

Curriculum Goals EYFS 2023/24

To create our 'Curriculum Goals' we have used the 'Aims of EYFS' and 'How we meet the needs of Children' within our EYFS Policy (August 2023/24) and the revised 'Behaviour Policy' (September 2023/24). It is essential that the curriculum is organised in such a way that it provides students with the opportunity to learn expected behaviours and be successful in their learning so that we can deliver our mission ("Following the example of Jesus, together we learn, love and respect one another to be the best we can be.") and aims. This document will help staff and parents have a clear understanding of what is expected.

Aims of EYFS: (Taken from EYFS Policy August 2023/24)

- To promote, learn and embrace our Catholic Faith.
- To be committed to honesty and responsibility in all relationships
- To provide a rich, stimulating and exciting curriculum which challenges every pupil to achieve their maximum potential and have the best possible start to their school life recognising each child as an individual.
- To create a family ethos with a caring and welcoming atmosphere that gives us all a sense of belonging.
- To provide a calm, safe environment for every person to grow, learn and feel valued allowing them to 'be the best they can be'.
- To provide each individual with the life skills necessary to become a responsible citizen and committed member of the church.
- To provide opportunities to form links with the local, national and international communities, developing our understanding of the world beyond our school.
- To provide a good partnership that works positively between practitioners and with parents/carers.
- To provide a curriculum that encompasses a new Statutory Framework for the EYFS September 2021 and builds on knowledge gained from participating in the Early Adopter 2020/2021 EYFS Framework Trial.

We believe that: –

- Our faith is at the heart of our curriculum and school; therefore, it is in everything we do.
- Each child should be valued as an individual and recognised for their own individual achievements.
- A positive ethos needs to be promoted and consistent with regards to behaviour and expectations.
- The safeguarding and welfare requirements of each child are paramount.

- Each child should have positive relationships with adults and peers learning how friendships and negotiating skills are developed.
- Each child has the right to free play as well as to structured learning, experiences, exploring and investigation materials, objects and relationships.
- The learning and development opportunities experienced by the children are planned around the individual needs and build on and extend their interests and knowledge.
- Each child should talk about their learning developing key acquisition of vocabulary.
- The children should develop in independence and self-management skills.
- A range of approaches are used to provide first-hand experiences, give clear explanations, make appropriate interventions and extend and develop play and talk
- The learning and development of each child is assessed and reviewed regularly and targets/next steps developed.
- Each child has individual learning requirements including those who may have particular needs or disabilities.
- All children should be given support and encouragement so that no child gets left behind and that each child will reach their full potential and make good progress.

We meet the needs of all our children through:

- Staff's knowledge of each individual child, their understanding of pedagogy and how this is reflected at SSMJ.
- Planning opportunities that build upon and extend children's knowledge, experience and interests, and develop their self-esteem and confidence;
- Using a wide range of teaching strategies based on each child's learning needs;
- Providing a wide range of opportunities to motivate and support children and to help them to learn effectively and ensures that no child is excluded or disadvantaged;
- Providing a rich and stimulating environment which is safe and supportive to learning where the contribution of all children is valued;
- Using resources which reflect diversity and are free from discrimination and stereotyping;
- Planning challenging activities for children whose ability and understanding are in advance of their language and communication skills;
- Monitoring the children's progress and taking action to provide support or challenge when necessary. This involves speech therapy for some of our children.

Behaviour: (Taken from the Behaviour Policy Sept 2023/24)

In EYFS children are learning continuously about behaviour through their actions and the actions of others. Staff recognise that children communicate in a variety of ways and

behaviour is just another way children can communicate. Children are often reminded that they come to school to learn and part of that learning is learning how we act and the impact of those actions on others.

Through the use of stories, role play and discussions children begin to understand and manage emotions. Children in EYFS develop key skills in self-regulation that allow them to take control of their emotions. Staff understand how important it is for children to be able to talk about the way they feel (have a voice) and to reflect with the children on mistakes made and how we all can learn from them. Golden rules are displayed within the classroom and verbally spoken frequently to allow children to make a better choice of how to behave. Staff develop strong relationships with the children and quickly identify triggers supporting children through decisions they make to stop behaviour escalating. To ensure children feel safe and secure firm boundaries are set which all staff adhere to.

Staff guide and model behaviours to help children develop a positive sense of self by taking time and listening to what the children have to say. Staff acknowledge children's hard work through praise and rewards such as dojos.

Staff consistently remind children to 'be the best they can be' and to set simple goals and have confidence in their own ability. As part of Continuous Provision and the Characteristics of Effective Learning staff challenge children to challenge themselves and to aim higher.

Staff understand and strive towards developing strong partnerships with parents to help empower pupils to make positive behaviour choices consistently. Where behaviour has been noticed on several occasions teachers will contact home to discuss how the child can move forward seeking support where necessary.

In EYFS Staff may use some of the following strategies within class below to help guide children with their behaviour:

- A general prompt of 'Kind hands, kind feet, kind words'
- A general reminder of school rules
- Pointing out another child who is following the rule 'I like the way Is...'
- A specific reminder of which rules are being broken
- Photographs to be moved to the next colour traffic light system
- Removal from the activity with a discussion about the event with an adult and how we can show a better example of Jesus.

Staff acknowledge the need to be flexible supporting children with behaviour as each child is a unique individual and will respond differently. It's important that every opportunity is a learning one and staff know best how each child learns.

Below we have set out our 'Curriculum Goals' for each full term:

| Curriculum Goals |
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| <u>Autumn:</u> RE: <ul style="list-style-type: none">• We know who God and Jesus is. |

- We know about the Holy Spirit and some of the fruits from the tree.
- We know our holy book is called the Bible and stories inside here can help us to behave in the right way today.
- We know who the Pope is and where he lives.
- We know a few Bible stories from the Old and New Testament.
- We know that other people may have a different belief and it is ok to have different beliefs.
- We can name some Saints.
- We know a little about the Jewish faith.
- We know about some different festivals we celebrate this term.
- We know the story of Jesus birth and can briefly retell it.
- We can name the 5W's. (Worship, Word, Welcome, Witness & Welfare)
- We can name the four Gospels.

PSED:

- We are made in God's image and each one is special and unique.
- We are learning to make new friends and develop friendships.
- We understand rules keep us safe and we should follow them.
- We can talk about our own emotions using colours to describe our feelings.
- We share our thoughts and ideas with our peers and staff.
- We have a growth mindset thinking about things positively.
- We enjoy coming to school.
- We understand the terms Love, Peace and Joy (Gifts from the Holy Spirit)

Physical:

- We know how to keep safe in PE.
- We know why PE is important to our bodies.
- We can move confidently in different ways watching out for a space.
- We can move in different ways to different types of music.
- We can hold a pencil and other tools correctly.

Communication & Language:

- We can speak slowly creating a full short sentence so each word is clearly understood.
- We can listen to adults carefully.
- We can communicate our ideas.
- We can concentrate for longer periods of time.

Literacy:

- We can sit, listen and respond to questions about a story.
- We can write some of our letters making sure they are correctly formed.
- We can write our name.
- We can write some of the sound we can hear in words independently.
- We know all our phase 2 phonemes.
- We are beginning to blend sounds together.

Mathematics:

- We know the composition of numbers to 5.
- We know one more/less than number to 5.
- We know about sequencing and how the order they come in is important.

- We know the value of coins.

Understanding the World:

- We can talk about some historical people and the jobs they did.
- We can describe what happens in autumn and winter.
- We can name our body parts and talk about what they do or how they work.
- We are beginning to understand the sequencing of time using our in-class timeline.
- We can stay safe while using our computer to play games.
- We can play games using an i-pad or computer.
- We know how to stay safe when near a camp fire.

Expressive Arts & Design:

- We can join in with singing and action rhymes.
- We can combine different materials to create different pictures.
- We can use paint to create different pictures.
- We can use role play to act out different stories we have created.

Spring

RE:

- We can say sorry and forgive like Jesus.
- We understand the terms kindness, gentleness and goodness. (Gifts from the Holy Spirit).
- We understand we should think about WJWD (What Jesus Would Do) to help us make better choices.
- We can talk about the life and death of Jesus and some of the stories we have heard from the Bible.
- We can describe what happens during Lent.
- We know a little about the Muslim faith.
- We know some Saints and why they are remembered.
- We know about some different festivals we celebrate this term.
- We know about Moses and we can name some of the 'Ten Commandments'.
- We can name some of the disciples.

PSED:

- We can self-regulate and control our emotions explaining why we feel that way.
- We know who to trust and why we can trust them.
- We can explain why my family is important.
- We can talk about how our behaviour may affect others.
- We can talk about ourselves in positive ways.
- We can negotiate with our friends.
- We show care and concern when our friends are hurt.

Physical:

- We can throw and catch accurately over short distances.
- We can travel in different ways showing good balancing.
- We can move confidently using dodging skills.
- We can hold a variety of tools correctly and transport them safely.
- We know why it is important to carry tools safely.
- We know what foods help to keep our body healthy.

Communication & Language:

- We can retell stories using models from ones we have read.
- We can use words we have heard from stories in our play.
- We can ask what new words mean when we have not heard them before.
- We can share our ideas with adults and peers.

Literacy:

- We know all our phase 3 phonemes.
- We can write short sentences using our phonics knowledge.
- We can predict what might happen next.
- We can blend sounds together to read longer words.
- We can talk about different fairy tales.
- We can suggest how we might change parts of a story to make it different.

Mathematics:

- We know the composition of numbers 6-10.
- We can combine two groups to find a total to 10.
- We can identify some 2d and 3d shapes and talk about them.

Understanding the World:

- We know how some things grow and what they need.
- We know that children in other parts of the world may live differently to us.
- We can describe what happens in spring.
- We can use the computers or i-pads to play different Literacy or Mathematics games.
- We know how to encourage bugs into our gardens.
- We understand that it is Gods world and we need to take care of it.

Expressive Arts & Design:

- We know there are two types of instruments tuned and untuned instruments.
- We can accompany songs using untuned instruments.
- We can use malleable materials to make different objects.
- We can use a needle and thread to complete a running stitch.

Summer

RE:

- We can say sorry and forgive like Jesus.
- We can talk about what happened to the disciples after Jesus left.
- We can talk about why the month of May is special.
- We can talk about our favourite story from the Bible.
- We can talk a little about the Hindu faith.
- We understand the terms patience, self-control and faithfulness. (Gifts from the Holy Spirit)
- We can talk about the letters sent from Pope Francis and what he would like us to do.
- We can talk about the 5 W's and how they help us to follow our Mission Statement.

PSED:

- We can explain to our friends' reasons why we need to behave in different ways.
- We can negotiate with our friends effectively.
- We can communicate confidently with adults.

- We are able to gather resources independently and solve problems for our self.
- We can take steps to resolve conflicts independently.
- We can talk about how our actions can affect others.

Physical:

- We can combine dance and music to create our own dances.
- We can compete in different races.
- We understand how to win graciously and support our friends.
- We understand how to compete.
- We know the names of different sports and some of the equipment they use.
- We can use a variety of tools safely and can select the best tool for the job.
- We know how to look after someone if they are hurt or injured.

Communication & Language:

- We can use longer sentences that use a conjunction.
- We can use sentences that have past and present tense correct.
- We can work collaborative on different projects communicating our ideas and negotiating.
- We can talk to older children and unknown adults confidently.

Literacy:

- We know all our phase 4 blends.
- We can write a paragraph of writing independently with tricky words spelt correctly.
- We can use capital letters and full stops correctly in our writing.
- We can listen to longer stories without pictures and answer questions.

Mathematics:

- We can talk about how we have found an answer.
- We can take away from a given number up to 10.
- We can talk about patterns we see including length, height, weight, odd and even numbers.

Understanding the World:

- We can talk about Queen Elizabeth II and why this year is an important celebration.
- We can talk about where we live using a map.
- We can talk about what we may see in Summer.
- We can talk about parts of the world we have not visited.
- We can compare and contrast different items.
- We can use the computer to type some words/sentences.

Expressive Arts & Design:

- We can use our imagination to create different objects using a wider selection of materials.
- We can talk about significant historical people and where they fit on our timeline.
- We can sketch real life drawings combining all our skills.
- We can talk about some tuned instruments and describe what they look like.
- We can perform confidently in front of adults using a clear voice.