



# St John Bosco Roman Catholic Primary School

## EYFS Curriculum Overview (R)



### EYFS Overarching Principles:

A Unique Child	Positive Relationships	Enabling Environments	Learning and Development
Every child is a unique child, who is constantly learning and can be resilient, capable, confident and self-assured.	Children learn to be strong and independent through positive relationships.	Children learn and develop well in enabling environments with teaching support from adults, who respond to their individual interests and needs and help them to build their learning over time. Children benefit from a strong partnership between practitioners and parents and/or carers.	Children develop and learn at different rates.

Characteristics of Effective Learning	Prime Areas of Learning	Specific Areas of Learning
<p><b>Playing and exploring – engagement</b></p> <ul style="list-style-type: none"> <li>★ Finding out and exploring</li> <li>★ Playing with what they know</li> <li>★ Being willing to ‘have a go’</li> </ul> <p><b>Active learning –</b></p> <ul style="list-style-type: none"> <li>★ Motivation</li> <li>★ Being involved and concentrating</li> <li>★ Keeping trying</li> <li>★ Enjoying achieving what they set out to do</li> </ul> <p><b>Creating and thinking critically – thinking</b></p> <ul style="list-style-type: none"> <li>★ Having their own ideas</li> <li>★ Making links</li> <li>★ Choosing ways to do thing</li> </ul>	<p><b>Communication and Language</b></p> <ul style="list-style-type: none"> <li>★ Listening, Attention &amp; Understanding</li> <li>★ Speaking</li> </ul> <p><b>Personal, Social and Emotional Development -</b></p> <ul style="list-style-type: none"> <li>★ Self-Regulation</li> <li>★ Managing Self</li> <li>★ Building Relationships</li> </ul> <p><b>Physical Development</b></p> <ul style="list-style-type: none"> <li>★ Gross Motor Skills</li> <li>★ Fine Motor Skills</li> </ul>	<ul style="list-style-type: none"> <li>★ <b>Literacy</b></li> <li>★ Comprehension</li> <li>★ Word Reading</li> <li>★ Writing</li> <li>★ <b>Mathematics</b></li> <li>★ Number</li> <li>★ Numerical Patterns</li> <li>★ <b>Understanding of the World</b></li> <li>★ Past and Present</li> <li>★ People, Culture &amp; Communities</li> <li>★ The Natural World</li> <li>★ <b>Expressive Arts and Design</b></li> <li>★ Creating with Materials</li> <li>★ Being Imaginative and Expressive</li> </ul>

2021-22	Termly Curriculum Map - Reception					
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic	Marvellous Me!	We Could Be Heroes!	Let's Celebrate Yum Yum!	Out of This World - Moon	Local Landmarks or World Wide Wonders?	All Things Bright & Beautiful (Away)
Our Wonderings	Why am I Special?	Can anyone be a hero?	Are we always hungry when we celebrate?	Is there a man on the moon?	Did God really make <u>all</u> the wonders?	How does your garden grow?
Weekly Focus	<p><u>Week 1</u> Induction</p> <p><u>Week 2</u> British Values –Our Special Place (school)</p> <p><u>Week 3</u> Look at Me! (Appearance)</p> <p><u>Week 4</u> My Family (people inc. human lifecycle)</p> <p><u>Week 5</u> Home Sweet Home (Homes/Local Area)</p> <p><u>Week 6</u> Looking After Me! (Personal hygiene)</p> <p><u>Week 7</u> Looking After Me! (Healthy eating)</p>	<p><u>Week 1</u> Emergency Services (police/fire)</p> <p><u>Week 2</u> Armed Forces</p> <p><u>Week 3</u> BLM -Martin Luther King Jr/Rosa Parks (Anti-Bullying Week)</p> <p><u>Week 4</u> Care – Florence Nightingale/ Mother Teresa</p> <p><u>Week 5</u> Earth Heroes- Jane Goodall/ Greta Thunberg</p> <p><u>Week 6</u> Christmas Traditions Around the World</p> <p><u>Week 7</u> „ „ „ (Mexico, India, Italy)</p>	<p><u>Week 1</u> British Values – Making Decisions Together (Eco)</p> <p><u>Week 2</u> Delicious Diwali!</p> <p><u>Week 3</u> Burns Night</p> <p><u>Week 4</u> St John Bosco Feast day (bread)</p> <p><u>Week 5</u> Eid al-Fitr</p> <p><u>Week 6</u> Chinese New Year - Tiger (01/02/22 wk5)</p> <p><u>Week 7</u> Love is in the Air (Christian Wedding)</p>	<p><u>Week 1</u> All Phased out! (Appearance/ Phases of the moon/shadows)</p> <p><u>Week 2</u> 5,4,3,2,1 Blast Off! (Travel/Katherine Johnson)</p> <p><u>Week 3</u> Is the Moon Made of Cheese? (gravity/ craters/water)</p> <p><u>Week 4</u> Amazing Astronauts! (N – Tim Peake, R - Neil Armstrong)</p> <p><u>Week 5</u> Is There Anybody out There? (Aliens)</p> <p><u>Week 6</u> Easter</p>	<p><u>Week 1</u> Christ the Redeemer/Angel of the North</p> <p><u>Week 2</u> Hadrians Wall/ Great Wall of China</p> <p><u>Week 3</u> Golden Gate Bridge/ Spire Bridge</p> <p><u>Week 4</u> The Roman Pantheon/Penshaw Monument</p> <p><u>Week 5</u> Buckingham Palace/Hylton Castle</p>	<p><u>Week 1</u> Fabulous Fruit or Vibrant Vegetable? (avocado, tomato, rhubarb)</p> <p><u>Week 2</u> Terrific Trees (Bananas, coconuts, cocoa)</p> <p><u>Week 3</u> Peculiar Plants (air plants, cactus, venus fly trap)</p> <p><u>Week 4</u> Creepy Critter (Dung Beetle/crickets)</p> <p><u>Week 5</u> Fantastic Fliers (Endangered comet moth/dragonflies)</p> <p><u>Week 6</u> Mega Minibeasts! – African Land Snails/ Stick Insects</p> <p><u>Week 7</u> End of year celebration – Ugly Bug Ball</p>
Phonics	Sounds-Write Initial Code		Sounds-Write Initial Code		Sounds-Write Consolidation: Bridging	
	Unit 1 (a, i, m, s, t), Unit 2 (n,p,o) Unit 3 (b,c,g,h), Unit 4 (d,e,f,v), Unit 5 (k,l,r,u), Unit 6 (j,w,z), Unit 7 (x,y,ff,ll,ss,zz) <u>High Frequency Words</u> – Unit 1 – a, at, am, it Unit 2 – in, on, not, an <i>Introduce – is/ a</i>		Unit 8 (VCC & CVCC) Unit 9 (CCVC), Unit 10 (CCVC, CCVC & CVCC), Unit 11 (CCVC, CVCC, CCVC & CCCVCC, sh, ch, th, ck, wh, ng, q & u) <u>High Frequency Words</u> – Unit 8 – and, must, just, went		/k/: c, k, ck /ch/: ch, tch /l/: l, ll, le /w/: w, wh	

		Unit 3 –him, big, can Unit 4 –if, did, get Unit 5 – us, fun, up Unit 6 – Unit 7 – well, will, off	<i>Introduce - the/ I</i> <i>Introduce – for/of</i> <i>Introduce - are</i> <i>Introduce - was</i> <i>Introduce - all</i>	<i>Introduce –come/ some</i> Unit 9 – from <i>Introduce - to</i> Unit 11 – the, with, that, this, them, than, then, when, which, much, back <i>Introduce – there/their/these</i> <i>what/where/who</i>			
5 stories to be chosen by the children	Genre	Fiction: - Stories with predictable and patterned language  - Traditional Tales	Fiction: - Stories with predictable and patterned language  - Traditional Stories  Non-Fiction: Biographies	Fiction: Stories with predictable and patterned language  - Stories with familiar settings  Poetry:- Rhymes	Fiction: - Stories with predictable and patterned language  - Traditional Tales  Non-Fiction Fact files	Fiction: Fantasy story  Non-Fiction: Information texts	Fiction: Traditional Tales  Non-Fiction: Information texts
	Reading/ Drama	Share wordless texts Oral retelling Sequencing	Story play – role play Read labels	Oral retelling Sequencing Read short captions	Story play – role play Read sentences	Read sentences Identify the beginning, middle, end of story	Read sentences Identify the characters, setting, problem & Solution
	Writing:	Names Initial sounds Story Maps	Labels Lists Writing in role Story Maps	Captions Story Maps - labelled Character descriptions	Labels, Captions, Sentences inc. 'and' Story Maps Missing Poster	Recount 'Three Tick' Sentences Letters	Instructions Fact files Story Maps Own Narrative
	Key Texts:	Only One You Freddie & The Fairy ORT At School The Great Big Book of Families <u>Talk for Writing focus:</u> The Three Little Pigs (3 weeks)	Guy Fawkes P.Point Captain Tom Moore Martin Luther King Jnr  <u>Talk for Writing focus:</u> The Nativity (2 weeks)	Together We Can/Farmer Chapatti Moon Rabbie's Rhymes  <u>Talk for Writing focus:</u> The Tiger Who Came to Tea (3 weeks)	Moon! Earth's Best Friend Goodnight Spaceman  <u>Talk For Writing focus:</u> Beegu (3 weeks)	The Queen's Knickers  <u>Talk for Writing focus:</u> The Building Boy (4 weeks)	Sun Safety P.Point Walking Through the Garden  <u>Talk for Writing focus:</u> Jack & the Beanstalk (4 weeks)
Maths	<u>Number</u> - Matching – same/different - Matching/ Sorting – same/different, colour, size, shape, sorting	<u>Number</u> - Representing 1,2,3. - Comparing 1,2,3. - Composition of 1,2,3 - Representing numbers to 5.	<u>Number</u> - Introducing zero. - Comparing numbers to 5. - Composition of 4 & 5.	<u>Number</u> - 9 & 10. - Bonds to 10. - <u>Numerical Patterns</u> - Comparing numbers	<u>Number</u> - Adding more - Taking Away <u>Numerical Patterns</u> - Building numbers	<u>Number</u> - Consolidating key skills subitising/comparing & ordering/composition	

	<p>into groups</p> <p><u>Numerical Patterns</u></p> <ul style="list-style-type: none"> <li>- Comparing amounts – equal to/more/less/greater/fewer</li> </ul> <p><u>Space, Shape &amp; Measure</u></p> <p>Exploring simple patterns -circles and triangles</p> <p>Comparing size, mass and capacity.</p>	<p><u>Numerical Patterns</u></p> <p>One more and one less.</p> <p><u>Space, Shape &amp; Measure</u></p> <p>Shapes with 4 sides – Time</p>	<p>- 6,7 and 8.</p> <ul style="list-style-type: none"> <li>- Making pairs</li> <li>- Combining 2 groups</li> </ul> <p><u>Numerical Patterns</u></p> <p>Counting by rote</p> <p><u>Space, Shape &amp; Measure</u></p> <p>Positional Language</p>	<p>to 10.</p> <p><u>Space, Shape &amp; Measure</u></p> <p>Introducing 3D shapes</p> <p>Exploring complex patterns.</p> <p>Length, Height</p>	<p>beyond 10</p> <ul style="list-style-type: none"> <li>- Counting patterns beyond 10.</li> </ul> <p><u>Space, Shape &amp; Measure</u></p> <ul style="list-style-type: none"> <li>- Spatial reasoning: match, rotate &amp; manipulate</li> <li>- Spatial reasoning: Compose &amp; decompose</li> </ul>	<p><u>Numerical Patterns</u></p> <ul style="list-style-type: none"> <li>- Doubling, sharing and grouping.</li> <li>- Odd and even</li> </ul> <p><u>Space, Shape &amp; Measure</u></p> <ul style="list-style-type: none"> <li>- Spatial reasoning: Visualise &amp; build</li> <li>- Spatial reasoning: Mapping</li> </ul>
<b>R.E Theme</b>	<p>Domestic Church - Myself</p> <p>Baptism - Welcome</p>	<p>Other Faiths - Judaism</p> <p>-Hanukkah</p> <p>Advent/Christmas - Birthdays</p>	<p>Local Church – Celebrating</p> <p>Eucharist - Gathering</p>	<p>Lent/Easter - Growing</p>	<p>Pentecost –Good News</p> <p>Reconciliation - Friends</p>	<p>Other Faiths - Islam</p> <p>Universal Church- Our World</p>
<b>RSHE</b>	<p>Module 1- Created &amp; Loved by One God</p> <ul style="list-style-type: none"> <li>- Religious Understanding</li> <li>- Me, My Body, My Health</li> <li>- Emotional Wellbeing</li> <li>- Lifecycles</li> </ul>		<p>Module 2 – Created to Love Others</p> <ul style="list-style-type: none"> <li>- Religious Understanding</li> <li>- Personal Relationships</li> <li>- Keeping Safe</li> </ul>		<p>Module 3 – Created to Live in Community</p> <ul style="list-style-type: none"> <li>- Religious Understanding</li> <li>- Living in the Wider World</li> </ul>	
<b>Special Events</b>	<p>Reception Baseline</p> <p>Visit around locality</p> <p>Parents' Evening</p> <p>Curriculum</p> <p>Celebration Day (Families)</p> <p>Nurse visit (healthy eating/hygiene)</p>	<p>Remembrance Day</p> <p>Geography Awareness Week</p> <p>Advent Mass</p> <p>Nativity Performance</p> <p>Party/Visit from Father Christmas</p>	<p>St John Bosco Feast Day</p> <p>Church Visit (tbc)</p> <p>Stay for a Story (Families)</p> <p>Chinese New Year Banquet</p>	<p>World Book Day</p> <p>Pancake Day</p> <p>Parents' Evening</p> <p>British Science Week</p> <p>Mother's Day</p> <p>Paste Egg Competition</p> <p>Easter Mass</p>	<p>Mental Health Awareness Week</p> <p>Trip to local landmark (tbc)</p> <p>Jubilee Celebrations</p> <p>Hearing Tests</p> <p>Stay for a Story (Families)</p>	<p>Father's Day</p> <p>Rainton Meadows visit (tbc)</p> <p>Sports &amp; Wellbeing Week</p> <p>International Mud Day</p> <p>Ugly Bug Ball/Picnic</p> <p>Class Liturgy</p> <p>New Parents' Meeting</p> <p>End of Year Mass</p>

*N.B This is a provisional overview; in line with EYFS principles the themes and focus delivered are flexible and therefore subject to change based on the children's needs and interests.*