

Early Years Foundation Stage Curriculum Contents-Spring Term

Reading Focus this term:
(See Cross curricular links documents)



Spring Term 1 Class Readers

Where's the Big Bad Wolf – Eileen Christy



Goldilocks and Just the One Bear – Leigh Anne



Spring Term 2 Class Readers

Dear Dinosaur – Chae Strath



The Crunching Munching Caterpillar – Sheridan



PSHCE		R.E.	
Intent	<p>PSHCE helps pupils to develop the knowledge, skills attitudes and understanding they need to fulfil their potential. Teaching children how to keep themselves healthy, safe and able to make informed decisions in their future life and work.</p> <p><u>EYFS Module 2: Created to Love</u> Others explores the individual's relationship with others. Building on the understanding that we have been created out of love and for love, this Module explores how we take this calling into our family, friendships and relationships, and teaches strategies for developing healthy relationships and keeping safe:</p>	Intent	<p>As a Catholic school we are committed to the Catholic Faith, recognising and valuing every individual as special and unique in the image and likeness of God. Religious Education respects and promotes each child's innate capacity for wonder, awe, reverence and spirituality. Our Religious Education curriculum leads our children to aspire not to have more, but to be more; children are taught about God's love; they learn about their Christian responsibilities; children are provided with experiences of church, Catholic and Christian traditions, as well as being taught to be respectful and understanding of people and traditions from other faith backgrounds. Through Religious Education our children learn about their unique place within the home, school and parish community.</p>
Implementation	<p><u>Unit 1 – Religious Understanding</u> firstly, helps children to understand why the Bible is so special to Christians, and secondly helps children to act out the</p>	Implementation	<p>We follow the 'Come & See' Religious Education Programme in line with guidance from the Hexham & Newcastle diocese.</p>

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Gospel account of Jesus washing His disciples' feet, showing that He loves us and is a role model for us to copy in loving one another.

Unit 2 – Personal

Relationships children will expand their vocabulary by applying names to different family/friend relationships, consider positive/negative behaviour in relationships and learn to look to Jesus as their role model for a good friend. Children will learn to resolve conflict and the importance of asking for forgiveness: that when we hurt others, we also hurt Jesus – but that Jesus teaches us how to forgive ourselves and others.

Unit 3 – Keeping Safe, children learn practical ways to stay safe inside and out, about bodily privacy (including the NSPCC PANTS message that 'privates are private') and the importance of talking to their 'special people' if anything troubles them. Children will meet animated

This programme provides:

- opportunities for celebration, prayer and reflection in implicit and explicit ways.
- children with the language of religious experience - a 'literacy' in religious activities, places, stories, symbols and rituals, people and objects.
- a 'systematic presentation of Christian event, message and way of life' in ways appropriate to the age and stage of development of the child.
- that for its implementation and production it requires the adults involved to understand the underlying theological as well as educational principles.
- appropriate materials about other faiths.
- academic respectability as in other curricular areas – utilising appropriate stages from the

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	<p>expert Dr Datfa, who advises on medicine safety and the people who help us in emergencies. All these topics are underpinned by the religious teaching that we are created and loved by God, with bodies and minds that he wants us to keep safe.</p>		<p>National Curriculum. The three main topics this term are:</p> <ul style="list-style-type: none"> • <u>LOCAL CHURCH – COMMUNITY: CELEBRATING</u> People celebrate with the parish family. • <u>EUCCHARIST – RELATING: GATHERING</u> The parish family gathers to celebrate the Eucharist. • <u>LENT/EASTER – GIVING: GROWING</u> Looking forward to Easter
Impact	<p>By the end of this term it is our intention that the vast majority of children will learn:</p> <ul style="list-style-type: none"> • We are part of God's family • Jesus cared for others and wanted them to live good lives like him • We should love other people in the same way God loves us • To identify special people (e.g. parents, carers, friends) and what makes them special 	Impact	<p>By the end of this term it is our intention that the vast majority of children will begin to:</p> <p><u>LOCAL CHURCH – COMMUNITY: CELEBRATING</u></p> <ul style="list-style-type: none"> • talk about their own experiences and feelings about celebrations they have been part of and how the celebration was shared. • wonder about why people celebrate. • wonder about how they feel when

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- The importance of the nuclear family and of the wider family
- The importance of being close to and trusting of 'special people' and telling them if something is troubling them
- How their behaviour affects other people and that there is appropriate and inappropriate behaviour
- The characteristics of positive and negative relationships
- About different types of teasing and that all bullying is wrong and unacceptable
- recognise when they have been unkind to others and say sorry.
- That when we are unkind, we hurt God and should say sorry.
- To recognise when people are being unkind to them and others and how to respond.
- That we should forgive like Jesus forgives.

they celebrate.

- **recognise** the story of Mary and Joseph taking Jesus to the Temple.
- **recognise** some of the elements and words used in church celebrations.
- **recognise** that the church/parish family celebrate in particular ways.

EUCCHARIST – RELATING: GATHERING

- **talk** about the times they have gathered together with others.
- **talk** about how they felt.
- say what they **wonder** about the enjoyment of being together.
- **recognise** the story of Jesus with the children as a religious story.
- **recognise** the phrases “The Lord be with you.” “And with your spirit.”
- **recognise** the Lectern and know how it is used.
- **recognise** how people gather together to share the stories of God’s love at Mass.
- **talk about** their experience of visiting church and listening to God’s word.

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- About safe and unsafe situations indoors and outdoors, including online.
- That they can ask for help from their special people
- To know they are entitled to bodily privacy.
- That they can and should be open with 'special people' they trust if anything troubles them
- That there are different people we can trust for help, especially those closest to us who care for us, including our teachers and our parish priest
- Medicines should only be taken when a parent or doctor gives them to us.
- Medicines are not sweets.
- We should always try to look after our bodies because God created them and gifted them to us.
- There are lots of jobs designed to help us.

LENT/EASTER – GIVING: GROWING

- **talk about** their own experience of 'growing'.
- **talk about** how they feel about 'growing'.
- say what they **wonder** about growing, themselves and in nature.
- **recognise** the stories of Good Friday and Easter Sunday as religious stories.
- **recognise** the Cross, the words of the Sign of the Cross and the Easter garden.
- **recognise** that Christians try to 'grow more like Jesus' particularly during Lent.

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- Paramedics help us in a medical emergency.
- First Aid can be used in non-emergency situations, as well as whilst waiting for an ambulance.

Communication and Language – Listening and Attention

Intent

Communication and language is one of the three prime areas within the Early Years Foundation Stage and is broken down into three early learning goals: listening and attention, understanding and speaking. We recognise that language and communication are vital in all areas of a child's development and is therefore a consistent focus at St Mary's. We support children's development by providing a rich language environment, both inside and outside of the classroom, where conversations, singing and sharing stories become a regular part of the

Communication and Language - Understanding

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Communication and language is one of the three prime areas within the Early Years Foundation Stage and is broken down into three early learning goals: listening and attention, understanding and speaking. We recognise that language and communication are vital in all areas of a child's development and is therefore a consistent focus at St Mary's. We support children's development by providing a rich language environment, both inside and outside of the classroom, where conversations, singing and sharing stories become a regular part of the children's day. This enables pupils to develop their confidence and skills in expressing themselves and to speak and listen in a

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	children's day. This enables pupils to develop their confidence and skills in expressing themselves and to speak and listen in a range of situations.		range of situations.
Implementation	<p>Pupils in Reception are taught to sit and listen from the onset in both whole class and small group contexts. Through daily phonics lessons pupils are taught to discriminate between different sounds, for example environmental (the noise animals make), instrumental and body percussion. They are also taught to distinguish between the different sounds in words.</p> <p>Our pupils have access to our school library weekly and have regular story times throughout the school day where they are encouraged to sit and listening attentively, often joining in with repetitive phrases or rhymes.</p>	Implementation	<p>Pupils in reception learn to follow classroom routines and simple instructions from their first day of school. At St Mary's our reception pupils have a 'helping hands board' where children are instructed to support with tidying one area of provision each day. Our pupils are also taught to follow instructions through simple games such as Simon says</p> <p>The children listen to stories several times a day and respond to the stories by answering simple how and why questions. The children are also questioned throughout the day about their creations and imaginative play when engaging in the areas of provision. This encourages</p>

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			the children to become inquisitive about the work of their peers.
Impact	<p>By the end of this term it is our intention that the vast majority of children will begin to:</p> <ul style="list-style-type: none"> listen attentively in a range of situations. listen to stories, accurately anticipating key events and respond to what they hear with relevant comments, questions or actions. give their attention to what others say and respond appropriately, while engaged in another activity. 	Impact	<p>By the end of this term it is our intention that the vast majority of children will begin to:</p> <ul style="list-style-type: none"> follow instructions involving several ideas or actions. answer 'how' and 'why' questions about their experiences and in response to stories or events.
Communication and Language: Speaking			
Intent	<p>Communication and language is one of the three prime areas within the Early Years Foundation Stage and is broken down into three early learning goals: listening and attention, understanding and speaking. We recognise that language and communication are vital in all areas of a child's development and is therefore a consistent focus at St Mary's. We support children's development by providing a rich language environment, both inside and outside of the classroom, where conversations, singing and sharing stories become a regular part of the children's day. This enables pupils to develop their confidence and skills</p>		

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Implementation	<p>in expressing themselves and to speak and listen in a range of situations.</p> <p>Pupils will be taught to communicate through adult led and child initiated activities both inside and outside of the classroom. Pupils will have the opportunity to work in groups of different sizes; in pairs, small groups, large groups and as a whole class to encourage language development. All of the continuous provision areas within the classroom enable the children to develop their speaking, in particular the role play area and small world area where the children are able to express themselves in an imaginative way and take on the role of different characters.</p>	
Impact	<p>By the end of this term it is our intention that the vast majority of children will begin to:</p> <ul style="list-style-type: none"> • express themselves effectively, showing awareness of listeners' needs. • use past, present and future forms accurately when talking about events that have happened or are to happen in the future. • develop their own narratives and explanations by connecting ideas or events. 	
Personal, Social and Emotional Development – Self-confidence and self-awareness		Personal, Social and Emotional Development – Making Relationships
Intent	<p>Personal, social and emotional development is one of the three prime areas within the Early Years Foundation Stage and is broken down into three early learning goals: Self-confidence and self-awareness, making relationships and managing feelings and behaviour.</p> <p>Through carefully planned adult led</p>	<p style="text-align: center;">Intent</p> <p>Personal, social and emotional development is one of the three prime areas within the Early Years Foundation Stage and is broken down into three early learning goals: Self-confidence and self-awareness, making relationships and managing feelings and behaviour.</p> <p>Through carefully planned adult led and child initiated activities pupils learn to develop a positive sense of themselves</p>

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	<p>and child initiated activities pupils learn to develop a positive sense of themselves and others. Our pupils learn to respect one another, develop their social skills and learn to manage their feelings which enables them to form positive relationships. The pupils understand what behaviours are considered appropriate and learn to have confidence in their own abilities.</p>		<p>and others. Our pupils learn to respect one another, develop their social skills and learn to manage their feelings which enables them to form positive relationships. The pupils understand what behaviours are considered appropriate and learn to have confidence in their own abilities.</p>
Implementation	<p>Our pupils are taught to explore the continuous provision areas independently and participate in new activities daily. Through weekly plan, do, review, sessions our children are given the opportunity to choose which areas they want to access, plan what they are going to do and evaluate and reflect upon their learning through a whole class circle time.</p> <p>Our pupils participate in whole class and small group discussions daily, through various lessons such as</p>	Implementation	<p>Through weekly PHSCE lessons and daily collective worships our pupils are taught to be kind, caring and considerate of others. Our reception children choose which areas of provision they access each day and we encourage the children to alternate this daily. This enables the children to learn how to share the resources, take turns and provides them with the opportunity to play with a variety of children. Our reception pupils engage in small group work daily and as a result of this positive relationships are formed with their peers.</p>

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	literacy and PHSCE. We provide opportunities for our children to speak and perform in front of familiar and unfamiliar audiences through whole class liturgies and school productions.		
Impact	By the end of this term it is our intention that the vast majority of children will begin to: <ul style="list-style-type: none"> be confident enough to try new activities, and to say why they like some activities more than others. be confident enough to speak in a familiar group, talk about their ideas, and choose the resources they need for their chosen activities. say when they do or don't need help. 	Impact	By the end of this term it is our intention that the vast majority of children will begin to: <ul style="list-style-type: none"> play cooperatively, taking turns with others. take account of one another's ideas about how to organise their activity. show sensitivity to others' needs and feelings, and form positive relationships with adults and other children.
Personal, Social and Emotional Development - Managing Feelings and Behaviour.			
Intent	Personal, social and emotional development is one of the three prime areas within the Early Years Foundation Stage and is broken down into three early learning goals: Self-confidence and self-awareness, making relationships and managing feelings and behaviour.		

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	<p>Through carefully planned adult led and child initiated activities pupils learn to develop a positive sense of themselves and others. Our pupils learn to respect one another, develop their social skills and learn to manage their feelings which enables them to form positive relationships. The pupils understand what behaviours are considered appropriate and learn to have confidence in their own abilities.</p>	
Implementation	<p>At St Mary's we promote resilience and encourage a positive attitude to learning. Our reception pupils are introduced to our traffic light behaviour system and school rules and grow to learn how to follow these independently. The children are expected to follow daily classroom routines such as tidy up time and are rewarded for their efforts during these times. They are shown the importance of sharing and are taught how to do this without the support of an adult.</p>	
Impact	<p>By the end of this term it is our intention that the vast majority of children will begin to:</p> <ul style="list-style-type: none"> talk about how they and others show feelings, talk about their own and others' behaviour and its consequences and know that some behaviour is unacceptable. work as part of a group or class, and understand and follow rules. adjust their behaviour to different situations, and take changes of routine in their stride. 	
Physical Development – Moving and Handling		Physical Development – Health and Self-care
Intent	<p>Physical development is one of the three prime areas within the Early Years Foundation Stage and is broken down into two early learning goals: moving and handling and health and self-care.</p> <p>At St Mary's we strive for our pupils</p>	<p>Intent</p> <p>Physical development is one of the three prime areas within the Early Years Foundation Stage and is broken down into two early learning goals: moving and handling and health and self-care.</p> <p>At St Mary's we strive for our pupils to understand the importance of physical</p>

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	<p>to understand the importance of physical activity and therefore we provide them with the opportunities to develop their competence and skills through weekly P.E lessons so that they are able to compete in sports and other activities. This also ensures that the children are active and develop their co-ordination, control and movement. ST Mary's is an accredited healthy school and therefore we aim to teach our children the importance of making healthy choices in relation to food.</p> <p>In addition to the above, it is our aim that the children learn how to manage their own basic hygiene needs and learn how to dress themselves independently.</p>		<p>activity and therefore we provide them with the opportunities to develop their competence and skills through weekly P.E lessons so that they are able to compete in sports and other activities. This also ensures that the children are active and develop their co-ordination, control and movement.</p> <p>ST Mary's is an accredited healthy school and therefore we aim to teach our children the importance of making healthy choices in relation to food.</p> <p>In addition to the above, it is our aim that the children learn how to manage their own basic hygiene needs and learn how to dress themselves independently.</p>
Implementation	<p>At St Mary's our reception children receive two PE lessons every week.</p> <p>During spring we will cover the following</p>	Implementation	<p>At St Mary's our reception children receive two PE lessons every week to help them to understand the importance of physical exercise and a healthy lifestyle.</p>

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skills and the children will be taught to:

Cognitive Skills

- Listen carefully
- Follow the rules for each activity
- Watch others when unsure
- Think about what they have improved at since the start of the term.

Creative Skills

- Watch carefully when others are demonstrating
- Try different ways to find what feels right
- Think about how the movement feels when describing it
- Think about what their body is doing when describing their movements
-

During spring our children will learn four **fundamental skills** and will be taught to:

Dynamic Balance: On a Line

- Keep their head up and still
- Keep their back straight

From starting reception, we encourage our pupils to be independent in their self-care and therefore we teach them how to get dressed for PE without the support of an adult.

Our pupils are encouraged to manage their own basic hygiene independently, including using the toilet and washing hands.

Our school canteen offers several healthy food options for lunch which the children can choose from and we strive to encourage them to try a range of food types where possible. Furthermore, our pupils are taught to eat using their knife and forks and to attempt to cut up their own food, although help is provided when necessary.

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	<ul style="list-style-type: none"> • Swing their arms to help move and balance. <p>Static balance: Stance</p> <ul style="list-style-type: none"> • Keep their feet a shoulder width apart • Bend their knees • Keep their back straight and head up. <p>Coordination: Ball Skills</p> <ul style="list-style-type: none"> • Keep their tummy tight • Use their fingers to move a ball • Focus on moving the ball smoothly rather than with speed. <p>Counter balance: With a partner</p> <ul style="list-style-type: none"> • Keep their tummy tight • Keep their back straight and head up • Hold onto their partner's forearms 		
Impact	<p>By the end of this term it is our intention that the vast majority of children will begin to:</p> <ul style="list-style-type: none"> • show good control and 	Impact	<p>By the end of this term it is our intention that the vast majority of children will begin to:</p> <ul style="list-style-type: none"> • know the importance for good

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- coordination in large and small movements.
- move confidently in a range of ways, safely negotiating space.
 - handle equipment and tools effectively, including pencils for writing.

As a result of weekly PE lessons the children will be able to:

- Follow simple instructions
- Understand and follow simple rules
- Name things that they are good at
- Begin to order instructions, movements and skills
- With help recognise similarities and differences in performance and explain why someone is working or performing well.
- Observe and copy others
- Explore and describe different movements
- Begin to compare their movements and skills with those of others.

- health of physical exercise and a healthy diet, and talk about ways to keep healthy and safe.
- manage their own basic hygiene and personal needs successfully, including dressing and going to the toilet independently.

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- Select and link movements together to fit a theme.

Fundamental Skill – Dynamic Balance

- Walk forwards with fluidity and minimum wobble.
- Walk backwards with fluidity and minimum wobble.

Fundamental Skill – Static Balance

- Stand on a line with good stance for ten seconds.

Fundamental Skill – Coordination

- Sit and roll a ball along the floor around body using 2 hands.
- Sit and roll a ball along the floor around body using 1 hand (right and left).
- Sit and roll a ball down legs and around upper body using 2 hands.
- Stand and roll a ball up and down legs and round upper body using 2 hands.

Fundamental Skill – Counter Balance

- Sit holding hands with toes touching, lean in together then apart.

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- Sit holding 1 hand with toes touching, lean in together then apart.
- Sit holding hands with toes touching and rock forwards, backwards and side-to-side.

Literacy - Reading

Intent

Literacy is one of the four specific areas within the Early Year's Foundation stage and is broken down into two early learning goals: reading and writing. It is expected that in order to be successful within the specific areas of learning the children need to first succeed in the prime areas of learning. At St Mary's it is our aim that children within the Early Year's Foundation Stage are able to decode a range of regular and common irregular words whilst reading some on sight. We strive for our children to feel confident to read in a range of situations and be able to demonstrate an understanding of

Literacy - Writing

Intent

Literacy is one of the four specific areas within the Early Year's Foundation stage and is broken down into two early learning goals: reading and writing. It is expected that in order to be successful within the specific areas of learning the children need to first succeed in the prime areas of learning. Through use of the Read Write Inc. programme it is our aim that the children learn to link sounds to letters and learn how to form these correctly. Through daily literacy lessons the children engage with a variety of genres of writing which develops their confidence to write for a range of different purposes. At St Mary's we encourage our children to use capital letters, finger spaces and full stops from

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	what they have read in a range of contexts.		the onset in order to prepare the children for their journey into Year 1.
Implementation	<p>At St Mary's we follow the rigorous and highly successful Read, Write Inc. programme faithfully so that the children meet good outcomes for reading, with almost all children passing the Year One phonics screening. The children learn the phonics sounds in the following order:</p> <p><u>Set 1 Sounds</u> m, a, s, d, t, i, n, p, g, o, c, k, u, b, f, e, l, h, sh, r, j, v, y, w, th, z, ch, qu, x, ng, nk</p> <p><u>Set 2 Sounds</u> ay, ee, igh, ow, oo(moon), oo(look) ar, or, air, ir, ou, oy</p> <p>Our children are provided with reading books as soon as they start school and read several times a</p>	Implementation	<p>At St Mary's Reception learn to read and write the phonics sounds in the following order:</p> <p><u>Set 1 Sounds</u> m, a, s, d, t, i, n, p, g, o, c, k, u, b, f, e, l, h, sh, r, j, v, y, w, th, z, ch, qu, x, ng, nk</p> <p><u>Set 2 Sounds</u> ay, ee, igh, ow, oo(moon), oo(look) ar, or, air, ir, ou, oy</p> <p>Pupils will develop their ability to write in a range of different styles through daily literacy lessons. In spring we will be covering the following units:</p> <p>Unit 1: Traditional Tales: Billy Goats Gruff Speaking: Retelling a traditional tale Reading: Reading a traditional tale with repetitive phrases Writing: Listing new homes where a character could live</p>

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week with an adult. These begin with picture books which allow our pupils to become familiar with looking at books, turning pages and talking about what they can see in illustrations. As they progress through the set 1 sounds and become confident with segmenting and blending simple CVC words the children will begin to receive books that contain simple words and sentences.

Through daily literacy lessons our children explore a range of different texts and genres of writing. In spring we will be covering the following units:

Unit 1: Traditional Tales: Billy Goats Gruff

Speaking: Retelling a traditional tale

Reading: Reading a traditional tale with repetitive phrases

Unit 2: Oral Retelling: 3 Little Pigs

Speaking: Retelling a tale with a twist

Reading: Sequencing a traditional tale using words and picture cues with a partner

Writing: Labelling/writing simple sentences about building materials used in a story

Unit 3: Character Actions: Goldilocks

Speaking: Discussing a traditional tale and the actions of the characters

Reading: Reading a traditional tale with a 'twist'

Writing: Writing a caption about a home, inspired by a traditional tale

Unit 1: Winter Signs

Speaking: Discussing signs of winter, using and extending associated vocabulary.

Reading: Reading words and sentences about winter.

Early Years Foundation Stage Curriculum Contents-Spring Term

Reading Focus this term:
(See Cross curricular links documents)



Spring Term 1 Class Readers

Where's the Big Bad Wolf – Eileen Christy



Goldilocks and Just the One Bear – Leigh Anne



Spring Term 2 Class Readers

Dear Dinosaur – Chae Strath



The Crunching Munching Caterpillar – Sheridan



Writing: Listing new homes where a character could live

Unit 2: Oral Retelling: 3 Little Pigs

Speaking: Retelling a tale with a twist

Reading: Sequencing a traditional tale using words and picture cues with a partner

Writing: Labelling/writing simple sentences about building materials used in a story

Unit 3: Character Actions:

Goldilocks

Speaking: Discussing a traditional tale and the actions of the characters

Reading: Reading a traditional tale with a 'twist'

Writing: Writing a caption about a home, inspired by a traditional tale

Unit 1: Winter Signs

Speaking: Discussing signs of winter,

Writing: Writing captions for photographs based on the sentence structure from the shared reading book.

Unit 2: In the Dark

Speaking: Discussing a story and relating it to their own experiences.

Reading: Understanding that we can get information from books and talking about facts in those books.

Writing: Writing simple instruction sentences.

Unit 1: Researching Dinosaurs

Speaking: Using new topic vocabulary

Reading: Reading a story with questions

Writing: Writing a fact page about a dinosaur

Unit 2: Dinosaur stories

Speaking: Creating stories through talk and play

Reading: Reading words and simple sentences

Writing: Writing a three-part story

Early Years Foundation Stage Curriculum Contents-Spring Term

Reading Focus this term:
(See Cross curricular links documents)



Spring Term 1 Class Readers

Where's the Big Bad Wolf – Eileen Christy



Goldilocks and Just the One Bear – Leigh Anne



Spring Term 2 Class Readers

Dear Dinosaur – Chae Strath



The Crunching Munching Caterpillar – Sheridan



using and extending associated vocabulary.

Reading: Reading words and sentences about winter.

Writing: Writing captions for photographs based on the sentence structure from the shared reading book.

Unit 2: In the Dark

Speaking: Discussing a story and relating it to their own experiences.

Reading: Understanding that we can get information from books and talking about facts in those books.

Writing: Writing simple instruction sentences.

Unit 1: Researching Dinosaurs

Speaking: Using new topic vocabulary

Reading: Reading a story with questions

Writing: Writing a fact page about a dinosaur

Unit 2: Dinosaur stories

Speaking: Creating stories through talk

Unit 1: Signs of Spring

Speaking: Discussing the signs of spring using extended vocabulary

Reading: Reading sentences in a repetitive text

Writing: Writing a caption

Unit 2: Spring Animals

Speaking: Talking about events in a story and relating them to their own experiences.

Reading: Reading words and simple sentences

Writing: Writing labels

Unit 3: Springtime Festivals

Speaking: Sharing ideas and feelings about spring

Reading: Talking about what they have read

Writing: Writing simple factual sentences

All of our provision areas are equipped with writing materials so that our pupils

Early Years Foundation Stage Curriculum Contents-Spring Term

Reading Focus this term:
(See Cross curricular links documents)



Spring Term 1 Class Readers

Where's the Big Bad Wolf – Eileen Christy



Goldilocks and Just the One Bear – Leigh Anne



Spring Term 2 Class Readers

Dear Dinosaur – Chae Strath



The Crunching Munching Caterpillar – Sheridan



and play

Reading: Reading words and simple sentences

Writing: Writing a three-part story

Unit 1: Signs of Spring

Speaking: Discussing the signs of spring using extended vocabulary

Reading: Reading sentences in a repetitive text

Writing: Writing a caption

Unit 2: Spring Animals

Speaking: Talking about events in a story and relating them to their own experiences.

Reading: Reading words and simple sentences

Writing: Writing labels

Unit 3: Springtime Festivals

Speaking: Sharing ideas and feelings about spring

Reading: Talking about what they have read

are able to demonstrate what they have learnt through daily literacy lessons and develop their confidence to write and mark make.

Early Years Foundation Stage Curriculum Contents-Spring Term

Reading Focus this term:
(See Cross curricular links documents)



Spring Term 1 Class Readers

Where's the Big Bad Wolf – Eileen Christy



Goldilocks and Just the One Bear – Leigh Anne



Spring Term 2 Class Readers

Dear Dinosaur – Chae Strath



The Crunching Munching Caterpillar – Sheridan



	<p>Writing: Writing simple factual sentences</p> <p>In addition to Read Write Inc. resources and daily literacy lessons we have 'core books' which we read frequently with the children. These books are the type of books that can be re-visited again and again, on different levels to support language development. The idea is that children will develop language and increase vocabulary in addition to gaining a love of books and will become very familiar with these known texts so that they can remember and re-tell them.</p>		
Impact	<p>By the end of this term it is our intention that the vast majority of children will begin to:</p> <ul style="list-style-type: none"> • read and understand simple sentences. • use phonic knowledge to decode regular words and read them aloud accurately. 	Impact	<p>By the end of this term it is our intention that the vast majority of children will begin to:</p> <ul style="list-style-type: none"> • use their phonic knowledge to write words in ways which match their spoken sounds. • write some irregular common words.

Early Years Foundation Stage Curriculum Contents-Spring Term

Reading Focus this term:
(See Cross curricular links documents)



Spring Term 1 Class Readers

Where's the Big Bad Wolf – Eileen Christy



Goldilocks and Just the One Bear – Leigh Anne Williams



Spring Term 2 Class Readers

Dear Dinosaur – Chae Strath



The Crunching Munching Caterpillar – Sheridan



	<ul style="list-style-type: none"> • read some common irregular words. • demonstrate an understanding when talking with others about what they have read. 		<ul style="list-style-type: none"> • write simple sentences which can be read by themselves and others. • spell some words correctly and others phonetically which can be read by themselves and others.
Mathematics - Number		Mathematics - Shape, Space and Measure	
Intent	<p>Mathematics is one of the four specific areas within the Early Year's Foundation stage and is broken down into two early learning goals: number and shape, space and measure. It is expected that in order to be successful within the specific areas of learning the children need to first succeed in the prime areas of learning. At St Mary's it is our aim that the children have a high quality maths curriculum that is both challenging and enjoyable. We provide our children with opportunities to enjoy greater depth learning and strive to ensure that our pupils are confident mathematicians who are not afraid to take risks in their learning. In</p>	Intent	<p>Mathematics is one of the four specific areas within the Early Year's Foundation stage and is broken down into two early learning goals: number and shape, space and measure. It is expected that in order to be successful within the specific areas of learning the children need to first succeed in the prime areas of learning. At St Mary's it is our aim that the children have a high quality maths curriculum that is both challenging and enjoyable. We provide our children with opportunities to enjoy greater depth learning and strive to ensure that our pupils are confident mathematicians who are not afraid to take risks in their learning. In Reception we follow the Maths Mastery approach with an emphasis on studying key skills of number, calculation and shape so that</p>

Early Years Foundation Stage Curriculum Contents-Spring Term

Reading Focus this term:
(See Cross curricular links documents)



Spring Term 1 Class Readers

Where's the Big Bad Wolf – Eileen Christy



Goldilocks and Just the One Bear – Leigh Anne



Spring Term 2 Class Readers

Dear Dinosaur – Chae Strath



The Crunching Munching Caterpillar – Sheridan



	<p>Reception we follow the Maths Mastery approach with an emphasis on studying key skills of number, calculation and shape so that pupils develop deep understanding and the acquisition of mathematical language.</p>		<p>pupils develop deep understanding and the acquisition of mathematical language.</p>
Implementation	<p>In Reception our pupils have a whole class maths lesson daily and they engage in two small group adult led activities every week. Our children learn through games and tasks using concrete manipulatives which are then rehearsed and applied to their own learning during exploration of the continuous provision areas.</p> <p>In spring we will be covering the following units:</p> <p><u>Alive in 5</u></p> <ul style="list-style-type: none"> • Introducing 0 • Comparing numbers to 5 • Composition of 4 & 5 	Implementation	<p>In Reception our pupils have a whole class maths lesson daily and they engage in two small group adult led activities every week. Our children learn through games and tasks using concrete manipulatives which are then rehearsed and applied to their own learning during exploration of the continuous provision areas.</p> <p>In spring we will be covering the following units:</p> <p><u>Alive in 5</u></p> <ul style="list-style-type: none"> • Compare Mass • Compare Capacity <p><u>Growing 6, 7, 8</u></p> <ul style="list-style-type: none"> • Length and Height

Early Years Foundation Stage Curriculum Contents-Spring Term

Reading Focus this term:
(See Cross curricular links documents)



Spring Term 1 Class Readers

Where's the Big Bad Wolf – Eileen Christy



Goldilocks and Just the One Bear – Leigh Anne



Spring Term 2 Class Readers

Dear Dinosaur – Chae Strath



The Crunching Munching Caterpillar – Sheridan



	<p><u>Growing 6,7,8</u></p> <ul style="list-style-type: none"> 6, 7 and 8 Making pairs Combining 2 groups <p><u>Building 9 & 10</u></p> <ul style="list-style-type: none"> 9 and 10 Comparing numbers to 10 Bonds to 10 		<ul style="list-style-type: none"> Time <p><u>Building 9 & 10</u></p> <ul style="list-style-type: none"> 3D shape Pattern
Impact	<p>By the end of this term it is our intention that the vast majority of children will begin to:</p> <ul style="list-style-type: none"> count reliably with numbers from 1 to 20, place them in order and say which number is one more or one less than a given number. use quantities and objects to add and subtract two single-digit numbers and count on or back to find the answer. solve problems, including doubling, halving and sharing. 	Impact	<p>By the end of this term it is our intention that the vast majority of children will begin to:</p> <ul style="list-style-type: none"> use everyday language to talk about size, weight, capacity, position, distance, time and money to compare quantities and objects and to solve problems. recognise, create and describe patterns. explore characteristics of everyday objects and shapes and use mathematical language to describe them.

Early Years Foundation Stage Curriculum Contents-Spring Term

Reading Focus this term:
(See Cross curricular links documents)



Spring Term 1 Class Readers

Where's the Big Bad Wolf – Eileen Christy



Goldilocks and Just the One Bear – Leigh Anne



Spring Term 2 Class Readers

Dear Dinosaur – Chae Strath



The Crunching Munching Caterpillar – Sheridan



Understanding the World – People and Communities

Intent

Understanding the World is one of the four specific areas within the Early Year's Foundation stage and is broken down into three early learning goals: people and communities, the world and technology. At St Mary's it is our aim to inspire children's curiosity about the world. We guide the children to make sense of their physical world and their community through opportunities to explore, observe and find out about people, places, technology and the environment.

Understanding the World – The World

Intent

Understanding the World is one of the four specific areas within the Early Year's Foundation stage and is broken down into three early learning goals: people and communities, the world and technology. At St Mary's it is our aim to inspire children's curiosity about the world. We guide the children to make sense of their physical world and their community through opportunities to explore, observe and find out about people, places, technology and the environment. In March we intend to be part of **British Science Week**. This event runs throughout the whole of the UK with the aim of celebrating science, engineering, technology and maths (*STEM*). The idea is to raise awareness, spark enthusiasm and celebrate science, engineering, technology and maths across the school. Pupils will take part in a variety of STEM related activities which break down the stereotypes surrounding STEM and promote cross-curricular learning.

Early Years Foundation Stage Curriculum Contents-Spring Term

Reading Focus this term:
(See Cross curricular links documents)



Spring Term 1 Class Readers

Where's the Big Bad Wolf – Eileen Christy



Goldilocks and Just the One Bear – Leigh Anne



Spring Term 2 Class Readers

Dear Dinosaur – Chae Strath



The Crunching Munching Caterpillar – Sheridan



Implementation

At St Mary's our reception children are encouraged to speak about past and present events in their own lives and the lives of others through whole class circle times, during exploration of the provision areas and through show and tell. The children explore different occupations through role play activities and receive visits from paramedics, firemen and police officers who talk to the children about their role in the community. Through religious education the children learn about other faiths such as Judaism and Islam and through our catholic ethos they take part in fundraising events to support organisations such as CAFOD. This enables the children to learn about communities in other parts of the world.

Implementation

The acquisition of key scientific knowledge is an integral part of our science lessons. Promoting science in school is highlighted by the use of 'Working Scientifically' walls in each classroom, where key vocabulary is displayed for the duration of the topic alongside the working scientifically skills for each session. We aim to develop and promote the importance of developing scientific enquiry across year groups. Emphasis is placed on learning outside of the classroom, with each class having designated timetabled 'Forest School' time and where applicable educational visits are linked to developing children's science topical learning. Science specific home learning tasks, supporting parental engagement help support children's natural curiosity whilst enabling them to experience first-hand the science all around them.

Through weekly understanding the world lessons our children will:

Early Years Foundation Stage Curriculum Contents-Spring Term

Reading Focus this term:
(See Cross curricular links documents)



Spring Term 1 Class Readers

Where's the Big Bad Wolf – Eileen Christy



Goldilocks and Just the One Bear – Leigh Anne



Spring Term 2 Class Readers

Dear Dinosaur – Chae Strath



The Crunching Munching Caterpillar – Sheridan



- Investigate the properties of straw, sticks and bricks and decide which materials is most suitable for the three little pigs house.
- Investigate which materials are most suitable to create a boat with for the gingerbread man to cross the river.
- Investigate how salt changes the density of water, allowing eggs to float.
- Investigate which materials would make a comfortable bed for Goldilocks.
- Use natural materials to create a den for Little Red Riding Hood.
- Use a range of materials to create a hat for the mad hatter's tea party.
- Name a variety of dinosaurs and describe their appearance.
- Investigate the life cycle of a butterfly.
- Investigate the life cycle of a frog.
- Investigate the life cycle of a ladybird.

Early Years Foundation Stage Curriculum Contents-Spring Term

Reading Focus this term:
(See Cross curricular links documents)



Spring Term 1 Class Readers

Where's the Big Bad Wolf – Eileen Christy



Goldilocks and Just the One Bear – Leigh Anne



Spring Term 2 Class Readers

Dear Dinosaur – Chae Strath



The Crunching Munching Caterpillar – Sheridan



- Investigate the life cycle of a chicken.
- Plant and take care of their own sunflower seed.

British Science Week 2021:

- Breaking down of stereotypes using a weekly introduction of 'STEM scientist of the Week'.
- Introduction to the variety of STEM related careers.
- Awareness of the attributes required for a career in STEM.
- Recognition of the STEM attributes pupils demonstrate throughout the school day.
- Identifying innovations and conversations around the uses of these in our everyday lives.
- Practical experiences to get pupils thinking in order to conceive 'Innovating for the Future'
- Sharing innovations and ideas with others.
- Communicating with 'real' life

Early Years Foundation Stage Curriculum Contents-Spring Term

<p>Reading Focus this term: (See Cross curricular links documents)</p> 	<p>Spring Term 1 Class Readers</p> <p>Where's the Big Bad Wolf – Eileen Christy </p> <p>Goldilocks and Just the One Bear – Leigh Anne Kiernan </p>	<p>Spring Term 2 Class Readers</p> <p>Dear Dinosaur – Chae Strath </p> <p>The Crunching Munching Caterpillar – Sheridan </p>
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			<p>STEM ambassadors for inspirational career talks and support with innovations.</p> <ul style="list-style-type: none"> Completion of CREST awards at home and at school.
Impact	<p>By the end of this term it is our intention that the vast majority of children will begin to:</p> <ul style="list-style-type: none"> talk about past and present events in their own lives and in the lives of family members. Understand that other children don't always enjoy the same things and are sensitive to this. understand about similarities and differences between themselves and others and among families, communities and traditions. 	Impact	<p>By the end of this term it is our intention that the vast majority of children will begin to:</p> <ul style="list-style-type: none"> understand about similarities and differences in relation to places, objects, materials and living things. talk about the features of their own immediate environment and how environments might vary from one to another. make observations of animals and plants and explain why some things occur, and talk about changes. <p>British Science Week 2021:</p> <ul style="list-style-type: none"> Encourage STEM interest in pupils and introduce transferable skills

Early Years Foundation Stage Curriculum Contents-Spring Term

Reading Focus this term:
(See Cross curricular links documents)



Spring Term 1 Class Readers

Where's the Big Bad Wolf – Eileen Christy



Goldilocks and Just the One Bear – Leigh Anne Kiernan

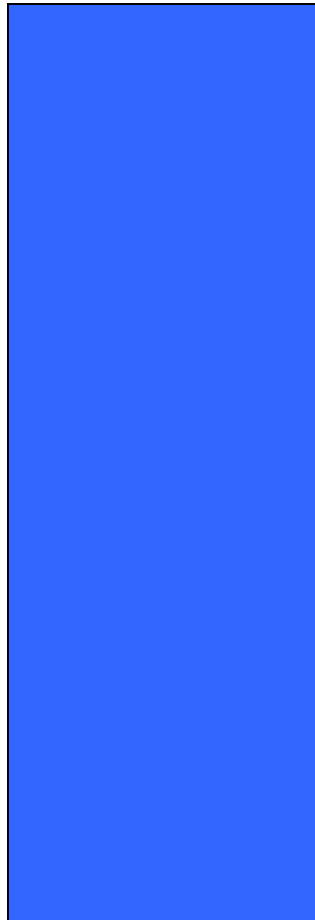


Spring Term 2 Class Readers

Dear Dinosaur – Chae Strath



The Crunching Munching Caterpillar – Sheridan



used by those working in STEM jobs.

- Promote positive attitudes towards STEM and break down stereotypes for working in this field.
- Enthuse children in creating their own inventions and how these will be useful.
- Contact with 'real' people who use innovations (tools) to make their work more efficient.
- Research inventions and innovations and how they influence our lives today.
- Develop greater awareness of scientists who have changed the world with their discoveries and innovations.
- Pupils to complete and run their own CREST projects.
- To raise awareness, spark enthusiasm and celebrate science, engineering, technology and maths across the school.

Early Years Foundation Stage Curriculum Contents-Spring Term

<p>Reading Focus this term: (See Cross curricular links documents)</p> 	<p>Spring Term 1 Class Readers</p> <p>Where's the Big Bad Wolf – Eileen Christie </p> <p>Goldilocks and Just the One Bear – Leigh Anne Kiernan </p>	<p>Spring Term 2 Class Readers</p> <p>Dear Dinosaur – Chae Strath </p> <p>The Crunching Munching Caterpillar – Sheridan </p>
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Understanding the World - Technology	
Intent	<p>Understanding the World is one of the four specific areas within the Early Year's Foundation stage and is broken down into three early learning goals: people and communities, the world and technology. At St Mary's it is our aim to inspire children's curiosity about the world. We guide the children to make sense of their physical world and their community through opportunities to explore, observe and find out about people, places, technology and the environment.</p> <p>In March we intend to be part of British Science Week. This event runs throughout the whole of the UK with the aim of celebrating science, engineering, technology and maths (<i>STEM</i>). The idea is to raise awareness, spark enthusiasm and celebrate science, engineering, technology and maths across the school. Pupils will take part in a variety of STEM related activities which break down the stereotypes surrounding STEM and promote cross-curricular learning.</p>
Implementation	<p>At St Mary's our reception children have access to a class computer which they are able to use independently during child initiated learning. The children are able to access 'purple mash' which provides them with an interactive classroom where they are able to explore games that support their development in all seven areas of learning. All pupils have a school 360 account and are able to access weekly home learning activities on the programme 'busy things'. The children also independently operate our class CD player and have access to bee bots where they are able to complete simple programming activities.</p> <p>British Science Week 2021:</p> <ul style="list-style-type: none"> • Breaking down of stereotypes using a weekly introduction of 'STEM scientist of the Week'.

Early Years Foundation Stage Curriculum Contents-Spring Term

Reading Focus this term:
(See Cross curricular links documents)



Spring Term 1 Class Readers

Where's the Big Bad Wolf – Eileen Christy



Goldilocks and Just the One Bear – Leigh Anne



Spring Term 2 Class Readers

Dear Dinosaur – Chae Strath



The Crunching Munching Caterpillar – Sheridan



- Introduction to the variety of STEM related careers.
- Awareness of the attributes required for a career in STEM.
- Recognition of the STEM attributes pupils demonstrate throughout the school day.
- Identifying innovations and conversations around the uses of these in our everyday lives.
- Practical experiences to get pupils thinking in order to conceive 'Innovating for the Future'
- Sharing innovations and ideas with others.
- Communicating with 'real' life STEM ambassadors for inspirational career talks and support with innovations.
- Completion of CREST awards at home and at school.

Impact

By the end of this term it is our intention that the vast majority of children will begin to:

- recognise that a range of technology is used in places such as homes and schools.
- select and use technology for particular purposes.

British Science Week 2021:

- Encourage STEM interest in pupils and introduce transferable skills used by those working in STEM jobs.
- Promote positive attitudes towards STEM and break down stereotypes for working in this field.
- Enthuse children in creating their own inventions and how these will be useful.
- Contact with 'real' people who use innovations (tools) to make their work more efficient.
- Research inventions and innovations and how they influence our lives today.
- Develop greater awareness of scientists who have changed the world with their discoveries and innovations.

Early Years Foundation Stage Curriculum Contents-Spring Term

Reading Focus this term:
(See Cross curricular links documents)



Spring Term 1 Class Readers

Where's the Big Bad Wolf – Eileen Christy



Goldilocks and Just the One Bear – Leigh Anne



Spring Term 2 Class Readers

Dear Dinosaur – Chae Strath



The Crunching Munching Caterpillar – Sheridan



- Pupils to complete and run their own CREST projects.
- To raise awareness, spark enthusiasm and celebrate science, engineering, technology and maths across the school.

Expressive Arts and Design – Media and Materials

Intent

Expressive Arts and Design is one of the four specific areas within the Early Year's Foundation stage and is broken down into two early learning goals: media and materials and being imaginative. At St Mary's it is our aim that children explore a wide range of media and materials and construct with a purpose in mind. We strive to provide opportunities and encouragement for our pupils to share their thoughts, ideas and feelings through a variety of activities in art, music, movement, dance, role-play and design and technology.

Implementation

At St Mary's our children have access to a range of continuous provision areas both inside and outside that allows them to express their creative ability. These include the painting area, the malleable area and the cut and stick area. All areas

Expressive Arts and Design – Being Imaginative

Intent

Expressive Arts and Design is one of the four specific areas within the Early Year's Foundation stage and is broken down into two early learning goals: media and materials and being imaginative. At St Mary's it is our aim that children explore a wide range of media and materials and construct with a purpose in mind. We strive to provide opportunities and encouragement for our pupils to share their thoughts, ideas and feelings through a variety of activities in art, music, movement, dance, role-play and design and technology.

Implementation

At St Mary's our children have access to a range of continuous provision areas both inside and outside that allows them to express their imaginative ability. These include the role play area, malleable area, small world area, construction area and the creative area. All areas are enhanced

Early Years Foundation Stage Curriculum Contents-Spring Term

Reading Focus this term:
(See Cross curricular links documents)



Spring Term 1 Class Readers

Where's the Big Bad Wolf – Eileen Christy



Goldilocks and Just the One Bear – Leigh Anne



Spring Term 2 Class Readers

Dear Dinosaur – Chae Strath



The Crunching Munching Caterpillar – Sheridan



	<p>are enhanced with a range of resources and tools which enables the children to plan, create and review their work and the work of their peers.</p> <p>In reception we incorporate singing and dancing into all lessons. The children have access to a class CD player and an outdoor music wall where they enjoy creating stages and putting on class shows.</p> <p>At St Mary's we host termly art days linked to a specific theme, for example 'winter art day'. The children create a piece of art work that is then displayed for the rest of the school to view in our 'St Mary's Art Gallery'.</p>		<p>with resources such as costumes, puppets, clip boards and mark making materials linked to our class readers which allows them to learn and develop through their imaginative play.</p> <p>At St Mary's we host termly art days linked to a specific theme, for example 'winter art day'. The children create a piece of art work that is then displayed for the rest of the school to view in our 'St Mary's Art Gallery'.</p>
Impact	<p>By the end of this term it is our intention that the vast majority of children will <u>begin</u> to:</p> <ul style="list-style-type: none"> • sing songs, make music and dance, and experiment with ways of changing them. • safely use and explore a variety of materials, tools and 	Impact	<p>By the end of this term it is our intention that the vast majority of children will <u>begin</u> to:</p> <ul style="list-style-type: none"> • use what they have learnt about media and materials in original ways, thinking about uses and purposes. • represent their own ideas,

Early Years Foundation Stage Curriculum Contents-Spring Term

Reading Focus this term:
(See Cross curricular links documents)



Spring Term 1 Class Readers

Where's the Big Bad Wolf – Eileen Christy



Goldilocks and Just the One Bear – Leigh Anne



Spring Term 2 Class Readers

Dear Dinosaur – Chae Strath



The Crunching Munching Caterpillar – Sheridan



techniques, experimenting with colour, design, texture, form and function.

thoughts and feelings through design and technology, art, music, dance, role play and stories.