

St Joseph's Roman Catholic Primary school					
Curriculum overview EYFS 2024-2025					
Religious Education					
Autumn		Spring		Summer	
A1	A2	Sp1	Sp2	S1	S2
Beginnings	Advent to Christmas	People of Prayer	Lent to Easter	Easter to Pentecost	Kingdom of Heaven
Hinduism		Judaism		Islam	
British Values					
Each thread will be intertwined based on the current topic, children's level of understand and children's interests.					
Autumn 1 Individual liberty This focuses on the children's Personal Social and Emotional development. Opportunities will be offered so that the children develop their self-confidence, self-esteem, and increase their confidence. The children will be allowed to take risks.	Autumn 2 Democracy This focuses on the children's Personal Social and Emotional development. The children will learn to value other people's views and feelings. We will promote turn taking, sharing and collaborating.	Spring 1 Rule of law This focuses on managing feelings and behaviours. The children learn about consequences and the difference between right and wrong.	Spring 2 Mutual Respect and Tolerance. This focuses on people and communities, managing behaviour making relationships and understanding the world.	Summer 1 Mutual Respect and Tolerance. The children will learn respect with other faiths and cultures and engage with the wider community.	Summer 2 How have we grown as citizens? Are we ready for the next steps in our life journey?

Life to the Full - Overview

EYFS

Stage	Module 1 Created and Loved by God				Module 2 Created to Love Others				Module 3 Created to Live in Community	
Topic	Unit 1 Religious Understanding	Unit 2 Me, My Body, My Health	Unit 3 Emotional Well-Being	Unit 4 Life Cycles	Unit 1 Religious Understanding	Unit 2 Personal Relationships	Unit 3 Life Online	Unit 4 Keeping Safe	Unit 1 Religious Understanding	Unit 2 Living in the Wider World
EYFS	Unit Prayer & Assessment Activity	Unit Prayer & Assessment Activity	Unit Prayer & Assessment Activity	Unit Prayer & Assessment Activity	Unit Prayer & Assessment Activity	Unit Prayer & Assessment Activity	Unit Prayer & Assessment Activity	Unit Prayer & Assessment Activity	Unit Prayer & Assessment Activity	Unit Prayer & Assessment Activity
	Story Sessions Handmade With Love	Session 1 I Am Me	Session 1 I Like, You Like, We All Like!	Session 1 Growing Up	Session 1 Role Model	Session 1 Who's Who?	Session 1 What is the Internet?	Session 1 Safe Inside and Out	Session 1 God is Love	Session 1 Me, You, Us
		Session 2 Heads, Shoulders, Knees and Toes	Session 2 All the Feelings!			Session 2 You've Got A Friend In Me	Session 2 Playing Online	Session 2 My Body, My Rules	Session 2 Loving God, Loving Others	
		Session 3 Ready Teddy?	Session 3 Let's Get Real			Session 3 Forever Friends		Session 3 Feeling Poorly		
								Session 4 People Who Help Us		

Curriculum overview

Characteristics of Effective Learning

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

Nursery

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topics	Settling in/Nursery Rhymes	Nursery Rhymes /Bears	Farm V Jungle	Growing	Pirates	People who help us
PSED	Separating from familiar adult. Expressing feelings e.g. sad, happy, and worried. <u>Getting to know you</u> Baseline assessments	Sharing experiences e.g. being together at Christmas.	Learning to share experiences with other children. Learning to respond to others' feelings.	Learning to initiate play with peers. Selecting and using activities appropriately.	Learning to take turns and share resources. Increasing confidence in talking with other children.	Growing and changing. Moving on.
Physical	<u>Getting to know you</u> Baseline assessments Introduction to independence: Learning to put on and take off own coat. To use or ask adult for help in using the toilet. Play on balance bikes, plus fundamental movement skills.	Increase confidence in using Nursery climbing equipment. Fundamental movement skills. Turn pages in books. Practise actions for Christmas Nativity songs and play.	Begin to recognise danger and seek support from adults. Continue to practise using three fingers to hold writing tools. Develop control in using jugs to pour, hammers in construction. Music and movement – dance.	Increase confidence in moving in a variety of ways, such as running, slithering, jumping. Practise throwing and catching skills ball skills.	Understanding that equipment and tools must be used safely. Increased independence in using the toilet. Washing hands hygienically. Healthy eating. Individual games.	Sports day activities – experiment with different ways of moving. Negotiate space successfully when playing, racing and working with other children.

Communication and Language	<u>Getting to know you</u> Baseline assessments Develop listening skills by daily use of circle and small group times.	Use speech to share experiences, feelings and thoughts. Speaking and singing for Christmas Nativity. Pie Corbett – introduce story mapping using the children's own experiences.	Increase children's confidence with songs and rhymes. Pie Corbett – introduce story mapping using the children's own experiences.	Develop further children's ability to listen attentively and recall with accuracy, by using ring games, story time and news talk time. Pie Corbett – introduce story mapping using topic stories.	Develop further children's ability to respond positively to simple instructions. Reinforce with positive encouragement. Pie Corbett –story mapping using topic stories.	Listening and responding to instructions for Sports Day. Pie Corbett –story mapping using topic stories. Practising speaking and singing for summer celebratory concert
Literacy	Sharing a wide range of stories and rhymes with children. Encourage children to join in with repetitive text from familiar stories and rhymes. Mark making.	Enjoy listening to and joining in with repeated refrains and anticipating key events, such as the Christmas story. Whole class Read Write Inc. phonics.	Develop ability to recognise their own name and encourage independence in writing own name. Read Write Inc. phonics to be taught in groups. Focus set 1 sounds	Look at books independently. Handle books carefully. Read Write Inc. phonics to be taught in groups. Focus set 1 sounds and oral blending.	Recognise familiar words and signs such as own name and words linked to the topic. Read Write Inc. phonics to be taught in groups. Focus set 1 sounds and oral blending.	Sometimes give meaning to marks as children draw and paint. Children to attempt to write and read simple cvc words. Read Write Inc. phonics to be taught in groups. Focus set 1 sounds and oral blending.
Our favourite books so far...	Texts: Nursery Rhymes	Texts: Brown Bear, Brown Bear	Texts: The Pig in the Pond.	Texts: The Very Hungry Caterpillar.	Texts: Black Eyed Bill.	Texts: Non-fiction People who help us series.
Mathematics	<u>Getting to know you</u> Baseline assessments. Daily practise with numbers and with shape, space and measures. Singing counting songs and rhymes e.g. '5 Little Ducks', '10 Green Bottles'	Daily practise with numbers and with shape, space and measures e.g. Creating and experimenting with symbols and marks representing ideas of number Whole class mini maths meeting including calendar.	Daily practise with numbers and with shape, space and measures e.g. Say and use the number names, in order, in familiar contexts. Talk about, recognise and recreate patterns. Whole class mini maths meeting including calendar.	Daily practise with numbers and with shape, space and measures e.g. Whole class mini maths meeting including calendar. Use language, such as circle or bigger to describe the shape and size of flat shapes. To learn vocabulary linked to describing weight and distance.	Daily practise with numbers and with shape, space and measures e.g. To name and describe 2D shapes. Whole class mini maths meeting including calendar.	Daily practise with numbers and with shape, space and measures e.g. Whole class mini maths meeting including calendar. To compare and order objects according to their size and distance.

Understanding the World	Develop children's sense of their own identity through artwork, talk and role play.	Talk about events which are special to the children e.g. birthdays and Christmas	Encourage children to notice signs of Spring within their environment. Continuous access to IT.	Seasons passing – develop an understanding of growth, decay and changes over time. Continuous access to IT.	Learning that children have similarities and differences that connect them to and distinguish them from others by learning about our different cultures. Continuous access to IT.	Growing up and moving on Develop children's confidence to move on to Reception class, by using stories and role play. Continuous access to IT.
Expressive Arts and Design	Mixing colours.	Exploring music and instruments. Christmas crafts.	Developing children's ability to plan and build with construction materials.	Rhyme and rhythm	Develop children's spontaneous imitation of adults' actions by using role play.	Artwork for Nursery summer concert.
Reception						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topics	Myself/Baseline Assessments	Myself/Owl babies	Space	Blue Planet	Food Glorious Food	Imagine!
PSED	<u>Getting to know you</u> Baseline assessments Class/school rules. Making new friends. Developing confidence.	Class/school rules. Developing confidence. Behaviour.	Speaking confidence.	Feelings, changes and relationships.	Feelings, cooperation and sensitivity.	Feelings. Independence. Going for goals.
Physical	<u>Getting to know you</u> Baseline assessments Pencil hold/control. Dress and undress. Gross motor skills in PE and outdoors. (Fundamental Movement Skills)	Letter formation. Using simple tools. Gross motor skills in PE and outdoors. (Fundamental Movement Skills)	Letter formation with increasing accuracy and control. P.E Dance.	Health and hygiene. Safety. Keeping healthy. P.E Ball skills.	Keeping healthy. Individual games using small and large equipment.	Team games using small and large equipment.

Communication and Language	<u>Getting to know you</u> Baseline assessments Enjoys listening to longer stories and can remember much of what happens. Understand how to listen carefully and why listening is important. Learn new vocabulary based on topic. Develop social phrases. Listen carefully to rhymes and songs, paying attention to how they sound. Learn rhymes, poems and songs. Pie Corbett actions - support oral storytelling	Enjoys listening to longer stories and can remember much of what happens. Understand a question or instruction that has two parts. Learn new vocabulary based on topic. Develop social phrases. Listen carefully to rhymes and songs, paying attention to how they sound. Learn rhymes, poems and songs. Engage in non-fiction books. Pie Corbett actions - support oral storytelling	Learn new vocabulary based on topic. Begin to articulate thoughts and ideas through well-formed sentences. Engage in story times. Listen to and talk about stories to build familiarity and understanding. Engage in non-fiction books. Pie Corbett – Story mapping.	Learn new vocabulary based on topic. Begin to articulate thoughts and ideas through well-formed sentences. Engage in story times. Retell the story, once they have developed a deep familiarity with the text; some as exact repetition and some in their own words. Engage in non-fiction books. Pie Corbett – story mapping.	Learn new vocabulary based on topic. Ask questions to find out more and to check their understanding. Describe events in some detail. Engage in non-fiction books. Pie Corbett –story mapping.	Learn new vocabulary based on topic. Ask questions to find out more and to check their understanding. Describe events in some detail. Connect one idea or action to another using a range of connectives. Use talk to work out problems, organise thinking explaining how things work and why they might happen. Pie Corbett – story mapping.
Literacy	<u>Getting to know you</u> Baseline assessments Understand the 5 key concepts about print - meaning - purposes - left to right reading - different parts of a book -page sequencing. Rhyming. Phonics assessments Read, Write Inc. Introduce set 1 sounds.	Understand the 5 key concepts about print - meaning - purposes - left to right reading - different parts of a book -page sequencing Rhyming/poetry. Listen to and hear sounds in CVC words To begin to write simple CVC words Make simple lists and add labels using phonological knowledge.	Blend sounds into words, so that they can read short words made up of known letter– sound correspondences. Read a few common exception words. Follow Read Write Inc. programme.	Read simple phrases and sentences made up of words with known letter–sound correspondences and, where necessary, a few exception words. Write short sentences with words with known sound-letter correspondences using a capital letter and full stop. To use simple adjectives orally and	Learn letter names and the difference between upper and lower case letters Read simple phrases and sentences made up of words with known letter–sound correspondences and, where necessary, a few exception words. Write short sentences with words with known sound-letter correspondences	Read aloud simple sentences and books that are consistent with phonetic knowledge, including some common exception words. Think of and write a short simple sentence using connectives. Write short sentences with words with known sound-letter correspondences.

		Follow Read Write Inc. programme.		then in writing Follow Read Write Inc. programme.	using a capital letter and full stop.	Edit what they have written to check that it makes sense.
Our favourite books so far....	Texts: Owl Babies – Martin Waddell Max and Lemon – Adventures Around The World - ebook Poets of the day Read Me a Poem a Day – National Year of Reading	Texts: Ada Twist Scientist – Andrea Beaty. A Tale of Two Feathers – eBook. Non-fiction Nocturnal animals.	Texts: Whatever next – Jill Murphy. The Boy Who Switched off the Sun- Paul Brown. The Hackney Martian – Paul Brown.	Texts: Sharing a shell – Julia Donaldson Dear Greenpeace Rosie Revere Engineer – Andrea Beaty.	Texts: The Giant Jam Sandwich – Janet Borroway. The Selfish Crocodile - Faustin Charles	Text: Little Red Riding Hood – Pie Corbett adaptation Cinderella- traditional and new.
Mathematics	<u>Getting to know you</u> Baseline assessments <u>Match, sort and compare</u> Match pictures and objects, sort objects and compare amounts. <u>Talk about measures and patterns</u> Compare size, mass and capacity. Explore, copy and create simple patterns.	<u>It's me 1, 2, 3</u> Find, subitise and represent 1, 2 and 3. Find 1 more/1less. <u>Circles and triangles</u> Identify, name and compare circles and triangles. Look at shapes in the environment. Describe position. <u>1, 2, 3, 4, 5</u> Find, subitise and represent 4 and 5. Find 1 more/1less. <u>Shapes with 4 sides</u> Identify, name and compare 4 sided shapes. Look at shapes in the environment. Daily routines.	<u>Alive in 5</u> Find, subitise and represent 0 – 5. Find 1 more/1less. <u>Mass and capacity</u> Compare and explore mass and capacity. Find a balance. <u>Growing 6, 7, 8</u> Find and represent 6,7 and 8. Find 1 more/1less. Odd and even Doubles to 8 Combine 2 groups.	<u>Length, height and time</u> Explore and compare length and height. Talk, order and sequence time. <u>Building 9 and 10</u> Find, represent and compare 9 and 10. Find 1 more/1less. Bonds to 10. Doubles to 10. Explore odd and even. <u>Explore 3-D shapes</u> Recognise, name and use 3-D shapes. Find 2-D shapes within 3-D. Identify, copy and continue patterns.	<u>To 20 and beyond</u> Numbers and patterns within 20. Verbal counting beyond 20. <u>How many now?</u> Add and take away <u>Manipulate, compose and decompose</u> Select, rotate, manipulate shapes. 2-D within 3-D shapes.	<u>Sharing and grouping</u> Explore sharing and grouping. Even and odd. Sharing. Build doubles. <u>Visualise, build and map</u> Identify, create and explore patterns. Describe positions. Explore mapping. <u>Make connections</u> Deepen understanding. Patterns and relationships.
Understanding the World	Autumn and new beginnings Harvest Nocturnal animals. Visit from Zoo lab	Christmas and celebrations Winter Celebrating our differences.	Explore the natural world around them – Space topic. We're going on a virtual spacewalk.	Blue planet- Earth Spring Easter	Food Glorious food - fair trade. Earth day. Recognise some similarities and	Imagine Pop up - Castles Memories Trip to Chiltern open air museum.

	Describe what they see, hear and feel whilst outside – my local environment. Talk about what they see using a wide vocabulary. Understand the effect of changing seasons on the natural world around them. (Autumn) Talk about members of family and immediate community. ICT safety. Where we live - features/buildings. Explore the natural world and materials around them.	Describe what they see, hear and feel whilst outside. Talk about what they see using a wide vocabulary. Understand the effect of changing seasons on the natural world around them - Nocturnal animals. Talk about members of family and immediate community. Recognise that people have different beliefs and celebrate special times in different ways. Continuous access to IT.	Describe what they see, hear and feel around them. Understand the effect of changing seasons on the natural world. Winter, hibernation, freezing and melting. Name and describe people who are familiar and unfamiliar to them. Compare and contrast characters from stories, including figures from the past. (Space race, Katherine Johnson) Continuous access to IT.	How can we take care of our beautiful planet? Human, animal and plant growth/changes. Describe what they see, hear and feel whilst outside. Understand the effects of changing seasons and climate change have on the natural world around them. Spring Recognise that people have different beliefs and celebrate special times in different ways. Recognise some similarities and differences between life in this country and life in other countries. Continuous access to IT.	differences between life in this country and life in other countries. Explore the natural world around them. Where does our food come from? Human, animal and plant growth/changes. Recognise some environments that are different to the one in which they live. Recognise some similarities and differences between life in this country and life in other countries. Describe what they see, hear and feel whilst outside. Continuous access to IT.	Everyday technology - Using age appropriate technology independently. Continuous access to IT. Explore the natural world around them Describe what they see, hear and feel whilst outside. Understand the effect of changing seasons (summer). Draw and talk about information from a simple map. Comment on images of familiar situations in the past. Compare and contrast characters from stories, including figures from the past – Who lives in Windsor castle?
Expressive Arts and Design	Collage, rubbings linked to trees autumn. Paper plate marvellous me. My home 3D modelling. Action and Harvest songs. Explore different materials freely, in order to develop their ideas about how to use them and what to make.	Christmas craft and songs. Nocturnal Animals. Percussion instruments. Kodaly rhythms and Solfege singing. Explore different materials freely, in order to develop their ideas about how to use them and what to make. Develop their own ideas and then	Space café. Snowflake cutting. 3D Space models. A starry night – van Gogh. Create collaboratively sharing ideas, resources and skills Listen attentively, move to and talk about music, expressing their feelings and responses.	Recycled sea creature. Egg cartoon turtles Create collaboratively sharing ideas, resources and skills. Listen attentively, move to and talk about music, expressing their feelings and responses. Watch and talk about dance and	Healthy eating. Oral hygiene experiments. Snappy crocodile. Sakura festival art Japan. Selecting own media and materials to express ideas. Making models – snappy crocodile. Traditional dance. Watch and talk about dance and performance art,	Pop up – Castles. Selecting own media and materials to express ideas. Watch and talk about dance and performance art, expressing their feelings and responses. Return to and build on their previous learning, refining ideas and developing their

	Develop their own ideas and then decide which materials to use to express them. Create closed shapes with continuous lines, and begin to use these shapes to represent objects. Take part in simple pretend play, using an object to represent something else even though they are not similar. Listen with increased attention to sounds. Respond to what they have heard, expressing their thoughts and feelings. Explore, use and refine a variety of artistic effects to express their ideas and feelings. Greetings in French.	decide which materials to use to express them. Draw with increasing complexity and detail, such as representing a face with a circle and including details. Take part in simple pretend play, using an object to represent something else even though they are not similar. Listen with increased attention to sounds. Respond to what they have heard, expressing their thoughts and feelings. Remember and sing entire songs (Nativity play). Explore, use and refine a variety of artistic effects to express their ideas and feelings. Explore and engage in music making and dance, performing solo or in groups. Sing in a group or on their own, increasingly matching the pitch and following the melody. Seasons and weather in French.	Watch and talk about dance and performance art, expressing their feelings and responses. Develop storylines in their pretend play. Wild animals - French	performance art, expressing their feelings and responses. Develop storylines in their pretend play. Toys - French	expressing their feelings and responses (Japan). Return to and build on their previous learning, refining ideas and developing their ability to represent them. Shopping -French	ability to represent them. Pastimes - French
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