

WHAT WILL WE BE DOING IN SCHOOL THIS YEAR?



Children in the EYFS learn by playing and exploring, being active, and through creative and critical thinking, which takes place both indoors and outside. Your child will be learning skills, acquiring new knowledge and demonstrating their understanding through **7 areas of learning and development**.

Children should mostly develop the **3 prime areas** first. These are:

Communication and language

- Listening and attention
- Understanding
- Speaking

Physical development

- Moving and handling
- Health and self care

Personal, social and emotional development

- Making relationships
- Self-confidence and self-awareness
- Managing feelings and behavior

These prime areas are those most essential for your child's healthy development and future learning. As children grow, the prime areas will help them to develop skills in the **4 specific areas**. These are:

Literacy

- Reading
- Writing

Mathematics

- Number
- Shape, space and measure

Understanding the world

- People and communities
- The world
- Technology

Expressive arts and design

- Exploring and using media and materials
- Being imaginative

These 7 areas are used to plan your child's learning and activities. Learning takes place through a combination of whole class teaching, group activities and child initiated play and exploration. Each teacher will make sure that the activities are suited to your child's unique needs.

WHAT WILL WE BE DOING IN SCHOOL THIS TERM?

An overview of the work being carried out in EYFS during the Autumn Term.

In line with Government expectation, we have implemented a recovery curriculum containing key elements of the earlier stages of Development Matters alongside age-related targets.

The Autumn Term

The EYFS Curriculum will be delivered through the medium of books in order to make it as exciting and as stimulating as possible. Each week or fortnight, a different book will be used as a basis for classroom activities, and all stories will link to this term's topics, which are; Myself and My Family, Dinosaurs, Bears, and Christmas. Topics are kept short in Reception in order to maintain the children's interest and enthusiasm. Some of the stories we will be covering include; 'Harry and the Bucketful of Dinosaurs', 'Goldilocks', 'We're Going on a Bear Hunt' and The Christmas Story.

Through our topics we will be teaching the children a variety of skills. Whilst sharing their memory boxes with friends, children will be encouraged to speak in full sentences in front of a group of children. They will also be encouraged to listen attentively to other children and ask questions. We will also discuss what makes our family special, how to be a kind friend, and make cards and friendship bracelets. This will help the children to recognise how we should behave in the classroom, and develop their fine motor skills. We will also develop fine and gross motor skills by making porridge, digging for treasure and dressing and undressing using a variety of role-play costumes. Children will develop their understanding of numbers by counting how many items are in treasure chests and matching them to the correct numeral, and putting numbered houses back in the correct order. The children will also learn to order objects by size and measure using non-standard units (cubes) using pictures of different size bowls, chairs, beds and bears. We will explore a variety of media and materials, tools and techniques in order to paint self-portraits, create dinosaur eggs using paper maché and make bear faces using clay and decorate them using natural collage.

In **R.E.** our topics are:

Myself -The children will learn about God's love for each one of us.

Welcome -The children will learn how we are invited into God's family at Baptism.

Birthday -The children will learn we celebrate the birth of Jesus.

Literacy

In **Phonics/Reading** we will begin the Read Write Inc phonics scheme. The children will learn:

- **To read the twenty-six initial sounds.**
- **To recognise their name.**
- **To identify the initial sounds in words.**
- **To recognise their own name and other familiar words such as advertising logos**
- **To look at books independently.**
- To suggest how a story might end

- To listen to and join in with stories and poems.
 - To anticipate key events and phrases in rhymes and stories.
 - To begin to be aware of how stories are structured.
- In addition, we will continue to build upon the following:
- Has some favourite stories, rhymes, songs, poems or jingles.
 - Repeats words or phrases from familiar stories.
 - Fills in the missing word or phrase in a known rhyme, story or game, e.g. 'Humpty Dumpty sat on a ...'

In **Writing** we will begin the Read Write Inc phonics scheme. The children will learn:

- **To write the twenty-six initial sounds and write them using the correct letter formation.**
 - **To write their name.**
 - **To identify the initial sounds in words.**
 - **To give meaning to marks as they draw and paint.**
 - **To ascribe meaning to marks that they see in different places.**
- In addition, we will continue to build upon the following:
- Distinguishes between the different marks they make.

Mathematics

In **Number** we will be learning:

- **To use some number names and number language spontaneously.**
 - **To use some number names accurately in play.**
 - **To recite numbers in order to 10.**
 - **To being to represent numbers using fingers, marks on the page or pictures.**
 - To sometimes match numeral and quantity correctly.
 - To show an interest in representing numbers.
 - To show an interest in numerals in the environment.
- In addition, we will continue to build upon the following:
- Selects a small number of objects from a group when asked, for example, '*please give me one*', '*please give me two*'.
 - Begins to make comparisons between quantities.
 - Uses some language of quantities, such as '*more*' and '*a lot*'.

In **Shape, Space and Measure** we will be learning:

- **2D shape names and properties. We will look for shapes in our environment and show an interest in shapes by playing with them.**
 - **To being to talk about the shapes of everyday objects e.g 'round' and 'tall'.**
 - To make patterns.
 - To measure using non-standard units
 - To have a sense of time.
- In addition, we will continue to build upon the following:
- Beginning to categorise objects according to properties such as shape or size.
 - Begins to use the language of size.
 - Understands some talk about immediate past and future, e.g. '*before*', '*later*' or '*soon*'.
 - Anticipates specific time-based events such as mealtimes or home time.

Understanding of the World

To develop our knowledge of '**People and communities**', we will be learning:

- **To show interest in the lives of people who are familiar to them.**
 - **To remember and talk about significant events in their own experience.**
 - **To recognise and describe special times or events for family or friends.**
- This will also be discussed through our RE topics

To develop our knowledge of 'The World', we will be learning:

- **To comment and ask questions about aspects of their familiar world such as where they live.**
- **To talk about some of the things that they have observed.**
- **To talk about why things happen and how things work.**
- **To show care and concern for living things in the environment.**
- To develop an understanding of decay and changes over time.

To develop our knowledge of 'Technology', we will be learning:

- **To know how to operate simple equipment.**
- **To show an interest in technological toys with knobs or pulley, or real objects such as cameras or mobile phones.**
- **To make toys work by pressing parts or lifting flaps to achieve effects such as sound, movements or new images.**
- To know that information can be retrieved from computers – with a link to internet safety.

Expressive Arts and Design

So that we can 'Explore and use a variety of media and materials', we will be learning:

- **To join in with dancing and ring games.**
- **To sing a few familiar songs.**
- To begin to move rhythmically.
- To initiate movement in response to music.
- To tap out simple repeated rhythms.
- To explore and learn how sounds can be changed.
- **To explore colour and how colour can be changed.**
- **To understand that they can use lines to enclose a space, and then begin to use these shapes to represent objects.**
- To begin to be interested in and describe the texture of things.
- **To use a variety of construction materials.**
- **To begin to construct by stacking blocks vertically and horizontally, making enclosures and creating spaces.**
- **To join construction pieces together to build and balance.**
- To realise that tools can be used for a purpose.

So that we can become 'Imaginative', we will be learning:

- **To develop preferences for forms of expression.**
- **To use movement to express feelings.**
- **To create movement in response to music.**
- **To sing to ourselves and make up simple songs.**
- To make up rhythms.
- **To notice what adults do, imitating what is observed and then doing it spontaneously when the adult is not there.**
- **To engage in imaginative role-play based on own first-hand experiences.**

- Builds stories around toys e.g. farm animals needing to be rescued from a situation.
- To use available resources to create props to support role-play.
- To capture experiences and responses with a range of media, such as music, dance and paint and other materials or words.

Personal, Social and Emotional Development

To help us develop our '**Relationships**', we will be learning:

- **To play in a group, extending and elaborating play ideas e.g. building up a role-play activity with other children.**
- **To initiate play, offering cues to peers to join them.**
- To keep play going by responding to what others are saying or doing.
- **To demonstrate friendly behaviour, initiating conversations and forming good friendships with peers and familiar adults.**

To help us develop our '**Self-confidence and self-awareness**', we will be learning:

- **To select and use activities and resources with help.**
- **To welcome and value praise for what they have done.**
- To enjoy the responsibility of carrying out small tasks.
- **To be more outgoing towards unfamiliar people and more confident in new social situations.**
- **To be confident to talk to other children when playing, and to communicate freely about their own home and community.**
- To show confidence in asking adults for help.

To help us to '**Manage feelings and behaviour**', we will be learning:

- **To be aware of our own feelings, and know that some actions and words can hurt others feelings.**
- **To begin to accept the needs of others and can take turns and share resources, sometimes with support from others.**
- **To tolerate delay when needs are not immediately met, and understands that wishes may not always be met.**
- **To adapt behaviour to different events, social situations and changes in routines.**

Communication and Language

To help us develop our '**Listening and attention**' skills, we will be learning:

- **To listen to others one to one or in small groups, when conversation interests them.**
- **To listen to stories with increasing attention and recall.**
- **To join in with repeated refrains and anticipates key events and phrases in rhymes and stories.**
- **To focus attention – still listen or do, but can shift own attention.**
- **To follow directions (if not intently focused on own choice of activity).**

To help us develop our '**Understanding**', we will be learning:

- **To understand the use of objects (e.g. 'What do we use to cut things?')**
- To show understanding of prepositions such as 'under', 'on top', 'behind', by carrying out an action or selecting the correct picture.
- **To respond to simple instructions, e.g. to get or out away an object.**
- **To begin to understand 'why' and 'how' questions.**

To help us develop our '**Speaking**' skills, we will be learning:

- **To begin to use more complex sentences to link thoughts.**
- To retell a simple past event in the correct order.
- **To use talk to connect ideas, explaining what is happening and anticipate what might happen next, recall and relive past experiences.**
- To question why things happen and give explanations.

- To use a range of tenses (e.g. play, playing, played, will play)
- **To use intonation, rhythm and phrasing to make the meaning clear to others.**
- **To use vocabulary focussed on objects and people that are of particular importance to them.**
- **To build up vocabulary that reflects the breadth of their experiences.**
- **Uses talk in pretending that objects stand for something else.**

Physical Development

To help us develop our '**Moving and handling**' skills, we will be learning:

- **To move freely and with pleasure and confidence in a range of ways, such as slithering, shuffling, rolling, crawling, walking, running, jumping, skipping, sliding and hopping.**
- **To mount stairs, steps or climbing equipment using alternative feet.**
- **To walk downstairs, two feet to each step while carrying a small object.**
- **To run skilfully and negotiate space successfully, adjusting speed or direction to avoid obstacles.**
- **To stand momentarily on one foot when shown.**
- **To catch a large ball.**
- **To draw lines and circles using gross motor movements.**
- **To use one-handed tools and equipment.**
- **To hold a pencil between the thumb and two fingers, no longer using whole-hand grasp.**
- **To hold a pencil near point between the first two fingers and thumb and uses it with good control.**
- **To copy some letters, e.g. letters from their name.**

To help us develop our '**Health and self care**' skills, we will be learning:

- **To tell adults when they are hungry or tired or when they want to rest or play.**
- **To observe the effects of activity on their bodies.**
- **To understand that equipment and tools have to be used safely.**
- **To gain more bowel and bladder control and attend to toileting needs most of the time by themselves.**
- **To manage washing and drying of hand independently.**
- **To dress themselves with some help.**

WHAT WILL WE BE DOING IN SCHOOL THIS TERM?

An overview of the work being carried out in EYFS during the Spring Term.

The Spring Term

This term we will be covering the topics Pirates, Under the Sea, and Easter/Lent. Some of the stories we will be covering include 'Hooray for fish', 'Our Next Door neighbour is a pirate', 'The Rainbow fish' and 'The Easter Story' from the Bible.

During our topic about Pirates, the children will explore floating and sinking, positional language and sharing between two or more. We will be collecting two amounts and finding out how many there are altogether. The children will be encouraged to recognise one more and one less than a given number. They will be asked to think about what a pirate might say and pirate facts, recording it using the sounds they know.

Our Under the Sea Cafe will teach the children to recognise the different value of coins, healthy and unhealthy foods and encourage them to write shopping lists and menus. We will chop ingredients in half and double recipes. We will encourage the children to read for meaning, speak confidently in role

and develop their ability to ask and answer questions by hot seating different characters' points of view by writing accompanying speech bubbles. We will be investigating 3D shapes and some of their properties.

In **R.E.** our topics are:

Celebrating -We will be learning about the importance of Jesus being born, and how the parish and our families celebrate.

Gathering -We will be learning that it is a time to be like Jesus as we prepare for Holy Week and Easter. The children will learn how we gather together at Mass to listen to the word of God.

Growing -We will be learning about spring and new life as we learn that Jesus rose from the dead to go to live with God in heaven.

In **Phonics/Reading** we will be learning:

- **To develop their phonic knowledge in line with the Read Write Inc scheme.**
- **How to blend sounds together in order to read simple words.**
- To read short sentences.

In **Writing** we will be learning:

- **To develop their phonic knowledge in line with the Read Write Inc scheme.**
- **How to segment sounds together in order to write simple words.**
- **To write a short sentence and labels.**

In **Mathematics** we will be learning:

- **To identify and write numbers up to 10.**
- **To add groups of objects.**
- **To find one more and one less than a given number.**
- **The names and properties of 3D shapes.**
- **Positional language.**
- **To understand, recognise and use money.**
- To halve and double.

Understanding of the World

To develop our knowledge of '**People and communities**', we will be learning:

- **To enjoy joining in with family customs and routines**
This will also be discussed through our RE topics

To develop our knowledge of '**The World**', we will be learning:

- **To look closely at similarities, differences, patterns and changes.**

To develop our knowledge of '**Technology**', we will be learning:

- **To complete a simple program on a computer.**
- **To use ICT hardware to interact age-appropriate computer software.**

Expressive Arts and Design

So that we can '**Explore and use a variety of media and materials**', we will be learning:

- **To begin to build a repertoire of songs and dances.**
- **To explore the different sounds of instruments.**
- **To explore what happens when they mix colours.**

So that we can become '**Imaginative**', we will be learning:

- To create simple representations of events, people and objects.
- To initiate new combinations of movement and gesture in order to express and respond to feelings, ideas and experiences.
- To choose particular colours to use for a purpose.
- To introduce a storyline or narrative into their play.
- To play alongside other children who are engaged in the same theme.
- To play cooperatively as part of a group to develop and act out a narrative.

Personal, Social and Emotional Development

To help us develop our '**Relationships**', we will be learning:

- To initiate conversations, attending to and taking account of what others say.
- To explain own knowledge and understanding, and ask appropriate questions of others.
- To take steps to resolve conflicts with other children, e.g. finding a compromise.

To help us develop our '**Self-confidence and self-awareness**', we will be learning:

- To become confident to speak to others about their own needs, wants, interests and opinions.
- To describe self in positive terms and talk about abilities.

To help us to '**Manage feelings and behaviour**', we will be learning:

- To understand that own actions affect other people, for example, becomes upset or tries to comfort another child when they realise they have upset them.
- To be aware of the boundaries set, and of behavioural expectations in the setting.
- To begin to be able to negotiate and solve problems without aggression.

Communication and Language

To help us develop our '**Listening and attention**' skills, we will be learning:

- To maintain attention, concentrate and sit quietly during appropriate activity.
- To develop two-channelled attention – can listen and do for a short span.

To help us develop our '**Understanding**', we will be learning:

- To respond to instructions involving a two-part sequence.
- To understand humour, e.g. nonsense rhymes and jokes.
- To listen and respond to ideas expressed by others in conversation or discussion.

To help us develop our '**Speaking**' skills, we will be learning:

- To extend vocabulary, especially by grouping and naming, exploring the meaning and sounds of new words.
- To use language to imagine and recreate roles and experiences in play situations.
- To link statements and sticks to a main theme or intention.
- To use talk to organise, sequence and clarify thinking, ideas, feelings and events.
- To introduce a storyline or narrative into their play.

WHAT WILL WE BE DOING IN SCHOOL THIS TERM?

In line with Government expectation, we have implemented a recovery curriculum containing key elements of the earlier stages of Development Matters alongside age-related targets.

An overview of the work being carried out in EYFS during the Summer Term.

The Summer Term

During the summer term we will be covering the topics Minibeasts, Superheroes and Growing. Some of the stories we will cover include 'The Very Hungry Caterpillar', 'The Bad Tempered Ladybird', 'The Rainbow Fish', 'The Fish that could Wish', 'Jack and the Beanstalk', 'The Enormous Turnip', 'Super Daisy', 'Charlie's Superhero Underpants', 'The Gruffalo' and 'The Gruffalo's child', and 'Handa's surprise'.

We will be setting up a wormery and ant farm and going on minibeast hunts using a variety of equipment. We will encourage the children to look closely at the different minibeasts and discuss how they move, where they live and their different appearances. We will also set up a butterfly enclosure and observe the changes that occur as the caterpillars make chrysalises and turn into butterflies before releasing them. We will write fact files and riddles and create different minibeasts using a variety of media including natural collage and sock puppets. We will begin to learn about symmetry and create simple symmetrical butterflies using paint. We will discuss our favourite superheroes and create our own, then produce character profiles, comic strips, sound effects and theme tunes for them. Using our super senses we will explore a variety of feely boxes containing different objects and materials, work out how best to save people from ice, and operate walkie talkies and cameras. We will become super fit by creating obstacle courses for our superhero training school then directing our friends around the courses using positional language. We will also learn about real life superheroes and discuss our super talents. During our Growing topic, we will describe the characters from Jack and the Beanstalk and write character profiles for them. We will also write sorry letters from Jack to the Giant. We will consolidate and extend our understanding of number, money, adding and subtracting by applying our knowledge to practical problem solving. We will investigate how much Jack needs to pay for the magic beans, and the best method of payment. We will also create bean collages using haricot, broad, kidney beans and lentils and plant our own 'beanstalks'. Our Gruffalo Cafe will teach the children to recognise the different value of coins, healthy and unhealthy foods and encourage them to write shopping lists and menus. We will chop ingredients in half and double recipes accordingly to make Gruffalo crumble. We will encourage the children to read for meaning, speak confidently in role and develop their ability to ask and answer questions by hot seating different characters' points of view by writing accompanying speech bubbles. Children will explore light and dark using dens and torches similarly to the Gruffalo's Child, and make their own 'Big, Bad mouse' finger puppets using a variety of media. The children will learn about Max's trip to the Land of the Wild Things then create their own wild rumpus dances, dream catchers and crowns. We will begin to learn about the sequence of time including days, months and years including age appropriate time related vocabulary, and debate how long Max's adventure lasted for.

In **R.E.** our topics are:

Good News -We will learn about the story of Pentecost and the coming of the Holy Spirit.

Friends -We will learn to explore our own friendships and to know that God offers us forgiveness and that we should forgive others.

Our World -We will learn about people all around the world. We will learn that the world is God's gift for us to enjoy.

Literacy

In **Phonics/Reading** we will continue with the Read Write Inc phonics scheme. The children will learn:

- **To continue to learn vowel digraphs and trigraphs**
- **To read and understand simple sentences.**
- **To use phonic knowledge to decode regular words and read them aloud accurately.**
- **To read some common irregular words.**
- **To demonstrate understanding when talking with others about what they have read.**

In addition, we will continue to build upon the following:

- Segmenting the sounds in simple words and blending them together.
- Describing story settings and events.
- Suggesting how a story might end.

In **Writing** we will continue with the Read Write Inc phonics scheme. The children will learn:

- **To use their phonic knowledge to write words in ways which match their spoken sounds.**
- **To write some irregular common words.**
- **To write simple sentences which can be read by themselves and others.**
- **To ensure that some words are spelt correctly and others are phonetically plausible.**

In addition, we will continue to build upon the following:

- Beginning to break the flow of speech into words.
- Write their own name and other things such as labels and captions.

Mathematics

In **Number** we will be learning:

- **To count reliably with numbers from one to 20, place them in order and say which number is one more or one less than a given number.**
- **To use quantities and objects, they add and subtract two single-digit numbers and count on or back to find the answer.**
- **To solve problems, including doubling, halving and sharing.**

In addition, we will continue to build upon the following:

- Finding the total number of items in two groups by counting all of them.
- In practical activities and discussion, beginning to use the vocabulary involved in adding.
- Showing an interest in, and beginning to represent numbers using fingers or marks on the page.

In **Shape, Space and Measure** we will be learning:

- **To use everyday language to talk about size, weight, capacity, position, distance, time and money to compare quantities and objects and to solve problems.**
- **To recognise, create and describe patterns.**
- **To explore characteristics of everyday objects and shapes and use mathematical language to describe them.**

In addition, we will continue to build upon the following:

- Use words to describe and talk about 2D and 3D shape, naming some of them correctly.

Understanding of the World

To develop our knowledge of 'People and communities', we will be learning:

- To talk about past and present events in their own lives and in the lives of family members.
- To recognise that other children don't always enjoy the same things, and are sensitive to this.
- To know about similarities and differences between themselves and others, and among families, communities and traditions.

This will also be discussed through our RE topics

To develop our knowledge of 'The World', we will be learning:

- To know about similarities and differences in relation to places, objects, materials and living things.
- To talk about the features of their own immediate environment and how environments might vary from one another.
- To make observations of animals and plants and explain why some things occur, and talk about changes.

To develop our knowledge of 'Technology', we will be learning:

- To recognise that a range of technology is used in places such as homes and schools.
- To select and use technology for particular purposes.

Expressive Arts and Design

So that we can 'Explore and use a variety of media and materials', we will be learning:

- To sing songs, make music and dance, and experiment with ways of changing them.
- To safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.

So that we can become 'Imaginative', we will be learning:

- To use what they have learnt about media and materials in original ways, thinking about uses and purposes.
- To represent their own ideas, thoughts and feelings through design and technology, art, music, dance, role play and stories.

Personal, Social and Emotional Development

To help us develop our 'Relationships', we will be learning:

- To play co-operatively, taking turns with others.
- To take account of one another's ideas about how to organise their activity.
- To show sensitivity to others' needs and feelings, and form positive relationships with adults and other children.

To help us develop our 'Self-confidence and self-awareness', we will be learning:

- To become confident to try new activities, and say why they like some activities more than others.
- To become confident to speak in a familiar group, will talk about their ideas, and will choose the resources they need for their chosen activities.

- **To say when they do or don't need help.**

To help us to 'Manage feelings and behaviour', we will be learning:

- **To talk about how they and others show feelings, talk about their own and others' behaviour, and its consequences, and know that some behaviour is unacceptable.**
- **To work as part of a group or class, and understand and follow the rules.**
- **To adjust their behaviour to different situations, and take changes of routine in their stride.**

Communication and Language

To help us develop our 'Listening and attention' skills, we will be learning:

- **To listen attentively in a range of situations.**
- **To listen to stories, accurately anticipating key events and respond to what they hear with relevant comments, questions or actions.**
- **To give our attention to what others say and respond appropriately, while engaged in another activity.**

To help us develop our 'Understanding', we will be learning:

- **To follow instructions involving several ideas or actions.**
- **To answer 'how' and 'why' questions about their experiences and in response to stories or events.**

To help us develop our 'Speaking' skills, we will be learning:

- **To express ourselves effectively, showing awareness of listeners' needs.**
- **To use past, present and future forms accurately when talking about events that have happened or are to happen in the future.**
- **They develop their own narratives and explanations by connecting ideas or events.**

Physical Development

To help us develop our 'Moving and handling' skills, we will be learning:

- **To show good control and co-ordination in large and small movements.**
- **To move confidently in a range of ways, safely negotiating space.**
- **To handle equipment and tools effectively, including pencils for writing.**

To help us develop our 'Health and self care' skills, we will be learning:

- **To know the importance for good health of physical exercise, and a healthy diet, and talk about ways to keep healthy and safe.**
- **They manage their own basic hygiene and personal needs successfully, including dressing and going to the toilet independently.**