

St Francis Catholic Primary School Year R - Yearly Overview 2018-19

This is an outline for the year but with the interests of your children it may well be adapted !

EYFS curriculum	Autumn 1 & 2 2018	Spring 1 & 2 2019	Summer 1 & 2 2019
Development Matters links	30-50 months Secure - 40-60m Emerging	40-60 Developing - 40-60 Secure	40-60 Secure- Early Learning Goals - Exceeding ELG
<p style="text-align: center;">RE</p> <p>God Matters</p>	<p>Buddies Collective Worship</p> <p>Creation</p> <p>Prayers Saints & Feasts</p> <p>St Francis Day (4.10)</p> <p>Advent</p> <p>Christmas</p> <p>Respect</p>	<p>Christmas</p> <p>Revelation</p> <p>Lent</p> <p>Lent & Easter- a time to say sorry & to try to be even better</p> <p>Following Jesus' rule to treat others as you want to be treated</p> <p>Compassion</p> <p>Forgiveness</p>	<p>Class Collective Worship</p> <p>Easter</p> <p>Pentecost</p> <p>Mission & Sacraments</p> <p>Following Jesus' rule to treat others as you want to be treated</p>

<p>Topic ideas</p>	<p><u>Starting School & Festivals</u></p> <p>Settling into school Getting to know new friends, celebrating cultural links Light & dark Diwali Harvest- Autumnal changes around us Poppy day Advent Christmas Festive Forest Fun to launch Forest Days</p>	<p><u>Forests & Measuring</u></p> <p>Measuring (through role play of January Sales & Chinese Restaurant) for Chinese New Year</p> <p>Launch Forest Days at St Mary's</p>	<p><u>Living & Growing</u></p> <p>Fruit & Veg stall Doctors/ hospital role play</p>
<p>Communication & Language</p> <p>Providing children with the opportunity to listen, stay focused ask questions and answer questions, express themselves effectively and develop their own narratives and explanations by connecting ideas or events.</p>	<p>Daily listening moment linked to Phase 1 phonics Sharing Chatterboxes, Floppy books & Scrap books Simon Says Chinese whispers Switch games</p>	<p>Hearing, telling & sharing stories & poems linked to forests, bears, woodland creatures & birds, eg Owl babies, We're going on a bear hunt. Traditional Stories set in a woodland- eg: Stickman , Little red riding hood, 3 little pigs : Use of story telling spoons, puppets & sacks Listening & circle games Continued use of Chatterbox Talking & sharing news about Christmas & visits from Santa</p>	<p>Hearing, telling & sharing stories & poems linked to topics Traditional Stories set in a woodland- eg: Hansel & Gretel Use of story spoons to act out story</p> <p>Listening & circle games Story telling & acting out in character Listening & Attention programme for small groups Story Sacks Talking & sharing news Story cds on listening centre Asking & answering questions</p>
	<p>Setting boundaries and establishing a routine. Set out behaviour management colours through bees display.</p>	<p>Outdoor learning to be monitored to help develop confidence & self esteem & ability to take risks & try new things, team work</p>	<p>Group table top games</p> <p>Outdoor learning to be monitored to</p>

<p>Personal, Social and Emotional Development</p>	<p>Introduce animals linking to Characteristics of Effective Learning</p> <p>Friendship, sharing taking turns Dealing with problems Recognising feelings and how to manage them eg: how to calm down Developing independence , confidence and risk taking skills Good choices Floppy the Dog reward introduced</p>	<p>Circle games & small group time Role play Good choices- consequences Feelings- what do they look & feel like : happy, worried, sad, cross etc Group table top games</p>	<p>help develop confidence & self esteem & ability to take risks & try new things Circle games & small group time Role play Good choices- consequences Feelings- what do they look & feel like : happy, worried, sad, cross etc</p> <p>Class Collective Worship</p>
<p>Physical Development</p>	<p>Val Sabin Gym scheme - In2sport Dance for Nativity Write Dance- movement & art Funky Fingers for fine motor work Drinking water & milk, eating fruit Good hygiene and toilet habits Keeping warm Changing for PE Ranger Rules for forest day Introduce small equipment outside for continuous provision</p>	<p>Val Sabin Scheme : Dance / Gym - In 2 sport Walking to & from St Marys each week Active learning in the woodland areas at school & St Mary's-' Ranger Rules ' for safety Write Dance Using small apparatus footballs, bats and balls, scoops and balls, quoits and target mats, hoops to develop control skills for continuous provision outside Fine motor activities always accessible through morning 'funky fingers' Specific individual fine motor focus group when needed esp. scissor skills & pencil grip</p>	<p>Val Sabin Scheme : outdoor Games Sports Day In2Sport</p> <p><u>Health & Well being</u> Doctors, hospital, health, fitness & Sports Day</p> <p>Guatemalan Worry Dolls through text : 'Silly Billy' by Anthony Browne</p> <p>Walking to & from St Marys each week Active learning in the woodland areas at school & St Mary's-' Ranger Rules ' for safety</p> <p>Team work Using small apparatus, footballs, bats and balls, scoops and balls, quoits and</p>

			target mats, hoops to develop control skills for continuous provision outside Fine motor activities always accessible Fine motor focus group when needed esp. scissor skills & pencil grip
Literacy	<p>Phase 1 and start Phase 2 Phonics</p> <p>To be able to write own name and have mark making opportunities throughout the learning environment & through role play</p> <p>Funky fingers fine motor activities to develop pencil grip for writing</p> <p>Reading books to start and take home Story sacks to go home Library van to visit Writing to Santa</p> <p>Class story reading</p>	<p>Daily differentiated phonics Phase 2 phonics moving onto Phase 3 Phonics</p> <p>Mark making opportunities throughout the learning environment & through role play</p> <p>Funky fingers fine motor activities to develop pencil grip for writing</p> <p>Reading books home , Story sacks to continue Library van to visit</p> <p>Having a go a writing - Captions, lists and sentences Handwriting tasks -forming letters correctly</p> <p>Class story reading</p>	<p>Daily differentiated phonics Phase 3, Phase 4 and starting Phase 5</p> <p>Handwriting - Nelson workbook letter formation</p> <p>Captions and sentences along with short stories</p> <p>Mobile library to continue to visit school for class to access story sacks Class story reading / telling Continued individual reading days Guided reading Writing across curriculum eg: in Role Play situations , outside, forest visits Writing for an audience & purpose Writing linked to texts, story maps & writing</p>
Mathematics Continuous provision	<p><u>Mathematics Mastery</u></p> <ul style="list-style-type: none"> • Early mathematical Experiences • Pattern & Early Number • Numbers within 6 	<p><u>Mathematics Mastery</u></p> <ul style="list-style-type: none"> • Numbers within 10 • Addition & subtraction within 10 • Numbers within 15 	<p><u>Mathematics Mastery</u></p> <ul style="list-style-type: none"> • Shape & pattern • Addition & Subtraction within 20 • Money

<p>accessible resources</p> <p>Daily Mathematics Meeting</p>	<ul style="list-style-type: none"> • Addition & Subtraction within 6 • Measures • Shape & Sorting • Calendar & Time • Role play 	<ul style="list-style-type: none"> • Grouping & sharing • Numbers within 20 • Doubling & halving <p>Role play measure using money, till, etc.</p>	<ul style="list-style-type: none"> • Measures • Depth of numbers within 20 • Numbers beyond 20 • Role play
<p>Understanding the World</p>	<p>Learning about each other, different countries we have links to & languages</p> <p>Festivals</p> <p>Forest Days - looking after God's natural world</p> <p>Nocturnal animals - forest wildlife</p> <p>St Andrew's Day (Scotland)</p> <p>Class 2 simple programmes</p> <p>Interactive whiteboard</p> <p>Play technology</p>	<p>Forest Days to be developed to include walk to St Mary's Forest Site</p> <p>Features of a forest : trees, wood, leaves, birds, animals, minibeasts- use of senses to describe the environment</p> <p>RSPB Big school Birdwatch</p> <p>Changes in the season Winter to Spring- frost, snow, ice, bulbs appearing on the ground, animals hibernating, nocturnal animals, birds migrating, nesting etc.</p> <p>Chinese New Year</p> <p>Mothers Day</p> <p>St Patricks Day (Ireland)</p> <p>St David's Day (Wales)</p> <p>Visit to St Francis Church and visit from Father to Class R.(Link God Matters REVELATION)</p> <p>Using cameras, flipcams, walkie talkies & computers</p> <p>Use of technology - 2 simple package., Bee Bots</p>	<p><u>Gardening</u></p> <p>Planting flowers & veg in our own garden and watching them grow & change</p> <p>Fruit & Veg stall</p> <p>'Supatato 'by Sue Hendra</p> <p>Looking for wildlife in the school pond & around the school & St Mary's</p> <p>Butterfly life cycle</p> <p><u>Forest</u></p> <p>St Marys develop into whole day visit</p> <p>Windsor Forest Day trip</p> <p>Rushall Farm trip</p> <p><u>Learning about ourselves & our skills and how we are all unique.</u></p> <p>Sharing knowledge and languages spoken at home, special foods</p> <p>Parents visiting class to teach us about their traditions & food from home.</p> <p>Celebrations eg; St Georges Day (England) , Class Collective Worship</p> <p>Japanese children's Day in May, Father's day</p>

			<p>Features of a forest : trees, wood, leaves, birds, animals, minibeasts- use of senses to describe the environment</p> <p>Changes in the season Spring to Summer- leaves on trees, blossom, flowers, vegetables growing into food to eat</p> <p>Life cycles - caterpillars to butterflies, tadpoles to frogs, eggs to birds etc</p> <p>Planting seeds</p> <p>Celebrate Easter & Pentecost</p> <p>Questionnaire to parents about family links to other countries & technology use</p> <p>Our skills & talents, our family backgrounds- unique</p> <p>Using cameras, flipcams, walkie talkies & computers</p> <p>Use of technology - 2 simple package., Bee Bots</p>
<p>Expressive Arts & Design</p> <p>We have a variety of resources for the</p>	<p>Creative area accessible</p> <p>Collage, paint, drawing</p> <p>Junk modelling</p> <p>Construction kits</p> <p>Role Play - Chatter Café</p> <p>Small world- imaginary play</p> <p>Songs to sing linked to RE</p> <p>Nativity music</p>	<p>Explore the sound that different percussion instruments make. Talk about the sounds in stories eg We're going on a bear hunt - swishy-swashy, squelch-squerch, stumble-trip, etc. let the children choose the appropriate instrument for the sound to accompany stories</p> <p>Sounds to stories</p> <p>Instrument time - circle time for listening</p>	<p>Continuation from Spring :</p> <p>Explore the sound that different percussion instruments make. Sounds to stories</p> <p>Instrument time - circle time for listening activities</p> <p>Activities such as : painting, sketching, collage, bark rubbing, observational</p>

<p>children to access to develop skills and imagination e.g. exploring with different textures, paint, different materials, junk modelling, weaving, threading etc. this reflects the focus story or topic at the time.</p>	<p>Charanga music scheme Musical percussion work</p> <p>Mrs Thompson visiting artist</p>	<p>activities Write dance - link movement, art & writing Activities such as : painting, sketching, collage, bark rubbing, observational work, photography Charanga Mrs Thompson visiting artist</p>	<p>work, photography Mrs Thompson visiting artist Charanga music scheme trial</p>
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