letters to communicate meaning. Writes own name. Phase 2	Begins to read simple sentences. Links sounds to letters. Enjoys an increasing range of books. Blends words with growing confidence. Knows that information can be retrieved from books. Represents some sounds correctly and in sequence. Writes labels, captions etc. Phase 3	Reads simple sentences. Names and sounds the letters of the alphabet. Uses a range of vocabulary which they have gained from books. Re read books. Use phonics knowledge to write words in ways which match the spoken sounds. Re read what they have written. Phase 3 Genre – Diary, character description	Writes some common irregular words. Attempts to write short sentences in meaningful contexts. Reads and understands simple sentences. Reads some common irregular words Form lower case and upper case correctly. Re read what they have written and check it makes sense. Phase 4	Retells stories and narratives using own words and new vocabulary. Anticipate key events in stories. Use and understand new vocabulary. Say a sound for each letter in the alphabet and at least 10 digraphs. Read words and sentences using phonics knowledge including some common exception words.



		Genre – Character description, Instructions	Genre – Adventure, Information Text, poetry		Genre – Tradition tales, Letters	Write recognisable letters, mostly formed correctly. Spell words using phonics. Write simple phrases that can be read by themselves or others. Phase 4 Genre – Traditional tales, postcards
Suggested Key texts	Charlie and Lola – Too small for school Peppa pig Fireman Sam Hey Duggee I'm a Doctor/ Police Officer	Thomas the Tank Engine Recipe book The Jolly Christmas Postman	Aliens love Dinopants All about Dinosaurs We're going on a bear hunt	Saturday Night at the Dinosaur Stomp Dinosaurs and all that rubbish How to grow a dinosaur.	George and his Dragon The Queens Handbag Jack and the Beanstalk	The Three Little pigs The troll
Maths	Developing a strong grounding in number is essential so that all children develop the necessary building blocks to excel mathematically. Children should be able to count confidently , develop a deep understanding of the numbers to 10 , the relationships between them and the patterns within those numbers. By providing frequent and varied opportunities to build and apply this understanding - such as using manipulatives , including small pebbles and tens frames for organising counting - children will develop a secure base of knowledge and vocabulary from which mastery of mathematics is built. In addition, it is important that the curriculum includes rich opportunities for children to develop their spatial reasoning skills across all areas of mathematics including shape, space and measures. It is important that children develop positive attitudes and interests in mathematics , look for patterns and relationships , spot connections , 'have a go' , talk to adults and peers about what they notice and not be afraid to make mistakes.					
	Numbers 0,1,2,3 Joins in number songs and rhymes. Subitizing Recognises representations Counts objects by saying one number after another. Matching the same Comparing different Sorting Odd one out Comparing amounts, size, mass, capacity Using balance scales Make simple patterns	Numbers 4,5 Recognises representations Recognises some numerals of personal significance. Counts objects which cannot be moved. Counts objects out from a larger group. Understanding of routines- day and night One more, one less Ordering numbers Shapes with 4 sides Positional language Ordering routines Uses the language of more and fewer to compare. Subitizing to 5 Finds one more or one less up to 5. Builds models with shapes.	Numbers 6,7,8 Length and height Mass and capacity Recognises representations and compares them Counts objects to 10 Counts an irregular arrangement. Starts estimating. In practical activities, begins to use the vocabulary involved in adding and subtracting. Finds one more or one less up to 10 objects. Adds two single digit numbers together counting on using objects. Begins to subitise. Recognise 2D shapes and describes them. Explore position. Orders items by weight.	Numbers 9, 10 Ordering numbers 1-10 Recognises representations and compares them Counts beyond 10 Subitizing 3D shapes Estimates how many objects and checks. Records using marks they can interpret and explain. Finds one more or one less up to 10. Explore 3D shapes. Select particular named shapes. Create own patterns.	Numbers 11,12,13,14,15,16 Creates own representations Counts reliably with numbers to 20 and recognises the numerals. Begins to identify own mathematical problems. Finds one more or one less up to 20 objects. Explores odd and even. Begin to explore double facts. Subitizing Use mathematical names for 3D shapes and describe their properties. Order items by height. Use language linked to time.	Creates own representations Solves mathematical problems. Count beyond 20, recognising pattern. Compare amounts. Finds one more or one less up to 20. Count on and back to add and subtract. Recalls double facts. Uses a range of mathematical vocabulary. Explores halving/sharing Recalls number bonds to 5 and some to 10. Subitise to 10. Adds two single digit numbers together counting on. Subtract 2 single digit numbers by counting back.



Communication and Language	<p>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.</p>					
	<p>Starting to maintain attention and concentration. Listens to others. Uses different language. Starting to extend vocabulary. Listen carefully to rhymes and songs. Join in with some.</p>	<p>Maintains attention and concentration. Uses language to imagine and recreate roles and experiences. Extends vocabulary, especially by grouping and naming. Listens to rhymes, poems and songs, paying attention to how they sound.</p>	<p>Sits quietly during appropriate activities. Uses language to imagine and recreate roles and experiences. Extends vocabulary by exploring the meaning and sounds of new words (dinosaurs). Engage in non – fiction books. Articulate ideas.</p>	<p>Listens to stories confidently. Introduces a storyline or narrative to their play. Talk about stories. Uses language to talk about experiences. Use talk to organise, sequence and clarify thinking, ideas, feelings and events. Engage in non-fiction books. Ask questions. Beginning to connect sentences. Hold conversations.</p>	<p>Able to follow a story without pictures or props. Anticipates key events in stories. Introduces a storyline or narrative to their play. Retell a story. Use talk to organise, sequence and clarify thinking, ideas, feelings and events. Answer why questions. Show awareness of the listener. Beginning to use different connectives. Listen to and talk about non – fiction to develop a deep familiarity with new knowledge and vocabulary. Hold conversations with a variety of people.</p>	<p>Listens in a range of situations. Responds to what they hear with relevant comments, questions or actions. Retell a story with some repetition and some words their own. Asks questions to clarify understanding. Offers explanations. Answer how questions. Use past, present and future forms accurately. Recognise the listeners needs. Develop narratives or explanations. Use conjunctions. Uses full sentences. Makes use of recently introduced vocabulary. Hold back and forth conversations.</p>
PSED	<p>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.</p>					
	<p>Confident to talk about own needs. Understand their actions affect others. Initiate conversations. Use resources Begin to form relationships. Talk about how they and others show feelings. To begin to manage own needs. Ten:Ten- Created and Loved by God -Religious Understanding</p>	<p>Confident to talk about own wants (Christmas) Aware of boundaries set and rules. Take account of what others say. Select and use own resources Talk about their own and others behaviour. Respond to instructions with 1 part. To recognise ways to be healthy.</p>	<p>Confident to talk about own interests. Beginning to be able to negotiate and solve problems. Explain own knowledge (dinosaurs) Gaining more confidence with new activities. Form relationships – constructive and respectful. Understand there are consequences. Respond to 2 part instructions. Understand and follow rules.</p>	<p>Confident to talk about own opinions. Explain own understanding. Ask others questions. Beginning to solve conflicts. Take turns with encouragement. Understand what behaviour is unacceptable. Take changes in their routine in their stride. Moderate own feelings socially and emotionally.</p>	<p>Can describe self in positive terms. Ask appropriate questions of others. Solve conflicts Form good relationships Take turns. Show sensitivity to others needs and feelings. Adjust their behaviour to different situations. Respond when engaged in activity. Knows right and wrong.</p>	<p>Talk about abilities. Confidently talk in familiar group. Say when they do or do not need help. Play cooperatively Take account of others ideas. Begin to regulate behaviour. Understands own feelings and others. Set and work towards goals. Wait for what they want. Give focused attention.</p>



	-Me, My Body, My Health	Ten:Ten- Created and Loved by God -Emotional Wellbeing -Life Cycles	Ten:Ten- Created to Love Others -Religious Understanding -Personal Relationships	Think about the perspectives of others. Ten:Ten- Created to Love Others -Keeping Safe	To promote ways to be healthy. Ten:Ten- Created to Live in Community -Religious Understanding	Responds appropriately when engaged in an activity. Follows instructions. Try new activities. Show independence, resilience and perseverance. Know reasons for rules. Ten:Ten- Created to Live in Community -Living in the Wider World
Understanding the World	Understanding the world involves guiding children to make sense of their physical world and their community . The frequency and range of children's personal experiences increases their knowledge and sense of the world around them – from visiting parks, libraries and museums to meeting important members of society such as police officers, nurses and firefighters. In addition, listening to a broad selection of stories, non-fiction, rhymes and poems will foster their understanding of our culturally, socially, technologically and ecologically diverse world. As well as building important knowledge, this extends their familiarity with words that support understanding across domains. Enriching and widening children's vocabulary will support later reading comprehension.					
	Talk about themselves (Funnybones) Describe people who are familiar to them. Compare differences (Elmer) Explore the natural world (Autumn walk) Talk about past and present events.	Recognise different celebrations (Christmas/ Diwali) Talk about the community (visitors) Knows what makes them unique.	Look at how our world is changing (Spring) Know that other children don't always like the same things. Know similarities and differences of objects (fossils)	Know similarities and differences of living things (life cycles) Make observations about plants and animals. Talk about things in the past (local history week) Draw information from maps (local history) Recognise some places are special to the community (local history) Explore the natural world (spring walk)	Learn about others customs (around the world flight) Look at how our world is changing (Summer) Sensitive to other children. Similarities and differences to places (flight around the world) Compare and contrast characters from stories (George and the Dragon) Draw information from maps (around the world)	Understand different traditions and cultures (universal picnic) Know similarities and differences of the world around them (houses) Recognise the effect of the changing seasons (forest school)
Expressive Arts	The development of children's artistic and cultural awareness supports their imagination and creativity . It is important that children have regular opportunities to engage with the arts , enabling them to explore and play with a wide range of media and materials . The quality and variety of what children see, hear and participate in is crucial for developing their understanding, self-expression, vocabulary and ability to communicate through the arts . The frequency, repetition and depth of their experiences are fundamental to their progress in interpreting and appreciating what they hear, respond to and observe. Give children an insight into new musical worlds. Invite musicians in to play music to children and talk about it. Encourage children to listen attentively to music. Discuss changes and patterns as a piece of music develops.					
	Recognise colours (Elmer) Construct Creates simple representations of people (themselves, family, characters) Learn and sing nursery rhymes and action songs. Listen and respond to different styles of music Make – paper place faces, dingle dangle skeletons, fire engines, design a doctor's bag.	Construct with a purpose in mind Sing songs from memory. Create representations of events (link to visits and visitors) Play alongside others engaged in the same theme. Use voices and classroom instruments Make – trains, puppet decorations	Manipulate materials for desired effect (dinosaurs) Explore colours changing (butterflies) Explores the sounds of instruments (dinosaur song) Improvising Make – aliens, underpants, dinosaurs	Construct with a variety of materials. Build repertoire of dances (Dinosaur Stomp) Play cooperatively with others. Compare funk music Make – own world, life cycles with pasta.	Select appropriate resources (dragons) Use colours for a purpose. Introduce a storyline or narrative (small world – English tales) Recognise music from around the world Make – sock puppets, beanstalks, design dinners	Experiments with textures (houses) Adapt work where needed (houses) Select tools and techniques. Make own music (sea shanty) Represent their own ideas, thoughts and feelings - DT, art, music, dance, role play and stories. Make – houses, pigs, pirate boats, pirates.



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, co-ordination 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 well-being. Fine motor control and precision helps with hand-eye co-ordination , 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 practice of using small tools, with feedback and support from adults, allow children to develop proficiency, control and confidence .					
	Experiments with different ways of moving. Shows a preference for dominant hand Begins to use different movements with mark making objects. Dry and clean.	Navigates space. Use simple tools with support. Uses a pencil Begins to form recognisable letters. Eats healthy food and understands need for it (chef) Good control over large movements.	Travels with confidence – on, under, over etc (bear hunt) Holds pencil effectively Shows understanding of hygiene. Dresses independently. Combine different movements. Gaining posture and core strength.	Move safely and sensibly in a space with consideration of others. To develop moving safely and stopping with control. Uses simple tools – scissors, cutlery. Shows understanding of exercise and sleep. Good control over small movements.	Shows increasing control over objects. Use a pencil effectively. Develop handwriting style. Shows understanding of safety. Shows understanding of transporting and storing equipment. Develop skills to manage the school day successfully. Moves in a variety of ways.	Uses simple tools effectively. Show accuracy and care when drawing. Considers and manages some risks. Form letters correctly and fluently. Practices safety measures. Negotiates space and obstacles. Demonstrate strength, balance and coordination. Moves confidently in a variety of ways.
Enrichment	School faith and values Local area walk Fire engine visit Police visit Home corner	Chef Walk to train station. Theatre trip. Train station role play. Christmas production. Bonfire	Local area walk Fossil hunt. Dinosaur restaurant. Dinosaur cave	Butterflies. Holdenby trip. Garden centre Local History Week Mother's Day Diversity Week	Local area walk Flight around the world Airport/ travel agents Food tasting Map trail	Castle trip. Beach day Diversity Week Environment support Father's Day
Assessment Opportunities	Analyse Nursery Assessments In-house Baseline NFER Baseline Trust moderation of Baseline	On going assessments Baseline analysis Parents evening Trust moderation Data capture Interventions	On going assessment Trust moderation Interventions	On going assessment Trust moderation Parents evening Data Capture Interventions	On going assessment Trust moderation Interventions	On going assessment Trust EOY moderation EOY data Reports
Parental involvement	Welcome Sessions Book and Biscuit Tapestry	Phonics sessions Parents evening Tapestry Nativity Curriculum celebration	Book and biscuit Tapestry	Parents evening Easter Celebrations Curriculum celebrations Tapestry Mother's Day	Tapestry Maths mornings	Reports Curriculum celebration Tapestry Book share Father's Day



Early Learning Goals – for the end of the year - Holistic / best fit Judgement

Communication and Language	Personal, social, emotional development	Physical Development	Literacy	Maths	Understanding the World	Expressive arts and design
<p>ELG: 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</p> <p>ELG: 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.</p>	<p>ELG: 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.</p> <p>ELG: 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. Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.</p> <p>ELG: 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.</p>	<p>ELG: 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.</p> <p>ELG: Fine Motor Skills 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.</p>	<p>ELG: 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.</p> <p>ELG: 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.</p> <p>ELG: Writing 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.</p>	<p>ELG: 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.</p> <p>ELG: 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.</p>	<p>ELG: 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.</p> <p>ELG: People, Culture and Communities 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.</p> <p>ELG: 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.</p>	<p>ELG: 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.</p> <p>ELG: 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.</p>