

St George's: EYFS Long Term Curriculum

Intent: At St George's Catholic Primary School we encourage our children to 'Grow in Mind, Body and Spirit' and offer a curriculum rich in wonder and memorable experiences. We work hard to provide a stimulating environment that provides exciting opportunities, promotes challenge, exploration, adventure and a real love of learning.

It is our **intent** that all children develop physically, verbally, cognitively and emotionally in an environment which values all cultures, communities and people. We aim for our children to be confident and independent, to believe in themselves and interact positively with others. We understand that play is an integral part of learning and this is at the heart of our early years' curriculum. We believe that the correct mix of teaching, adult directed activities and child-initiated play ensures the best outcomes for pupils. Warm and positive relationships between staff and children, consistent routines and strong relationships with parents are key.

We recognise the crucial role that early year's education has to play in providing firm foundations upon which the rest of a child's education is successfully based.

Implementation: At St George's we meet the welfare requirements laid down in the Statutory Framework for the Early Years Foundation Stage and actively safeguard and promote the welfare of all our children.

We prioritise creating a 'language rich' environment for all children by using songs, nursery rhymes and stories, and through ensuring time for quality interactions between adults and between peers. Staff ensure that interactions are positive and progressive, allowing children to flourish and become confident communicators. Many of our children start school learning English as a second language and some have communication and language difficulties. We identify children that need extra support to keep up and use interventions such as Talking Groups and NELI to narrow the gap. Children are encouraged to become early readers through enjoyment of books and the systematic teaching of phonics through the Little Wandle phonics programme. The children learn nursery rhymes/poems and develop their mathematical thinking through direct teaching and exploration. We want our children to become confident mathematicians who can apply what they have learnt to real life experiences.

Our learning environment is adaptable in order to reflect children's interests and progression. The children are supported to learn to work together, manage their feelings and ask questions through skilled adult facilitated play. The children have access to outdoors which enables them to strengthen their core muscles through physical play and they have the opportunity to participate in exploratory and sensory experiences which include access to the sandpit, water tray and also our Nature Area. The curriculum is taught through themes/topics which are enriched with classroom enhancements, trips and visitors. Topics are supported by quality key texts. These are chosen carefully to encourage children's speech, language and communication development. All planning, however, is flexible and responsive to children's needs so plans can be changed and adapted depending on the children's interests and progression.

We understand the importance of parental engagement and believe that our parents have a crucial role to play in their children's education. We work hard to create strong partnerships between home and school. Parents receive information each half term to inform them of what their child is learning and the children will take home a book that has knowledge organisers/vocabulary sheets that can be used to support their child at home. There will be meetings to support parents in understanding how we teach early reading, writing and Maths. We share their child's Learning Journey with them and encourage parents to share experiences and learning from home.

As part of the learning and teaching process, children are assessed in relation to their progress towards the Early Learning Goals. These judgements are made based on accumulative observations and in-depth knowledge of the children acquired through ongoing assessment. These ongoing assessments are used to inform planning and next steps in teaching and learning for all children throughout the year.

(This table will be added to/amended throughout the year depending on needs of the children)

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Main Theme (but not limited to..)	Here We Are	Celebrations	Tell Me a Story	What Shall I Be?	All Creatures Great & Small	Keep on Moving Superheroes
Possible ideas /lines of enquiry These mini ideas within the themes may change or be replaced depending on child interest or fascination.	All about me My family Where I live Feelings Senses Harvest	Autumn Birthdays Fireworks/ Bonfire Night Hanukkah Christmas	Winter Hot/cold places The 3 Billy Goats Gruff Hats Chinese New Year	Occupations Spring Growing- including how we grow Keeping healthy Holi Easter	Minibeasts Under the Sea Rainforests/ Jungles (making comparisons to where we live)	Transport- including Emelia Earhart & George Stephenson Superheroes Summer Moving on
Experiences	Whole School Wow Focus Around school walk Church visit Harvest Festival	Whole School Wow Focus Autumn walk Nativity play End of term Mass	Whole School Wow Focus Winter Hunt	Whole School Wow Focus Spring walk PCSO visit Stations of the Cross End of term Mass	Whole School Wow Focus Beginning of term Mass (at church) Nature Area exploration	Whole School Wow Focus Dentist visit Class trip End of term Mass

Key Stories/books	Here we Are Wonderful Earth Brown Bear, Brown Bear Hairy Maclary Shark in the Park There are Cats in this Book Starting School The Colour Monster Colour Me Happy The Colour Monster Goes to School Only One You I Like Bees, I Don't Like Honey A Handful of Buttons Home Peepo You Choose	Rosie's Walk The Dot The Word Collector Fox's Socks Frog on a Log A Squash and a Squeeze	One Snowy Night How Big is a Million? The Emperor's Egg Polar Bear, Polar Bear 3 Billy Goat's Gruff Millie's Marvellous hat Odd One Out Chicken Clicking	The Growing Story The Enormous Turnip The World Came to my Place Today Babies Can Ten Black Dots Busy People- Vet, Firefighter, police Officer, Librarian You Choose	Shark Lady Who Swallowed Stanley? The Bad-Tempered Ladybird Are you a Snail? Are you a Ladybird? Are you a Bee? 1 is a Snail, 10 is a Crab Rumble in the Jungle	Supertato Super Daisy Little People, Big Dreams- Amelia Earhart Katy and the British Artists Kipper's Sunny Day The Hundred Decker Bus Little Rabbit Foo Foo The Cave
Language focus & intervention	Key concept work Helicopter Stories Talking Group (linked to key concepts) Poetry Basket Nursery Rhymes NELI assessment	Key concept work Helicopter Stories Talking Partners (linked to key concepts) Poetry basket Nursery Rhymes NELI	Key concept work Helicopter Stories Talking Partners (linked to key concepts) NELI Poetry Basket	Helicopter Stories Talking Partners (linked to key concepts) NELI Poetry Basket	Helicopter Stories Talking Partners (linked to key concepts) NELI Poetry Basket	Helicopter Stories Talking Partners (linked to key concepts) NELI Poetry Basket
PSED Some SCARF units (S) chosen when appropriate Themes chosen in response to children's needs at the time.	Settling in I am special My feelings	Valuing difference (S) Firework safety Mindset characters- Resilience the Mouse etc	Keeping safe in Winter Keeping safe online (S) Friendship and working together	Growing and changing (S) Keeping Healthy	Caring for our world	Journey in Love Being my Best (S) Road safety Superhero values Moving on

Physical Development	<p>Develop the overall body strength, co-ordination, balance, and agility needed to engage successfully with future physical education sessions and other physical disciplines including dance, gymnastics, sport, and swimming.</p> <p>Develop their small motor skills so that they can use a range of tools competently, safely, and confidently. Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks, and spoon.</p> <p>Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor.</p> <p>Develop overall body-strength, balance, co-ordination, and agility.</p>					
	<p>Squiggle While You Wiggle Up and Down The Wiggle Circles</p> <p>Funky Fingers</p> <p>PE/swimming with JC Further develop the skills they need to manage the school day successfully: lining up and queuing, mealtimes, personal hygiene Develop fine motor skills- holding pencil correctly, using scissors etc</p>	<p>Squiggle While You Wiggle The hump The Precursive Spiral A Gentle Wave</p> <p>Funky Fingers</p> <p>PE/swimming with JC Revise and refine the fundamental movement skills they have already acquired: rolling, crawling, walking, jumping, running, hopping, skipping, climbing. Develop fine motor skills- holding pencil correctly, using scissors etc</p>	<p>Squiggle While You Wiggle Laid down and straight 8 Straight Line</p> <p>Funky Fingers</p> <p>PE/swimming with JC Further develop and refine a range of ball skills including throwing, catching, kicking, passing, batting, and aiming. Develop confidence, competence, precision, and accuracy when engaging in activities that involve a ball.</p>	<p>SWW and Funky Fingers will carry on where necessary</p> <p>PE/swimming with JC Know and talk about the different factors that support their overall health and wellbeing: regular physical activity, healthy eating, toothbrushing, sensible amounts of 'screen time', having a good sleep routine,</p>	<p>PE/swimming with JC Combine different movements with ease and fluency Develop the foundations of a handwriting style which is fast, accurate and efficient.</p>	<p>→</p> <p>PE/swimming with JC Confidently and safely use a range of large and small apparatus indoors and outside and in a group. Revisit keeping healthy, including taking care of our teeth. Being a safe pedestrian.</p>
RE See Diocese planning	In the Beginning	Called & Chosen	Galilee to Jerusalem	Desert to Garden	To the Ends of the Earth	Life to the Full Journey in Love

<p>Understanding The World experiences</p> <p>Not limited to just these. These will be regularly reviewed depending on the cohort and will be flexible to react to child interest and events.</p>	<p>What am I like? Who is in my family?</p> <p>Where do I live? What is it like?</p> <p>Using world map to explore where our families live around the world.</p> <p>My body/senses</p> <p>Why/how do some people celebrate Harvest?</p>	<p>Birthdays in the past</p> <p>Autumn changes- exploring leaves and other found objects.</p> <p>Why/how do some people celebrate Bonfire Night, Diwali, Hanukkah and Christmas? Finding out how wheat grows. Looking at changes that happen when making bread.</p> <p>Rosie's walk- position/ simple map making</p>	<p>Changes in the seasons- Winter.</p> <p>Ice experiment</p> <p>Comparing cold/hot places</p> <p>Hats now and then</p> <p>Why/how do some people celebrate Chinese New Year?</p>	<p>Changes in the seasons- Spring</p> <p>Spring walk- including exploring simple maps of school area</p> <p>How do things grow? Including looking at changes in themselves. Planting potatoes and beans.</p> <p>Learning about the jobs that some people do and where they work.</p> <p>How do some people celebrate Holi and Easter?</p>	<p>Minibeasts- key features and habitats Life cycle of a ladybird</p> <p>Finding out about some creatures that live in the sea/rainforests. Making comparisons. Using a map to find where they are.</p> <p>Learning about Eugenie Clark and David Attenborough.</p> <p>Queen's Jubilee. Learn about her coronation.</p>	<p>How do people travel? Making comparisons. Transport in the past.</p> <p>Learning about Emelia Earhart and George Stephenson.</p> <p>Changes in the seasons- Summer Investigating shadows</p> <p>Floating and Sinking- boats</p>
<p>Expressive Arts and Design experiences</p> <p>Not limited to just these. These will be regularly reviewed depending on the cohort and will be flexible to react to child interest and events.</p>	<p>Self-Portraits</p> <p>Colour & colour mixing</p> <p>Music- Singing songs together. Action rhymes/nursery rhymes Kapow- Vocal and body sounds</p> <p>Role play area- Home corner and then possibly changing to reflect interests of children.</p>	<p>Artists: Kandinsky and Pacita Abad linked to work on 'The Dot'</p> <p>Making bread</p> <p>Clay- diwa lamps</p> <p>Music- Kapow- Celebration Music</p>	<p>Kerala Mural Paintings</p> <p>Design and make own hat</p> <p>Shades of colour</p> <p>Music- Kapow- Environmental, nature and instrumental sounds</p>	<p>Artist: Olga Boznańska explore flower paintings</p> <p>Easter nests</p> <p>Clay- flower pots</p> <p>Music- Kapow- Music & Movement</p>	<p>Sculpture- liked to work of Alexander Calder and Robert Smithson</p> <p>Music- Kapow- Musical stories</p>	<p>Cooking potatoes- using a peeler and masher.</p> <p>Printing- potatoes and other objects</p> <p>Book- Katy and the British Artists</p> <p>Design a boat</p> <p>Music- Kapow- Big band</p>
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Technology/ Computing Referring to ELIM strands: Technology in Our Lives Multimedia Programming Handling Data	E-Safety	E-Safety	E-Safety- including Internet Safety Day	E-Safety	E-Safety	E-Safety
	Using a digital camera to take photos (themselves and our world) Google Earth Technology walk Video- I like..... Chrome books- Simple City Google Classroom	Code a Pillar Mapping the school-taking photos, using directions Chrome Books- 2Paint and 2Publish- creating a border for Christmas Present	Digital microscope Talking tins/video-story telling Bee-Bot Espresso- finding out about hot/cold places	Espresso- Occupations Chrome Books- 2Paint and name Digital camera- signs of Spring	2 Publish- minibeast and caption Using internet to find out information about animals.	Bee-Bot 2Simple music toolkit- creating own music
Maths- Using White Rose/Numberblocks as a basis. Phonics- Little Wandle Letters and Sounds Revised Writing- within phonics and linked to topics/themes. A focus on writing for a purpose and lots of opportunities for writing in play. See writing progression sheet.						

Impact: Our curriculum and its delivery ensure that children make good progress from their individual starting points. During their time with us children make rapid progress towards the national expectation for a good level of development at the end of the year. Pupils also make good progress toward their age-related expectations both academically and socially, developing a sense of themselves before transitioning into Year One.

Children develop their characteristics of learning and are able to apply their knowledge to a range of situations making links and explaining their ideas and understanding. Children are confident to take risks and discuss their successes and failures with peers and adults, drawing on their experiences to improve or adjust what they are doing.

We believe our high standards are due to our carefully planned environment, enriched play-based curriculum, quality first teaching and the rigour of assessment.