



Saint Monica's RC EYFS Curriculum Plan – PRIME AREAS

Communication & Language	Nursery	Reception	ELG
	<p>Enjoy listening to longer stories and can remember much of what happens. Pay attention to more than one thing at a time, which can be difficult. Use a wider range of vocabulary. Understand a question or instruction that has two parts, such as "Get your coat and wait at the door". Sing a large repertoire of songs. Know many rhymes, be able to talk about familiar books, and be able to tell a long story. Develop their communication, but may continue to have problems with irregular tenses and plurals, such as 'runned' for 'ran', 'swimmed' for 'swam'. Develop their pronunciation but may have problems saying: - some sounds: r, j, th, ch, and sh - multisyllabic words such as 'pterodactyl', 'planetarium' or 'hippopotamus' Use longer sentences of four to six words. Be able to express a point of view and to debate when they disagree with an adult or a friend, using words as well as actions. Start a conversation with an adult or a friend and continue it for many turns. Use talk to organise themselves and their play: "Let's go on a bus... you sit there... I'll be the driver."</p>	<p>Understand how to listen carefully and why listening is important. Learn new vocabulary. Use new vocabulary through the day. Ask questions to find out more and to check they understand what has been said to them. Articulate their ideas and thoughts in well-formed sentences. Connect one idea or action to another using a range of connectives. Describe events in some detail. Use talk to help work out problems and organise thinking and activities, and to explain how things work and why they might happen. Develop social phrases. Engage in story times. Listen to and talk about stories to build familiarity and understanding. Retell the story, once they have developed a deep familiarity with the text, some as exact repetition and some in their own words. Use new vocabulary in different contexts. Listen carefully to rhymes and songs, paying attention to how they sound. Learn rhymes, poems and songs. Engage in non-fiction books. Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.</p>	<p>Listening, Attention and Understanding Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions. Make comments about what they have heard and ask questions to clarify their understanding. Hold conversation when engaged in back-and-forth exchanges with their teacher and peers</p> <p>Speaking Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary. Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, nonfiction, rhymes and poems when appropriate. Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.</p>
Provision	<p>Focus on names of children and adults. Children to learn each other's names – circle games, find a partner, singing welcome/hello songs etc Children share their All About Me booklets Encourage attention through listening to stories and songs, begin to extend the story lengths. Provide activities involving talk to anticipate or initiate what the children are doing. Begin to follow instructions and routines</p>	<p>Focus on names of children and adults. Children to learn each other's names – circle games, find a partner, singing welcome/hello songs etc Encourage attention through listening to stories and songs, begin to extend the story lengths. Provide activities involving talk to anticipate or initiate what the children are doing. Begin to follow instructions and routines Sing familiar Nursery Rhymes and number songs.</p>	

	<p>Sing familiar Nursery Rhymes and number songs. Develop new language linked to interests and topic. Use talk to organise themselves and their play. Encourage and develop story language into role play. Plan activities encouraging children to listen and distinguish different speech sounds/word patterns/rhythms. Model more complex sentences to link thoughts and provide activities where children question why and how things happen and give explanations. In role play activities use talk to pretend objects stand for something else. Ensure children understand the use of a range of objects. Continue to develop language linked to topics and interests.</p> <p>Wellcomm Assessments – identify and work on areas of difficulty, 1-1 , groups and as a cohort in everyday situations</p>	<p>Develop new language linked to interests and topic. Use talk to organise themselves and their play. Encourage and develop story language into role play. Plan activities encouraging children to listen and distinguish different speech sounds/word patterns/rhythms. Model more complex sentences to link thoughts and provide activities where children question why and how things happen and give explanations. In role play activities use talk to pretend objects stand for something else. Ensure children understand the use of a range of objects. Continue to develop language linked to topics and interests.</p> <p>NELI</p>	
Personal, Social and Emotional	Nursery	Reception	ELG
	<p>Select and use activities and resources, with help when needed. Develop their sense of responsibility and membership of a community. Become more outgoing with unfamiliar people, in the safe context of their setting. Show more confidence in new social situations. Play with one or more other children, extending and elaborating play ideas. Find solutions to conflicts and rivalries. For example, accepting that not everyone can be Spider-Man in the game, and suggesting other ideas. Increasingly follow rules, understanding why they are important. Remember rules without needing an adult to remind them. Develop appropriate ways of being assertive. Talk with others to solve conflicts. Talk about their feelings using words like ‘happy’, ‘sad’, ‘angry’ or ‘worried’. Understand gradually how others might be feeling. Be increasingly independent in meeting their own care needs, e.g., brushing teeth, using the toilet, washing and drying their hands thoroughly. Make healthy choices about food, drink, activity and tooth brushing.</p>	<p>See themselves as a valuable individual. Build constructive and respectful relationships. Express their feelings and consider the feelings of others. Show resilience and perseverance in the face of challenge. Identify and moderate their own feelings socially and emotionally. Think about the perspectives of others. Manage their own needs. - personal hygiene Know and talk about the different factors that support their overall health and wellbeing: - regular physical activity - healthy eating - tooth brushing - sensible amounts of ‘screen time’ - having a good sleep routine - being a safe pedestrian</p>	<p>Self-Regulation Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly. Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate. Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions.</p> <p>Managing Self Be confident to try new activities and show independence, resilience and perseverance in the face of challenge. Explain the reasons for rules, know right from wrong and try to behave accordingly. Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.</p> <p>Building Relationships Work and play cooperatively and take turns with others. Form positive attachments to adults and friendships with peers. Show sensitivity to their own and to others’ needs.</p>

Provision	<p>Continuous provision areas which adults model appropriate behaviours, attitudes and language. Routines such as, snack time, entry and exit from school, register, assemblies, circle times. Y6 – Reception Buddies. Worry monster. Taught concepts through stories and book sharing. Direct teaching through -Commando Joe, 3-Dimensions, Ten Ten(Life to the Full) Topic links Nursery – All About Me, Colour - (Colour Monster, Colour and me) People who help us Reception – Me and My Community, Reay Steady Grow, Big Wide World, Long Ago</p>		
Physical Development	Nursery	Reception	ELG
	<p>Continue to develop their movement, balancing, riding (scooters, trikes and bikes) and ball skills. Go up steps and stairs, or climb up apparatus, using alternate feet. Skip, hop, stand on one leg and hold a pose for a game like musical statues. Use large-muscle movements to wave flags and streamers, paint and make marks. Start taking part in some group activities which they make up for themselves, or in teams. Increasingly able to use and remember sequences and patterns of movements which are related to music and rhythm Match their developing physical skills to tasks and activities in the setting. For example, they decide whether to crawl, walk or run across a plank, depending on its length and width. Choose the right resources to carry out their own plan. For example, choosing a spade to enlarge a small hole they dug with a trowel. Collaborate with others to manage large items, such as moving a long plank safely, carrying large hollow blocks. Use one-handed tools and equipment, for example, making snips in paper with scissors. Use a comfortable grip with good control when holding pens and pencils. Show a preference for a dominant hand. Be increasingly independent as they get dressed and undressed, for example, putting coats on and doing up zips.</p>	<p>Revise and refine the fundamental movement skills they have already acquired: - rolling - crawling - walking - jumping - running - hopping - skipping - climbing Progress towards a more fluent style of moving, with developing control and grace. 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. 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 spoons. Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor. Combine different movements with ease and fluency. Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group. Develop overall body-strength, balance, co-ordination and agility. 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. Develop the foundations of a handwriting style which is fast, accurate and efficient. Further develop the skills they need to manage the school day successfully: - lining up and queuing - mealtimes</p>	<p>Gross Motor Skills Negotiate space and obstacles safely, with consideration for themselves and others. Demonstrate strength, balance and coordination when playing. Move energetically, such as running, jumping, dancing, hopping, skipping and climbing. Fine Motor Skills Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases. Use a range of small tools, including scissors, paintbrushes and cutlery. Begin to show accuracy and care when drawing.</p>
Provision	<p>Continuous provision areas where adults model appropriate the use of tools and apparatus to develop fine and gross motor skills. Outdoor area and play equipment use (modelled and self-initiated). Routines such as snack time to discuss healthy food choices/5 a day/milk for strong teeth and bones etc Reward charts and books linked to toileting and handwashing. Dental talk visit by Trafford Nurses. Taught PE lesson for Reception classes. PE Passport Outdoor provision to work on walking/running/hopping/skipping/stop/start/throwing/catching/hitting with a bat/dance movements/crawling/sliding/climbing/spatial awareness etc Finger gym, dough disco to develop fine motor skills. RWI handwriting to develop formation</p>		