

St Bede's EYFS Curriculum Goals



St Bede's Catholic Primary School

Love one another as I have loved you

Area of Learning	Milestone 1 (Autumn 1- on Entry)	Teaching points/resources	Milestone 2 (Spring 1 – mid point)	Teaching points/resources	Curriculum Goal (End of year)	Teaching points/resources
	ALL ABOUT ME/SPACE/CHRISTMAS		OUR WORLD/ PEOPLE WHO HELP US/EASTER		ANIMALS/SEASIDE/TRANSITION	
PSED	Engaging in pretend play based on first hand experiences. Children will access small world and construction resources recreating simple stories. They will play in small groups or alongside others making some conversation linked to themselves or what they are doing. Manage their own – hand washing, toileting	Settling in to school expectations Familiar role play/small world School Rule/routine Who are we? Likes/Dislikes Familiar play RHSE Autumn Term https://www.tentenresource.co.uk/ Baseline – Government and observational Children's interests replicated Family interests (from home visits/nursery) Learning school prayers	Children are beginning to make positive relationship with peers and adults. Sometimes needing help with negotiating problems. Children are accepting of class boundaries and understand the rules in place. Children can retell familiar and stories that have been read to them using some vocabulary. Manage their own – hand washing, toileting becoming more self-sufficient	RHSE Spring Term https://www.tentenresource.co.uk/ Wider range of stories – teaching new vocabulary Parents visits – teaching about cultures within class Oral hygiene – teeth experiment Engage in class worship Join whole school worships Oral Hygiene – teeth experiment Learning prayers linked to our faith	Children will play co-operatively and imaginatively in small or larger groups. They can negotiate and plan with peers about what they are doing or making, developing their learning together. Children will have an increased use of vocabulary they have learnt through stories or experiences. Manage their own – hand washing, toileting – explaining reasons	RHSE Summer Term https://www.tentenresources.co.uk/ Healthy School Week – healthy choices Walk to School Recapping vocabulary taught through stories/topics Participating in whole class and school prayer
CLL	Listen to stories in small groups or one to one. Children enjoy listening to stories and retelling ones that are familiar to them. Children will base conversation on their own current	Provide familiar stories Opportunities to talk – Special Child of the Week Language Screen – NELI Modelling language Involved in class worship – modelling saying basic prayers	Begin to create own narrative within play. Enjoy a range of stories and non-fiction. Begin to create narratives based on own experiences/stories they have read.	Questions for visitor Visitors – job Providing experience to meet people in specific jobs Widen the range of books children read – varied settings/cultures/past Talk partners within lessons	Use vocabulary from stories that have read. Use language to retell stories and create narrative while in play (small word/roleplay). Confidently engaging in whole class sessions.	Opportunities for whole class and group activities. Group reading for some children. Participating and delivering whole school prayer

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	experiences, some tenses may be mixed. Know some familiar songs and rhymes and enjoy joining in with these.		Use vocabulary to express themselves using sentences, still needing them modelled correctly. Describe events with increasing detail.	Longer carpet session that children need to attention for – still interactive More engagement from children in whole class/groups <i>Visiting church</i> <i>Beginning to attend school</i> <i>Masses and participate</i> <i>Retelling bible stories</i>	Answering questions giving explanations. Talk in full sentences. Engage in whole school assemblies – prayer and other	
Literacy and PD	Large movements are comfortable such as construction play moving apparatus to different places needing some support. Children can use some one handed tools still needing some assistance for effectiveness. Children can form some letters in their name but not always correctly. Children can make marks that have a meaning to them when using in play (e.g. drawing/shopping list). They know some letters that are of personal reference to them when	Little Wandle Phonics Scheme https://www.littlewandlelettersandsounds.org.uk/ Teach Phase 2 sounds and tricky words Opportunities for large mark making Recognise and write name Begin to recognise letter sounds and make short words to read. Forming letter sounds Reading books home – picture books, moving onto word books when ready. IWB games – sound recognition Letters and Sounds Phonics Play Topmarks PE Sessions weekly – Dance/Gymnastics	Able to construct with smaller resources and be effective with joining materials. Large movements are more fluent and can try out new movements, some that may need risk management. Becoming more comfortable with pencil, able to begin to form recognisable letters, still needing help. Drawing with more accuracy. Write words and sometimes captions with support. Read words using phonic sounds that have been learnt (with some digraphs). Applying this	Little Wandle Phonics Scheme https://www.littlewandlelettersandsounds.org.uk/ Secure Phase 2 knowledge – reading and writing words and captions Opportunities for more varied mark making resources – scissors for purpose, paintbrushes, pencils Threading IWB games – reading words with taught sounds Letters and Sounds Phonics Play Topmarks PE sessions weekly – Gymnastics and Ball skills <i>Writing/say prayers</i>	Use a pencil effectively with tripod grip. Be able to use various tools for effect. Create different movements with body using equipment inside and outside. Taking risks to explore new movements. Read words and sentences using Phase 2 or 3 sounds. Read sentences independently within Phonics ability (Phase 2, 3 or 4). Write words using accurate phonemes or digraphs. Write simple sentences using scaffolds when	Little Wandle Phonics Scheme https://www.littlewandlelettersandsounds.org.uk/ Fine motor opportunities across the board. Introduce Phonics books – handwriting and sentence writing. Opportunities to read and write sentences in context. IWB games – read sentences and show understanding Letters and Sounds Phonics Play

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	listening or seeing words.		knowledge to short sentences.	Retell bible stories through mark making Phonic Session for parents	needed (sound/word mats) Recall tricky words and spell some accurately.	Topmarks PE sessions weekly – Ball Skills and Athletics (sports day) Opportunities to access a range of large equipment – carrying buckets of water, moving tyres, accessing water tap, navigating the woods confidently.
Maths	Children can say some numbers that are in order and count a small number of objects using correct one to one correspondence. Children recognise some numerals, especially ones significant to them. Children can use some mathematical	Number blocks Mastery approach Practical opportunities to use number – recognition and objects. Topmarks - IWB	Count objects with more accuracy. Subitise up to 5. Have an understanding of the numbers to 10 and how they can be made up. Say which amount is more or less. Practically add or takeaway 1 numbers. Show understanding of basic shapes through building.	Shape and Measure: Water play Sand Mud Construction Numicon Part-whole model Practical and pictorial opportunities Topmarks - IWB	Count items up to 10 and beyond with accuracy. Know the composition of number 10 and able to explore how it can be partitioned (recall to 5 or practically to 10). Count to 20 and beyond understanding the pattern in numbers.	Playing math games – using skills Using varying methods to solve a problem Number lines for add and takeaway Abstract alongside pictorial Topmarks - IWB

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	vocabulary when in play such as more, less.		Show awareness of measurement using vocabulary such as long, short, heavy, light.		Show awareness of 2D and 3D shapes through play and discuss some properties of the shape.	
UTW & EAD	<p>Use senses to explore the world around them. Talk about what they see around them. Have an awareness that there are different countries in the world to where we are. Children will use simple joining methods but may be adhoc. Use first hand experiences to re-enact in play (home, shops etc). Use small world resources to create basic narratives.</p>	<p>Black History Month Nursery Rhymes Counting songs Nativity songs Opportunities to use basic joining material – masking tape, scissors some with supports. Home corner Mini me Parents visiting setting Exploring changes in seasons Introduce woodland Creation story Prayer bag – throughout year</p>	<p>Talk about their family and community. Make some comments on things from the past (using photos, stories etc). Talk about things they notice about the world linked to what they have read and seen directly. Develop storylines within play. Develop own ways to express themselves but exploring music or dancing.</p>	<p>Books linked to other cultures and religions Visting parents Show and tell about home countries Food tasting from around the world Go jettlers Past/present – fire, police, nurses Teach Florence Nightingale – nurse in the past Local Walk – drawing maps Music from different cultures and creating dance KAPOW – music scheme (around the world and people who help us) Woods – planned opportunities for natural environment How to look after God's World Prayer bag – throughout year</p>	<p>Explaining similarities and differences between our lives and others, including those related to race, culture, and ethnicity. Compare countries giving explanations. Appreciate and talk about the natural environment around them, using what they have learnt to discuss changes and make observations.</p>	<p>Teach past and present through events/toys/books Continue to share books where varying cultures, race and ethnicity are represented. Include children in discussions about how the similarities and difference relate to them. KAPOW – Musical stories and big band Recapping knowledge including vocabulary Prayer bag – throughout year</p>

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						Comparing religions – other faiths in RE.
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