



Welcome  
to

# St John Baptist Primary School

Curriculum Evening for Early Years Foundation Stage Parents



# **A DAY AT ST JOHN'S...**

# Our Curriculum

7 areas of learning in our curriculum.  
Play-based learning opportunities.

We believe it is extremely important to have the **children's key interests and fascinations at the heart of their learning.**

This excites and motivates the children to want to learn.

## The school day

- ❖ Start the day
- ❖ Phonics/RWI
- ❖ Continuous Provision
  - ❖ Magic of Story
  - ❖ Lunch
  - ❖ Maths
- ❖ Continuous Provision
  - ❖ Snack and Chat
- ❖ End of the day routines

## Outlined Plan

We have themes each half term with drivers.

	Autumn 1	Autumn 2	Spring `1	Spring 2	Summer 1	Summer 2
Generic Themes	<b>All About Me!</b>	<b>Terrific Tales</b>	<b>Ticket to Ride</b>	<b>Come Outside</b>	<b>Amazing Animals</b>	<b>Fun At The Seaside</b>
<del>Cofl</del>	The characteristics of learning are introduced in Autumn 1 and then are embedded and linked across all the themes and drivers.					
Drivers	<b>Care</b> To care for themselves and others. PSED: Managing Self <b>Investigate</b> To investigate and ask questions about the world around them. (Geography focus) U of W: People Culture and Communities	<b>Listen</b> To be a good listener and a confident talker. C& L: Listen Attention and Understanding <b>Create and Perform</b> To share or perform a creation of theirs to others. EAD Creating with Materials (Art/DT)	<b>Care</b> To care for themselves PSED: Self-Regulation <b>Investigate</b> To investigate and ask questions about the world around them. (History) U of W: Past and Present	<b>Move</b> To move their bodies with good balance, control and spatial awareness. P: Gross Motor <b>Investigate</b> To investigate and ask questions about the world around them. (Science) UW: The Natural World	<b>Create and Perform</b> To share or perform a creation of theirs to others. EAD: Being Imaginative and Expressive (Music) <b>Listen</b> To be a good listener and a confident talker. C & L: Speaking (MFL)	<b>Care</b> To care for themselves and others. (Keeping healthy, keeping safe) PSED: Building Relationships <b>Move</b> To move their bodies with good balance, control and spatial awareness P: Fine Motor

First Half term we had a focus on care and then Geography which is taught under investigate in our curriculum.

This was celebrated at our Harvest Festival.

This half term we are coming to the end of our first driver which was History/Investigate which is all about Remembrance.

Next week is Anti Bully Week which is Care/PSED.

Then until the end of our half term it is Create – Art/DT.

# Continuous Provision

## Indoor

We have very beautiful, spacious classrooms in our EYFS unit that provide an excellent learning environment for our children. Each of our classrooms provide different areas of learning, such as construction, creative or role-play. This encourages all of our children to access a broad range of learning opportunities across the curriculum during their child-initiated learning time.

## Outdoor

We also have a great outdoor learning environment which we are continually developing to reflect the children's interests and needs.

The children are able to continue their learning across the curriculum on a larger, louder and messier scale! They have access to the outdoor classroom throughout the day, and often choose to continue their learning outside. We encourage the children to explore the outdoor area in all weathers, as long as they have the suitable clothing, such as winter coats and welly boots!

# The Characteristics of Effective Learning

The Characteristics of Effective Learning describe **how a child learns** and how they engage with other people, resources and their environment.

- Playing and exploring
  - Active Learning
- Creating and Thinking Critically

The Characteristics of Effective Learning play a central role in your child's learning and in helping them to become an effective learner.

The Characteristics are interconnected with all areas of learning and underpin all of our practise, planning, teaching and provision.

At the start of the year we introduce the different characteristics with familiar stories and modelling.

You may see a sticker come home identifying a characteristic that your child has shown that day in school linked to a familiar text.

**It is a statutory requirement that we report to you on how your child learns within each of the three characteristics of effective learning.**



# **ST JOHNS CURRICULUM**

# Communication & Language – Speak & Listen

Speaking and listening and developing vocabulary are essential parts of our curriculum and are embedded within everything we do.

## Early Learning Goals

- **Speaking**
- **Listening, attention and understanding**

### How?

- Listening to stories
- Re-telling and creating stories
- Role play and imaginative play
- Discussions and responding to what people say
- Articulating and expression their feelings



How do we support *Communication and Language* at St Johns?

- High quality interaction
- Modelling of language
- Language rich environment – fascinating, challenging and exciting
  - Introducing and applying new vocabulary



### **Speak & Listen**

To be a good listener and a confident talker.



# Personal, Social & Emotional Development

## Care

To care for themselves and others. To take calculated risks.

Personal, Social and Emotional Development is recognised as one of the building blocks of success in life. It supports children's development by helping them to interact effectively and develop positive attitudes to themselves and others.

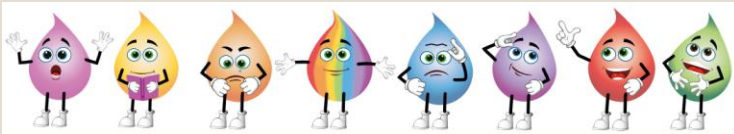
### Early Learning Goals:

- Self-regulation
- Managing Self
- Building Relationships



### How does this look?

- The EYFS Characteristics of effective learning are taught explicitly during weekly PSED sessions.
- Children are rewarded with Stickers when we see them using different styles of learning in their play.
- We enjoy circle time activities where we discuss real life scenarios using animated stories.
- Conversations in small groups encouraging children to regulate and express emotions
- Feeling stations are in every classroom. Children check in and are encouraged to change this throughout the day



# Physical Development

## Early Learning Goals:

- Gross Motor Skills (large scale movements)
- Fine Motor Skills (small scale movements)

Physical development is the growth and development of both brain and body and involves developing control of muscles and physical coordination.

Children need to develop their gross motor skills in order to develop and improve their fine motor skills.

## Gross Motor:

### **How?**

Weekly Yoga sessions  
Jungle Gym  
Outdoor provision  
Weekly physical activity  
PE lessons

## **Move**

To move their bodies with good balance, strength, control and spatial awareness.



## Fine Motor:

### **How?**

Weekly physical activity  
Dough disco  
Playdough area  
Pencil control activities  
Tweezers & pom-poms  
Cutting activities  
Creating patterns with beads  
Chunky chalk

## **Fine motor**

To confidently and correctly use a variety of small tools.



# Mathematics

## Early Learning Goals:

- Number
- Numerical Patterns

At St John's we teach maths by following the Mastering Number programme. This is a programme fully-funded by the NCETM.



The programme aims to secure firm foundations in the development of good number sense for all children from Reception through to Year 1 and Year 2. The aim over time is that children will leave KS1 with fluency in calculation and a confidence and flexibility with number.

### **Count**

To be able to count, recognise and write numerals up to 10.

### **Shape and Measure**

To create numerical patterns. To identify simple shapes and measures.

### **How does this look?**

- A daily teaching session for all children of around 15 minutes.
- A focussed maths provision activity to consolidate learning weekly.
- A focussed outdoor provision activity to consolidate learning weekly.
- Maths areas within each classroom for children to explore and investigate led through the child's own interests.
- Weekly counting songs and number rhymes.

# Literacy

## Read

To read a book confidently and fluently. To talk about a favourite story

## Write

To write simple phrases and sentences and tell an adult what it says.

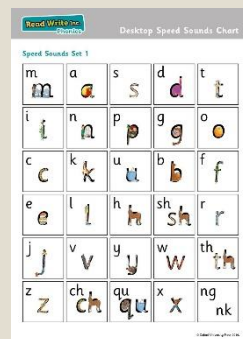
At St John's we are passionate about reading and writing and helping all children to develop the skills they need to become successful readers and writers.

### Early Learning Goals:

- Comprehension
- Word Reading
- Writing

### How does Reading look?

- Magic of Story.
- Read Write Inc. Phonics is taught daily
- Reading Areas in each classroom
- Voting station where children select their end of day story



### How does Writing look?

- Fine motor skill activity set each week to promote muscle control
  - Hook for writing each week
- We use Fred Fingers as a method for spelling, this is explicit in phonic lessons
- Hold a sentence writing in Phonics lessons
  - Talk for writing – circle time
  - Writing areas are in all classrooms

# Understanding the World

Teaching children the foundations for learning in science, geography and history.

## Early Learning Goals:

- Past and Present
- People, Cultures and Communities
- The Natural World



## How?

- Circle time discussions
- Outdoor learning
- Weekly welly wander
- Curiosity cube
- Water and sand play
- Theme days
- Forest school
- Local area walks; library, cinema.

## **Investigate**

To investigate and ask questions about the world around them.

# Expressive Art & Design

## Early Learning Goals:

- Creating with materials
- Being Imaginative and Expressive



## How?

- Access to a wide range of creative resources during continuous provision.
- Weekly guided creative task.
- Construction area and junk modelling
- Learning about a variety of different artists.
- Weekly singing and drama activities.
- Taking part in Harvest Festival, Christmas and summer concerts.

## **Create**

To share or perform a creation of theirs to others.

# Religious Education (RE)



We hold our five Christian values at the heart of our school life;

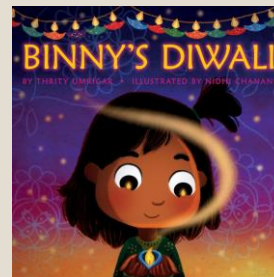
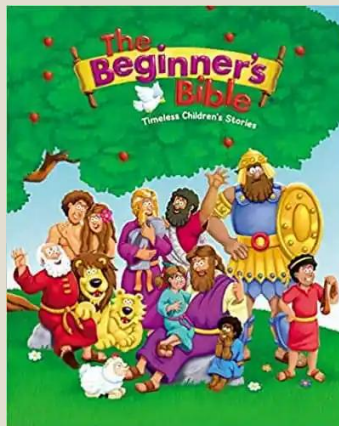
-Love

-Honesty

-Kindness

-Faithfulness

-Forgiveness



## How?

- Opportunity to handling a range of religious materials and artefacts
- Using imaginative play activities that promote understanding of religious traditions
- Encountering positive images of different religions through the enjoyment of stories, music, art, puppets, dance, food, visits, pictures and videos
- Making a visit to our local Church and to meet people, hear stories and look at artefacts
- Gaining understanding of being part of a larger community by taking part in school events and celebrations
- Participating in moments of quiet reflection – reflection area in every classroom.

# Thank you



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