

St. Michael's Catholic Primary School - EYFS Curriculum Overview

Characteristics of Effective Learning

Playing & Exploring - Finding out & exploring. Playing with what they know. Being willing to 'have a go'.

Active Learning - Being involved and concentrating. Enjoying achieving what they set out to do. Keeping on trying.

Creating & Thinking Critically - Having their own ideas. Making links. Choosing ways to do things

The Big Question:	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1 and Summer 2
EYFS Link Themes/Topics:	<ul style="list-style-type: none"> o Settling in o Making relationships o Exploring the classroom/ school o Rules and routines 	<ul style="list-style-type: none"> o Celebrations: Bonfire Night Black History Month Remembrance Sunday Christmas o History: Understanding the world - link to Autumn and change of seasons. 	<ul style="list-style-type: none"> o People who help us: Firefighters Teachers Doctors Nurses etc o Superheroes, o Oral hygiene - dentists 	<ul style="list-style-type: none"> o Animals - farm o Growing - seasonal changes Plants o Easter o Drawing animals and plants o Weather 	<ul style="list-style-type: none"> o Compare where we live to other countries o Beach/ under the sea/ mermaids o Pirates - name a famous pirate o Space - name a famous astronaut o Dinosaurs o Maps - geography skills

<p>Personal, Social & Emotional Development</p>	<p>Statements to live by: Children will learn about boundaries within class and school. They will develop relationships with their peers and adults. Children will learn to take turns and share with others. They will be introduced to the 'School Rules' and understand the role they play within school to help follow them.</p>	<p>Statements to live by: Children will begin to understand that their needs cannot always be met instantly and that they will need to be patient and kind to others. They will see that relationships involve team work where they will learn about others feelings and how one's own actions can affect others in the classroom and school and beyond.</p>	<p>Statements to live by: Children will develop their confidence and begin to break out of their comfort zones. They will initiate conversations with their peers and adults; they will keep play going with other children and invite others to join in. Children will begin to think about how to best solve conflicts with their peers. They will continue to demonstrate good manners and politeness where appropriate.</p>	<p>Statements to live by: Children will become more aware of their own feelings as well as others. They will consider how their actions not only affect themselves but other people. They will consider how in different environments and with the use of various equipment how they can keep themselves and others safe.</p>	<p>Statements to live by: Children will display skills in independence and positive friendships. They will be firmly aware of the boundaries and expectations within class and school and beyond. They will be able to openly talk about their feelings and what they like and dislike with others in a group. They will be able to think and talk about their next step in their school journey: Year 1. They will be able to share their thoughts and concerns with this transition</p>
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<p>RE The Big Question</p>	<p>Myself (Domestic church - Family) Welcome (Baptism/Confirmation - Belonging) Birthday (Advent - Christmas - Loving) Other Faith</p>	<p>Celebrating (Local Church - Community) Gathering (Eucharist - Relating) Growing (Lent/ Easter - Giving) Other Faith</p>	<p>Good news (Pentecost - Serving) Friends (Reconciliation - Interrelating) Our world (Universal church-World) Other Faith</p>
<p>Communication & Language</p>	<p>Throughout the year children will:</p> <ul style="list-style-type: none"> o Learn to listen to others and take account of what they say. They will be able to respond with appropriate comments, questions and voice their own thoughts. o Be able to focus their attention on conversations and tasks while they sit quietly and concentrate when needed. o Build upon their listening skills in conversations and other scenarios such as story time where they will be able to anticipate key moments and be able to join in with actions/repeated refrains and respond to questioning. o Be able to respond to instructions and directions that at times will have several elements to it and they will be able to work through this in different led sessions. o Extend and broaden their vocabulary from the opportunities that will be available to them within school and beyond. o Have the confidence to develop and use appropriate language to retell a story or something about themselves such as their weekend by developing their own narratives and explanations by connecting ideas and events. 		
<p>Physical Development</p>	<p>Throughout the year children will:</p> <ul style="list-style-type: none"> o Travel with confidence and skill in many ways while carefully negotiating space at different speeds and through changing direction by playing a range of games and using a range of equipment. o Have the opportunity to use various tools to build on their large and fine motor skills through PE sessions, interventions and use of equipment/opportunities in class. 		

	<ul style="list-style-type: none"> o Have confidence to mark make through many mediums and be able to correctly hold and handle the tools to mark make, write their name and more. o Be confident and independent to get undressed and dressed such as taking their jumper and coats on and off etc understanding that it is their responsibility to put them in a safe place. o Be able to recognise and understand their own personal hygiene and physical needs and be able to do this independently or with support as needed. o Understand that there is a responsibility to ourselves to maintain our bodies and be healthy individuals and will be exposed to many opportunities to try different and new things such as food tastings and different sports.
<p>Literacy</p>	<p style="text-align: center;">Throughout the year children will:</p> <ul style="list-style-type: none"> o Be exposed to many a large range of stories where they will be actively encouraged to read at home. o Be able to use their phonic knowledge to decode books on their level to confidently read independently and be able to answer appropriate questions about what they have just read. o Have a real love for reading and take pleasure to listen to books, read them independently and discuss them with others. o Have many opportunities to mark make in different ways through various mediums both inside and outside of the classroom. o Be able to hold writing tools effectively from modelling in areas (inside and outside) as well explicit modelling done during focus sessions. o Confidently be able to write their name as well as simple CVC words leading into sentences using capital letters, finger spaces and full stops.

<p>Texts</p>	<ul style="list-style-type: none"> o The Colour Monster o The Colour Monster goes to school o Non-Fiction book - Who's in my family? o Diversity Text - Shine 	<ul style="list-style-type: none"> o Room on the Broom o Nursery Rhymes Nursery Rhyme Week Nov 19th o Non-Fiction book - What do you celebrate? o Diversity Text - Let's celebrate 	<ul style="list-style-type: none"> o Supertato o Non-Fiction book - A superhero like you o Diversity Text - We are all wonders 	<ul style="list-style-type: none"> o Traditional Tales o Non-Fiction book - Whose habitat is that? o Diversity Text - This zoo is not for you 	<ul style="list-style-type: none"> o A selection of pirate, mermaid, dinosaurs and space story books. o Non-Fiction books - A selection of books on pirates, mermaids, dinosaurs and space. o Diversity Text - I want to be an astronaut
<p>Mathematics</p>	<p style="text-align: center;">Throughout the year children will follow the Mastery Overview Term by Term: Maths White Rose.</p> <p style="text-align: center;">Children will be given the opportunity to explore, reason and solve problems through adult inputs inside and out; by creating enabling environments both in the classroom and extended to outdoors and through careful and challenging questioning to extend learning opportunities.</p>				
<p>Understanding the World</p>	<ul style="list-style-type: none"> o Talk about members of their immediate family and community o Name and describe people 	<ul style="list-style-type: none"> o Recognise that people have different beliefs and celebrate special times in different ways 	<ul style="list-style-type: none"> o Talk about members of their immediate family and community o Name and describe people who are familiar to them 	<ul style="list-style-type: none"> o Compare and contrast characters from stories, including figures from the past o Explore the natural world around them 	<ul style="list-style-type: none"> o Comment on images of familiar situations in the past o Compare and contrast characters from stories, including figures from the past. o Draw information from a simple map

	<p>who are familiar to them</p> <ul style="list-style-type: none"> o Understand that some places are special to members of their community 	<ul style="list-style-type: none"> o Comment on images of familiar situations in the past o Compare and contrast characters from stories, including figures from the past o Understand that some places are special to members of their community o Understand the effect of changing seasons on the natural world around them 	<ul style="list-style-type: none"> o Understand that some places are special to members of their community 	<ul style="list-style-type: none"> o Describe what they see, hear and feel whilst outside o Recognise some environments that are different to the one in which they live o Understand the effect of changing seasons on the natural world around them 	<ul style="list-style-type: none"> o Recognise some similarities and differences between life in this country and life in other countries o Explore the natural world around them. o Describe what they see, hear and feel whilst outside. o Recognise some environments that are different to the one in which they live. o Understand the effect of changing seasons on the natural world around them.
Key Dates	<ul style="list-style-type: none"> o International Literacy Day - 8th Sept 	<ul style="list-style-type: none"> o Black History Month - October o All Saints Day - 1st Nov 	<ul style="list-style-type: none"> o World Religion Day - 16th Jan o Handwriting Day - 23rd Jan 	<ul style="list-style-type: none"> o Shrove Tuesday - 1st March o World Thinking Day - 22nd Feb 	<ul style="list-style-type: none"> o Earth Day - 22nd April o St. George's Day - 23rd April o International Dance Day - 29th April

	<ul style="list-style-type: none"> o World First Aid Day - 11th Sept o Black History Month - October o World Space Week 4th - 10th Oct o World Mental Health Day 10th Oct 	<ul style="list-style-type: none"> o Bonfire Night 5th Nov o World Science Day - 10th Nov o Remembrance Day - 11th Nov o Children In Need - Nov o Anti-Bullying Week - 11th Nov o Road Safety Week - 30th Nov o First Sunday of Advent - 28th Nov o St. Andrew's Day - 30th Nov 	<ul style="list-style-type: none"> o Big Bird's School Watch - Feb o Number Day - Feb o Safer Internet Day - 8th Feb o Chinese New Year (Tiger) - 1st Feb 	<ul style="list-style-type: none"> o Fairtrade Fortnight - 28nd Feb o Sports Relief - March o St. David's Day - 1st March o World Book Day - 4th March o International Women's Day - 8th March o British Science Week - March o Mother's Day - 27th March o St. Patrick's Day - 17th March o World Water Day - 22nd March o Palm Sunday - 10th April 	<ul style="list-style-type: none"> o Walk to School Week - May o Deaf Awareness Week - May o Ascension Day - 26th May o Space Day - 6th May o Pentecost - 5th June o World Environment Day - 5th June o Queen's Birthday - 12th June o Father's Day - 19th June o Summer Solstice - 21st June o World Chocolate Day - 7th July o World Population Day - 11th July
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Expressive Arts & Design	<p style="text-align: center;">Throughout the year children will:</p> <ul style="list-style-type: none"> o Explore, use and refine a variety of artistic effects to express their ideas and feelings. o Return to and build on their previous learning, refining ideas and developing their ability to represent them. <ul style="list-style-type: none"> o Create collaboratively, sharing ideas, resources and skills. o Listen attentively, move to and talk about music, expressing their feelings and responses. o Watch and talk about dance and performance art, expressing their feelings and responses. o Sing in a group or on their own, increasingly matching the pitch and following the melody. <ul style="list-style-type: none"> o Develop storylines in their pretend play. o Explore and engage in music making and dance, performing solo or in groups. 				
PE	Basic Skills <ul style="list-style-type: none"> o balancing o climbing o throwing and catching o running o jumping 	Gymnastics	Basic Skills <ul style="list-style-type: none"> o balancing o climbing o throwing and catching o running o jumping 	Dance	Games Athletics (Sports Day practise)
Trips/ extra activities/ WOW moments	<ul style="list-style-type: none"> o Special friends o Special friends park trip 	<ul style="list-style-type: none"> o Seaham visit Tommy (Remembrance) 	<ul style="list-style-type: none"> o People to come in/ visit their place of 	<ul style="list-style-type: none"> o Trip to the farm o Planting seeds 	<ul style="list-style-type: none"> o Beach visit o Aquarium visit o Centre for Life - Space visit

	<ul style="list-style-type: none"> o Local Area visit o Visit to Church 	<ul style="list-style-type: none"> o Nativity o Parent activity - Christmas Craft 	<ul style="list-style-type: none"> work - firefighter, police, dentist o Superhero Day 		<ul style="list-style-type: none"> o Dinosaur eggs
Assessment	<p style="text-align: center;">Throughout the year children will be assessed:</p> <ul style="list-style-type: none"> o Through baselines o Through teacher assessment submitted on Sims 				