



*In the Light of Jesus
we Learn to Shine*

St. Joseph's Catholic Primary School

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St. Alban

Catholic Schools' Partnership

EYFS Curriculum September 2023

Dear Parents and Carers,

Welcome to St. Joseph's Catholic Primary School and the EYFS (Early Years Foundation Stage). The staff are delighted to see so many familiar faces and new faces too. We are truly privileged in EYFS to be the first experience that your child will have at St. Joseph's and look forward to making a positive start to the year.

Early Years Curriculum

Our aim is to make your child's learning experience exciting and enjoyable in a happy, safe and fulfilling environment. We will be delivering a creative and stimulating curriculum based on the skills highlighted in the Early Years Framework (2021). More information about this will be shared with parents at the curriculum information event on **Thursday 28 September**. A list of these skills is provided overleaf.

Our RE the topic is '**Creation and Covenant**' and we will develop this through RE lessons and it will be a focus throughout the half term in the provision in our classrooms. We will also be celebrating the many cultural and religious festivals that occur this autumn and focusing on lots of rhymes and stories. We look forward to developing a partnership where we can work together to ensure your child's learning is fun and engaging.

Equipment

- EYFS have an adult directed physical development (PE) activity **every Thursday**. Please ensure your child's PE kit and uniform are clearly labelled with their name and all jewellery removed.
- We use our Outdoor Area every day, to support all areas of learning. Please ensure your child has a pair of wellington boots (**named and kept in school**) and weather appropriate clothing (including a waterproof coat, hat and gloves if appropriate) - **we use our outdoor area in all weathers!**

Parental Contact

- The children will bring home a diary containing any information we would like to communicate to you. Please check this each day and return it to school. We will check the children's diary in school every day and this is the best place to communicate non-urgent information with us.

Tapestry

- We will be using an online platform called Tapestry for EYFS children. More information; including login details will follow. This platform is not for daily communication however, it is an opportunity to share the children's achievements both in school and at home.

Snack Time

- All children in EYFS are given free milk, fresh fruit or vegetables for a healthy snack every day until the end of KS1. This initiative is funded by the government; **however, once your child is 5**, if you want them to continue to have milk with their snack there is a charge and this payment will be made through your SCOPAY account.

Water Bottles

- We will provide all children with a water bottle. The children should bring their freshly washed water bottle to school every day and it will be re-filled throughout the day with fresh water when required. Replacement water bottles can be purchased from the school office.

Worries or Concerns

Please feel free to make an appointment to see the EYFS staff through the school office at any time throughout the year. If it's just a brief message to pass on please use your child's diary or catch a member of staff at the classroom door. We look forward to getting to know you and your child in this very exciting first term.

Yours sincerely,

Mrs. EA Connolly

EYFS Leader

EYFS Framework (2021) – Skills for Learning

RE	<ul style="list-style-type: none"> • See separate RE curriculum letter.
Personal, Social and Emotional Development	<ul style="list-style-type: none"> • 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.
Communication and Language	<ul style="list-style-type: none"> • 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 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. <p>Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.</p>
Physical Development	<ul style="list-style-type: none"> • 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.

	<ul style="list-style-type: none"> • Develop the foundations of a handwriting style which is fast, accurate and efficient. • Know and talk about the different factors that support their overall health and wellbeing: regular physical activity, healthy eating, toothbrushing, sensible amounts of ‘screen time’, having a good sleep routine, being a safe pedestrian • Further develop the skills they need to manage the school day successfully: lining up and queuing, mealtimes, personal hygiene
Mathematics	<ul style="list-style-type: none"> • Count objects, actions and sounds. • Subitise. • Link the number symbol (numeral) with its cardinal number value • Count beyond ten. • Compare numbers • Understand the ‘one more than/one less than’ relationship between consecutive numbers. • Explore the composition of numbers to 10. • Automatically recall number bonds for numbers 0–10. • Select, rotate and manipulate shapes in order to develop spatial reasoning skills. • Compose and decompose shapes so that children recognise a shape can have other shapes within it, just as numbers can. • Continue, copy and create repeating patterns. • Compare length, weight and capacity.
Literacy	<ul style="list-style-type: none"> • Read individual letters by saying the sounds for them • Blend sounds into words, so that they can read short words made up of known letter-sound correspondences. • Read some letter groups that each represent one sound and say sounds for them. • Read a few common exception words matched to the school’s phonic programme. • Read simple phrases and sentences made up of words with known letter–sound correspondences and where necessary, a few exception words. • Re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment. • Form lower-case and capital letters correctly. • Spell words by identifying the sounds and then writing the sound with letter/s. • Write short sentences with words with known letter-sound correspondences using a capital letter and full stop. • Re-read what they have written to check that it makes sense.
Understanding of the World	<ul style="list-style-type: none"> • Talk about members of their immediate family and community. • Name and describe people who are familiar to them. • Comment on images of familiar situations in the past. • Compare and contrast characters from stories, including figures from the past. • Draw information from a simple map. • Understand that some places are special to members of their community. • Recognise that people have different beliefs and celebrate special times in different ways. • Recognise some similarities and differences between life in this country and life in other countries. • Explore the natural world around them. • Describe what they see, hear and feel whilst outside. • Recognise some environments that are different to the one in which they live. • Understand the effect of changing seasons on the natural world around them.
Expressive Arts and Design	<ul style="list-style-type: none"> • Explore, use and refine a variety of artistic effects to express their ideas and feelings.

- Return to and build on their previous learning, refining ideas and developing their ability to represent them.
- Create collaboratively sharing ideas, resources and skills.
- Listen attentively, move to and talk about music, expressing their feelings and responses.
- Watch and talk about dance and performance art, expressing their feelings and responses.
- Sing in a group or on their own, increasingly matching the pitch and following the melody.
- Develop storylines in their pretend play.
- Explore and engage in music making and dance, performing solo or in groups.

*Diocese of Northampton in partnership with
Luton Borough Council*

