

St Joseph's Roman Catholic Primary school					
Curriculum overview pre nursery 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	
Unique Child: Every child is unique and has the potential to be resilient, capable, confident and self-assured. Positive Relationships: Children flourish with warm, strong & positive partnerships between all staff and parents/carers. This promotes independence across the EYFS curriculum. 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. We must be aware of children who need greater support than others					
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.					

PLAY

At St Joseph's Roman Catholic primary school, we understand that children learn best when they are absorbed, interested and active. We understand that active learning involves other children, adults, objects, ideas, stimuli and events that aim to engage and involve children for sustained periods. We believe that early years' education should be as practical as possible and therefore, we are proud that our EYFS setting has an underlying ethos of 'Learning through play'. PLAY is essential for children's development across all areas.

Play builds on children's confidence as they learn to explore, to relate to others around them and develop relationships, set their own goals and solve problems. Children learn by leading their own play and by taking part in play which is guided by adults.

Research indicates that it is important that pedagogy remains child-centred, and developmentally appropriate, therefore, this long term plan serves to generally inform the provision within the setting, while key workers simultaneously plan for the individual needs and developmental stages of each child. In addition to this, children join our pre nursery setting at different entry points throughout the year and as a consequence planned learning objectives are revisited and built upon for all children.

Pre nursery topics

These may be adapted at various points to allow for children's interests

	Autumn	Spring	Summer
Areas of learning	Settling in/Nursery Rhymes/Bears	Farm V Jungle/Growing	Pirates /People who help us
PSED	Settling in activities, accessing comfort object to settle, making choices within the setting, key person time, adults modelling useful social phrases.	Accessing comfort object when upset, making choices within the setting, key person time, adults noticing and talking about children's feelings, adults modelling useful social phrases. Building to daily story time, home corner play and small world play.	Accessing comfort object when upset, making choices within the setting, key person time, adults noticing and talking about children's feelings, adults modelling useful social phrases, daily story time, home corner play, small world play.
What am I learning to do?	I can recognise when my nappy needs changing. I can find ways to calm myself, through being calmed and comforted by my key person. I can explore my new setting with support from my key person. I can use the toilet when taken with support. I am gaining more independence. I can manage transitions, for example from my parent or carer to my key person.	I can use the toilet with less support when taken. I feel confident and settled with my key worker so I can express a range of emotions. I can play with increasing confidence on my own and with other children. I can explore my classroom independently because I know my key person is nearby. I can recognise when I need the toilet. I can explore emotions beyond my normal range through stories and play. I am becoming more self-assured in my class.	I can develop friendships with other children in my class. I can talk about my emotions. I am learning how to manage my emotions with support. I can talk about my feelings in more detail such as 'I am sad because...' I am beginning to show 'effortful control' with my emotions such as waiting my turn.

Physical	Access to a variety of mark making tools, playdough, large balls and a range of construction toys and outdoor gross motor play.	Access to a variety of mark making tools, playdough, large balls and a range of construction toys, adults modelling use of spoons, water play, supervised use of safe scissors and outdoor gross motor play. Adults modelling putting on coat.	Access to a variety of mark making tools, playdough, large balls and a range of construction toys, adults modelling putting on/taking off coat, using different types of paper to tear, make marks on and print on, outdoor gross motor play.
What am I learning to do?	I am gaining control of my whole body through practicing large movements such as waving, kicking and rolling. I can pass things from one hand to the other without dropping them. I can use a push along ride toy. I can explore tunnels, dens and large boxes, fitting inside them and moving them around. I can kick a ball.	I can eat independently using a spoon. I can clap and stamp to music. I can throw a ball and attempt to catch it. I can attempt to do up poppers I can attempt to pour liquid into a cup. I am beginning to use child safe scissors with support. I can build independently using a range of construction resources. I can get my coat ready and start trying to put it on myself.	I can climb the stairs with little support I can use a tricycle safely. I am starting so be more independent when getting dressed and undresses. I can join in with ball games throwing and attempting to catch. I am starting to eat independently using a fork and knife. I can explore different tools and materials. I can climb the stairs independently. I can move items to fit into the space I want.
Communication and Language	Settling in, familiarising self with setting and continuous provision, key worker time, sharing action rhymes and songs, interactions with adults including adults giving meaning to gestures and pointing by commenting. Building to key worker time, interactions with adults including adults commenting on what they are doing, adults adding words to model expanded phrases, daily story time, daily rhyme time.	Key worker time, interactions with adults including adults commenting on what they are doing, adults adding words to model expanded phrases, daily story time, small world play, home corner play, daily rhyme time.	Key worker time, interactions with adults including adults commenting on what they are doing, adults suggesting words to describe feelings, adults allowing plenty of processing time in conversation, adults adding words to model expanded phrases, daily story time including books without words, small world play, home corner play, daily rhyme time.
What am I learning to do?	I can explore toys that make sounds. I can copy gestures and some words an adult says. I can point to something I want, while making sounds to communicate I can understand a simple instruction such as “give to Miss” or “stop” with actions. I can recognise and point to objects if asked about them. I can repeat words. I can join in with singing familiar nursery rhymes.	I can listen to other people’s talk with interest. I can be easily distracted by other things going on around me. I can make myself understood most of the time. I can use multi-syllabic words such as ‘banana’ and ‘computer’. I can develop pretend play based on real life experiences, such as putting a baby to sleep.	I can listen to simple stories and understand what is happening with the help of pictures. I can sometimes say how I am feeling using words, gestures and pictures. I can understand simple ‘who’, ‘what’ questions. I can understand and respond to longer sentences such as ‘make teddy jump’. I can understand simple ‘who’, ‘what’ and ‘where’ questions. I am starting to develop conversational skills, often jumping topic to topic

		I can listen and respond to a simple instruction. I can identify familiar objects and properties when it is described, such as 'blue car' or 'red apple'.	
Literacy	Daily story time, focus key texts, rhyme of the week. Gross motor mark making activities, retelling stories using story sacks and puppets	Daily story time, focus key texts, rhyme of the week, access to a range of mark making tools and a variety of surfaces for mark making, gross motor mark making activities, voice and environmental sound games, retelling stories using props	Daily story time, focus key texts, rhyme of the week, access to a range of mark making tools and a variety of surfaces for mark making, voice and environmental sound games, retelling stories using props, mixture of gross motor and small-muscle mark making opportunities Focus on print rich environment, mixture of gross motor and small muscle mark making opportunities.
What am I learning to do?	I can tune in and pay attention to songs and rhymes. I can say some words in familiar songs and rhymes. I can copy finger movements and other gestures. I enjoy sharing a book with an adult.	I can use a range of mark making resources. I can join in with songs and rhymes. I can copy sounds, rhythms and some tunes and tempo. I can sing songs and say rhymes independently. I can pay attention and respond to pictures or words. I can repeat words and phrases from familiar stories.	I can ask questions about a book. I can make comments and share my own ideas about a book. I can look for and share a favourite book with adults and other children. I can look at books on my own. I can mark make freely and enjoy drawing. I can add marks to my drawings and give meaning to them. I can make marks by my picture for my name. I can notice some prints such as the first letter in my name or a familiar logo.
Mathematics	Free play with a range of objects, daily rhyme time to include finger action rhymes. Adults modelling changes in amounts through play (e.g. adding more bricks/eating up food), adults model counting sequence in a variety of meaningful contexts	Adults describing children's position using positional language, construction play using large blocks and boxes, adults modelling mathematical language during play in a variety of meaningful contexts. Adults model counting sequence in a variety of meaningful contexts, access to inset puzzles, adults modelling mathematical language during play in a variety of meaningful contexts, access to a range of objects in different sizes.	Construction play, adults modelling mathematical language during play in a variety of meaningful contexts, access to a range of objects in different sizes/heights, loose part play.

What am I learning to do?	I can combine objects like stacking blocks and cups. I can put objects inside others and take them out again. I can take part in finger rhymes with numbers. I react to changes of amounts in a group of up the three items. I am developing counting-like behavior, such as making sounds, pointing.	I can compare amounts saying 'lots'. 'more' or 'same'. I can climb and squeeze into different spaces. I can build with a range of resources. I can count in everyday contexts, sometimes skipping numbers. I can complete an inset puzzle. I can compare sizes, using gestures and language such as 'bigger', 'little' or 'small	I can build more complex models with a range of resources. I can compare height and length using gestures and language such as 'high', 'low' or 'tall'. I can arrange things in patterns. I can compare the weight of an items using gestures and language such as 'heavy'. I can notice patterns in the environment.
Understanding the World	Settling in activities, open ended play opportunities indoors and outdoors, home corner role play, access to comfort objects. Collecting natural materials in the environment, cause and affect toys.	Collecting natural materials in the environment, small world play, open ended play opportunities indoors and outdoors. Open ended play opportunities indoors and outdoors, spring flowers in setting.	Open ended play opportunities indoors and outdoors, variety of different natural materials (loose parts), home corner play, small world play, books and play materials that reflect the diversity of modern life.
What am I learning to do?	I know that my grown up will come back at home time. I can explore my new environment with support from a familiar adult. I know where I put my coat in the morning. I can repeat actions that have an effect. I can explore and respond to different natural phenomena, such as the change of seasons (autumn).	I know where things are kept in my classroom. I can explore and respond to different natural phenomena, such as the change of seasons (winter). I can explore natural materials outside and inside. I can explore and respond to different natural phenomena, such as the change of seasons (spring).	I know how to get ready for home time. I can explore materials with different properties. I can make connections between the features of my family and others. I can notice differences between people.
Expressive Arts and Design	Access to creative area with a range of mark making (large paint brushes, sponges, finger printing) rhyme of the week, indoor and outdoor construction area, home corner, natural resources.	Access to creative area, mark making with different tools (brushes, tooth brushes, sponges, finger printing) rhyme of the week, indoor and outdoor construction area, home corner, natural resources.	Access to creative area, mark making with different tools (brushes, tooth brushes, sponges, finger printing) rhyme of the week, indoor and outdoor construction area, home corner, natural resources
What am I learning to do?	I can move and dance to music. I can explore paint, using fingers and other parts of the body as well as brushes and other tools. I can explore how a range of musical instruments work.	I can join in with songs and rhymes, making some sounds. I can explore different materials using all their senses to investigate them. I can take part in action songs such as 'Twinkle, twinkle little star.' I can use a range of musical instruments while singing a familiar song.	I can start to make marks intentionally. I can make rhythmical and repetitive sounds. I can manipulate and play with different materials. I can use my imagination as I think about what I want to do with different materials. I can make simple models which express my ideas. I can express my ideas and feeling through mark making