

Mission Statement Motto: *Building relationships with God and each other, working hard in faith and hope to give our best in all things*

Respect, Honesty, Tolerance, Justice, Forgiveness

Holy Cross Catholic Primary School

Early Years Foundation Stage Curriculum Map



Intent-

We provide a curriculum that is embedded within our core values to ensure our children thrive academically, spiritually, physically, culturally and emotionally to ensure they are well prepared for their next stage of education and life in the 21st century. We are committed to cultural entitlement and provide a rich and varied curriculum that motivates and engages learners through representing the diversity of our school community and offering a wide range of extra-curricular activities. Through building relationships with God and each other; we ensure our children work hard in faith and do their best in all things.

	Autumn		Spring		Summer	
RE Religious Education Directory	Autumn 1 Creation and Covenant	Autumn 2 Prophecy and Promise	Spring 1 Galilee to Jerusalem	Spring 2 Desert to Garden	Summer 1 To the Ends of the Earth	Summer 2 Dialogue and Encounter
Topics	<u>Cycle A</u> Its good to be me <u>Cycle B</u> It's good to be me	<u>Cycle A</u> Special Times <u>Cycle B</u> Special Times	<u>Cycle A</u> Once Upon a Time <u>Cycle B</u> Once Upon a Time	<u>Cycle A</u> Animals – water <u>Cycle B</u> Animals - land	<u>Cycle A</u> Dinosaurs <u>Cycle B</u> Near and Far	<u>Cycle a</u> Superhero's <u>Cycle B</u> Fantasy
Core Texts Cycle A	Owl babies Colour Monster Colour Monster goes to school So Much	Magic Paintbrush Nativity Story Look Up	3 Little Pigs Jack and the Beanstalk Gingerbread man	Snail and the Whale Rainbow Fish Oi Frog Billys Bucket	Harry and his Dinosaurs Captain Finn and the Pirate Dinosaur Dear Dinosaur	Supertato Superworm Non fiction – people who help us Zog
Core Texts Cycle B	Owl babies Colour Monster Colour Monster goes to school So Much	Magic Paintbrush Nativity Story Look up	Goldilocks / The Magic Porridge Pot Little Red Riding Hood / Little Red 3 Billy Goats Gruff Little Red Hen	Bear Hunt Gruffalo Squash and a Squeeze Farmer Duck Hungry Caterpillar Oi Frog Extraordinary Gardener	Lost and Found Handa's Surprise Bringing the Rain to Kapiti Rain Anna Hibiscus Song Non-fiction people who help us	Allien's Love Underpants Room on a Broom Whatever Next The Night Pirates The Smeds and Smooths

Personal, emotional 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.

Personal, emotional development	Developing Friendships Finding solutions – understanding how others feel Developing a sense of community Understanding & following rules Developing confidence in new situations	Developing Friendships Finding solutions – understanding how others feel Developing a sense of community Understanding & following rules Developing confidence in new situations	Build constructive and respectful relationships Identify their own feelings Become more independent – manage own needs	Build constructive and respectful relationships Moderate feelings socially & emotionally Shoe resilience when faced with a challenge Understand the need for healthy food choices	Confidently & independently try new activities Show understanding of others feelings Work & play cooperatively, taking turns	Confidently & independently try new activities Work towards simple goals Explain the reasons for rules Work & play cooperatively, taking turns
--	--	--	--	--	--	---

Communication and Language

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, storytelling 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.

Communication & Language	Listening to stories developing vocabulary Learning rhymes	Listening to stories developing vocabulary Understanding 'why' questions Learning rhymes	Listening to stories developing vocabulary Listen & talk about stories to develop understanding	Listening to stories developing vocabulary Asking questions to find out more – why? What? Where? When? Describe events in	Listening to stories developing vocabulary Participate in group & class discussions	Listening to stories developing vocabulary Listen attentively during class discussions
-------------------------------------	--	---	---	--	---	--

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.

Understanding of the World	Family & family history Which countries do our family members come from? Live? Understand that some places are special to members of our community (church visit)	Explore natural materials Understand the need to respect living things Exploring the natural world around us Change in seasons	Know that people have different beliefs and celebrate in different ways. (Chinese New Year) Explain some differences between life in this country and life in different countries. (Handa’s Surprise) Baby to child	Describe what they see, hear & feel whilst outside. Life cycle of plant (bulb planting) Change in seasons	Know similarities & differences between things now and in the past. Know similarities and differences between contrasting environments Explore changes in matter (ice/water) Life cycle of a butterfly	Know similarities & differences between things now and in the past Know similarities and differences between contrasting environments
-----------------------------------	--	---	--	--	--	--


Expressive Arts and Design

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.


Expressive Arts & Design	Joining materials Drawing with increasing detail (Circles & detail for faces) Imaginative play /small world	Exploring different textures/collage Explore different materials Learn and sing songs	Explore & use a variety of artistic effects Create collaboratively & share ideas Develop storylines in play Explore and engage in music making Sing in a group or on their own	Explore & use a variety of artistic effects Move and talk about music Create collaboratively & share ideas Sing in a group or on their own	Sing a range of nursery rhymes & songs Make use of props when roleplaying Safely use & explore a variety of materials, tools & techniques	Sing a range of nursery rhymes & songs Share creations explaining the process Invent, adapt and recount stories in play Safely use & explore a variety of materials, tools & techniques
-------------------------------------	---	---	--	---	---	--

British Values	Respect We are all unique. We respect differences between different people and their beliefs in our community, in this country and all around the world. All cultures are learned, respected, and celebrated.	Mutual Tolerance Everyone is valued, all cultures are celebrated and we all share and respect the opinions of others. Mutual tolerance of those with different faiths and beliefs and for those without faith. Explored through celebrations	Rule of law We all know that we have rules at school that we must follow. We know who to talk to if we do not feel safe. We know right from wrong. We recognise that we are accountable for our actions. We must work together as a team when it is necessary. Class rules	Individual liberty We all have the right to have our own views. We are all respected as individuals. We feel safe to have a go at new activities. We understand and celebrate the fact that everyone is different.	Democracy We all have the right to be listened to. We respect everyone and we value their different ideas and opinions. We have the opportunity to play with who we want to play with. We listen with intrigue and value and respect the opinions of others.	Recap all British Values Fundamental British Values underpin what it is to be a citizen in a modern and diverse Great Britain valuing our community and celebrating diversity of the UK. Fundamental British Values are not exclusive to being British and are shared by other democratic countries
-----------------------	---	--	--	--	--	---

Characteristics of Effective Learning

 COEL	<p>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.</p> <p>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.</p> <p>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.</p>
---	---

Over Arching Principles

 Overarching Principles	<p>Unique Child: Every child is unique and has the potential to be resilient, capable, confident and self-assured.</p> <p>Positive Relationships: Children flourish with warm, strong and positive partnerships between all staff and parents/carers. This promotes independence across the EYFS curriculum. Children and practitioners are NOT alone – embrace each community.</p>
---	---

Early Learning Goals – for the end of the year

Communication and Language	Personal, social, emotional development	Physical Development	Literacy	Maths	Understanding the World	Expressive arts and design
<p>ELG: Listening, Attention and Understanding</p> <p>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.</p> <p>Make comments about what they have heard and ask questions to clarify their understanding.</p> <p>Hold conversation when engaged in back-and-forth exchanges with their teacher and peers.</p> <p>ELG: Speaking</p> <p>Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary.</p> <p>Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.</p> <p>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</p> <p>Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly.</p> <p>Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate.</p> <p>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</p> <p>Be confident to try new activities and show independence, resilience and perseverance in the face of challenge.</p> <p>Explain the reasons for rules, know right from wrong and try to behave accordingly.</p> <p>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</p> <p>Work and play cooperatively and take turns with others.</p> <p>Form positive attachments to adults and friendships with peers.</p> <p>Show sensitivity to their own and to others' needs.</p>	<p>ELG: Gross Motor Skills</p> <p>Negotiate space and obstacles safely, with consideration for themselves and others.</p> <p>Demonstrate strength, balance and coordination when playing.</p> <p>Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.</p> <p>ELG: Fine Motor Skills</p> <p>Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases.</p> <p>Use a range of small tools, including scissors, paint brushes and cutlery.</p> <p>Begin to show accuracy and care when drawing.</p>	<p>ELG: Comprehension</p> <p>Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.</p> <p>Anticipate – where appropriate – key events in stories.</p> <p>Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play.</p> <p>ELG: Word Reading</p> <p>Say a sound for each letter in the alphabet and at least 10 digraphs.</p> <p>Read words consistent with their phonic knowledge by sound-blending.</p> <p>Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.</p> <p>ELG: Writing</p> <p>Write recognisable letters, most of which are correctly formed.</p> <p>Spell words by identifying sounds in them and representing the sounds with a letter or letters.</p> <p>Write simple phrases and sentences that can be read by others.</p>	<p>ELG: Number</p> <p>Have a deep understanding of number to 10, including the composition of each number.</p> <p>Subitise (recognise quantities without counting) up to 5.</p> <p>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</p> <p>Verbally count beyond 20, recognising the pattern of the counting system.</p> <p>Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity.</p> <p>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</p> <p>Talk about the lives of the people around them and their roles in society.</p> <p>Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.</p> <p>Understand the past through settings, characters and events encountered in books read in class and storytelling.</p> <p>ELG: People, Culture and Communities</p> <p>Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.</p> <p>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.</p> <p>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</p> <p>Explore the natural world around them, making observations and drawing pictures of animals and plants.</p> <p>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.</p> <p>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</p> <p>Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</p> <p>Share their creations, explaining the process they have used.</p> <p>Make use of props and materials when role playing characters in narratives and stories.</p> <p>ELG: Being Imaginative and Expressive</p> <p>Invent, adapt and recount narratives and stories with peers and their teacher.</p> <p>Sing a range of well-known nursery rhymes and songs.</p> <p>Perform songs, rhymes, poems and stories with others, and – when appropriate – try to move in time with music.</p>

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 (not in different ways as it stated 2017). We must be aware of children who need greater support than others.

We will ensure that all children learn and develop well and are kept healthy and safe at ALL times.