



*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 January 2024

Dear Parents and Carers,

A very warm welcome back to a busy and exciting Spring Term in EYFS.

Early Years Curriculum

Our aim is to make your child's learning experience exciting and enjoyable through delivering a creative and stimulating curriculum. Wherever possible all learning will be linked to a common theme and following the children's interests. Our topics this term are '**Our Wonderful World and Beyond**' and '**Roots, Shoots and Muddy Boots.**' We launched our new topic with a fabulous visit from Little City which helped the children to experience through role play the world beyond their classroom. Moving towards Easter we will be learning about ways we grow as Christians during the season of Lent.

Equipment - EYFS have an adult directed physical development (P.E.) activity each week. Please ensure your child's P.E. kit is clearly labelled. P.E. kits will be sent home to be washed at the half term break. Also please ensure all **earrings and other jewellery** are removed for P.E. days. We use our outdoor area every day, to support all areas of learning whatever the weather. Therefore, please can you ensure your child has a pair of wellington boots (named and kept in school), appropriate warm clothing (including hat and gloves), **we use our outdoor area in all weathers!**

Homework – EYFS children will continue to bring home their individual reading books this half term, and this will be recorded in their reading diary. This book will match their stage of phonic development from the assessment. Please comment on your child's progress in the **Home and School Diary** and share any positive achievements that your child has made. Children will also continue to borrow a library book, this book is for enjoyment, to develop a love of reading and widen the children's vocabulary, your child is not expected to read this independently. Please continue to count every day with your child, forward and backwards and share lots of counting rhymes and songs.

Healthy Habits - All children in EYFS are given fresh fruit or vegetables for a healthy snack every day; this initiative is funded by the government. The children also receive free milk up to the age of 5; when your child is five you will need to pay for their daily milk, the school office will inform you of this. Children should not be bringing additional snacks to school. This term we have started our daily tooth brushing programme and our healthy daily walk. Both initiatives are going very well and we would encourage you to talk to your children and continue with these healthy habits at home.

Water Bottles - The children should bring a fresh water bottle to school with their name clearly visible every day. Replacement water bottles can be purchased from the school office if required.

Worries or concerns - You are always welcome! Please feel free to make an appointment to see the EYFS staff, or if it's just a brief word then just pop in before or after school.

Your sincerely,

E A Connolly

Mrs. EA Connolly,
EYFS Leader



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The table below will summarise the end of year expectations that we will be working towards:

R.E.	<ul style="list-style-type: none"> • Topic Jerusalem to Galilee (See separate R.E. 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. • Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.
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. • 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, tooth brushing, 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.



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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.



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