



THORNTON

**CURRICULUM
INFORMATION
2022 / 2023**

PRE-RECEPTION

Curriculum Information for Parents: Pre-Reception 2022/2023

Dear Parents/Guardians

We are looking forward to a happy and successful new school year. At Thornton, we aim to provide stimulating and exciting activities within the framework of our curriculum, in order to enable your daughter to reach her full potential.

We recognise that the bond between home and school is of vital importance, so in order to keep you fully informed, we have enclosed a copy of the relevant Programme of Study for your daughter's Year Group. This contains a broad outline of what we intend to cover with your child throughout the coming Academic Year.

During the year, your daughter will receive a written report and there will be Parental Consultations, when you will have the opportunity to make an appointment to discuss your daughter's progress with her teacher(s), however, if you have any questions or concerns at all, please do not hesitate to contact your child's Form Teacher by telephone or email. They will be only too pleased to arrange a mutually convenient time to meet with you.

Thank you in advance for your support during the coming Academic Year. We will do our very best to ensure that your daughter feels secure, happy and supported in her learning, and we look forward to meeting you throughout the school year.

With very best wishes

Louise Shaw
Head of Thornton College

Curriculum Information

Pre-Reception

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The Curriculum

At Thornton we believe that all children deserve an education rich in wonder and memorable experience; one that allows children's natural curiosity to flourish, alongside the purposeful acquisition of skills and understanding. We believe that an education that does all of this gives children the best chance to become well-rounded, happy individuals, ready to succeed in an ever-changing world with the capacity to face life's challenges. Through the ethos of the school and a relevant curriculum we want our pupils to be encouraged to develop learning capacities which will help them to become confident, capable, creative lifelong learners.

We aim to provide an enquiry-based, creative curriculum which allows for many 'I wonder' moments as the children engage in real life experiences and use their imagination within an inspiring environment. Learning opportunities will be crafted from children's questions, purposeful dialogue and the world around them. In order to develop their thinking skills, children will be encouraged to articulate their thoughts as they explore and investigate.

The Curriculum is carefully structured to enable children to practise and master the necessary skills needed to achieve the Early Learning Goals and aims to ensure that children's levels of well-being and involvement are high. Each new topic will be introduced with a 'Wow' experience and the half-term will end with an opportunity to recall and reflect upon what has been learnt. In this way, children will be given the opportunity to engage, develop, innovate and express their ideas. The curriculum is designed to develop the EYFS characteristics of effective learning: Playing and Exploring, Active Learning, Creating and Thinking Critically and to promote their spiritual, moral, social and cultural development.

There are seven areas of learning and development which are all important and interconnected. Three areas are particularly crucial for igniting children's curiosity and enthusiasm for learning, and for building their capacity to learn, form relationships and thrive. These three areas, the prime areas are:

- Communication and Language
- Physical Development
- Personal, Social and Emotional Development

We also support children in four specific areas, through which the three prime areas are strengthened and applied. The specific areas are:

- English
- Mathematics
- Understanding the World
- Expressive Arts and Design

At all times, children's individual needs, interests and stage of development are closely observed and this information is used to plan challenging and enjoyable experiences for each child in all areas of learning and development. With this in mind, the following information should be used as a guide to the types of learning opportunities and topics we cover during this year.

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Subject: Topics for Pre-Reception

Michaelmas Term

Michaelmas Term (first half)

New Beginnings

- Starting a new year at school
- Making new friends
- Learning something new
- Moving to a new house
- Welcoming a new baby
- Moving to a new country
- I wonder what would happen if...?

Michaelmas Term (second half)

Materials

- Is it shiny?
- Can you bend it?
- Is it waterproof?
- Can we see through it?
- Is it rough or smooth?
- Does it float?

Lent Term

Lent Term (first half)

Exploring

- How can we explore it?
- What does it feel like?
- What can you see?
- Can this fit in here?
- What can we find underground?

Lent Term (second half)

Buildings

- Why do we need buildings?
- What are buildings made from?
- How many types of building are there?
- Why do buildings have different rooms inside?
- Which are the most famous buildings?
- What do we know about places of worship?

Trinity Term

Trinity Term (first half)

Colour

- What colour is it?
- Which colours are in a rainbow?
- What happens when you mix colours together?
- What's your favourite colour?
- What colours can you find in nature?
- Which colours are for safety or danger?

Trinity Term (second half)

Sport and Movement

- What different ways can I move?
- Which games can I play with a bat?
- Can I balance on that?
- How do I keep myself healthy and safe?
- How do I move to music?

Subject: Religious Education

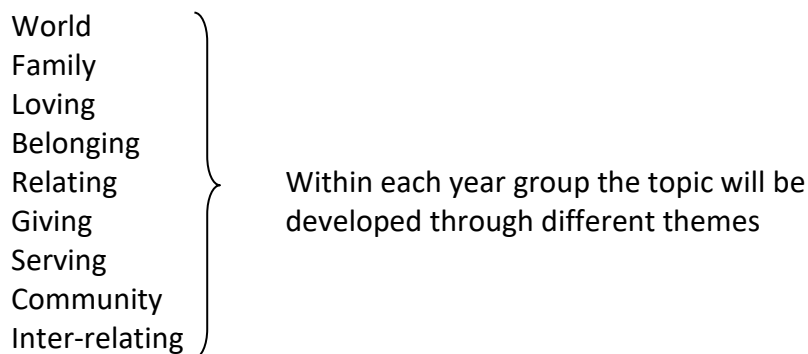
'Come and See'

'Come and See' is the Catholic Primary Religious Education programme for Preparatory School.

It is 'an invitation to exploration and a promise of life for everyone.'

Through the process of Explore, Reveal and Respond, themes and topics are studied throughout the year.

All year groups will explore topics of:



Each topic will be spread over four weeks:

Week 1: Topic is introduced, and life experiences are explored and reflected upon.

Week 2 & 3: Knowledge and understanding of the Catholic/Christian faith is revealed through Scripture, Tradition, Rites, Prayers and Christian living.

Week 4: Learning is remembered, celebrated, and responded to in daily life.

On a weekly basis RE and PSED will be closely linked through discussion and conversations.

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Throughout the year, the topics of Judaism, Hinduism, Islam and Sikhism will be built into the RE curriculum. The students will learn about customs, stories, the holy books, beliefs and places of worship of other World Religions.

THEMES & TOPICS	EARLY YEARS 1 & 2	YEAR 1 & FS 1	YEAR 2 & FS 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
Domestic church family	Myself God knows and loves each one	Families God's love and care for every family	Beginnings God at every beginning	Homes God's dream for every family	People The family of God in Scripture	Ourselves Created in the image of God	Loving God who never stops loving
Baptism/ Confirmation belonging	Welcome Baptism; a welcome to God's family	Belonging Baptism an invitation to belong to God's family	Signs & Symbols Signs & symbols in Baptism	Promises Promises made at Baptism	Called Confirmation: a call to witness	Life choices Marriage commitment and service	Vocation & Commitment The vocation of priesthood and Religious life
Advent / Christmas loving	Birthday Looking forward to Jesus' birthday	Waiting Advent, a time to look forward to Christmas	Preparations Advent; preparing to celebrate Christmas	Visitors Advent: waiting for the coming of Jesus	Gift God's gift of love & friendship in Jesus	Hope Advent; waiting in joyful hope for Jesus; the promised one	Expectations Jesus born to show God to the world
Local church community	Celebrating People celebrate in Church	Special people People in the parish family	Books The books used in Church	Journeys Christian family's journey with Jesus	Community Life in the local Christian community ministries in the parish	Mission Continuing Jesus' mission in diocese (ecumenism)	Sources The Bible, the special book for the Church
Eucharist relating	Gathering The parish family gathers to celebrate Eucharist	Meals Mass; Jesus' special meal	Thanksgiving Mass; a special time for saying thank you to God for everything, especially Jesus	Listening & Sharing Jesus gives himself to us in a special way	Giving & Receiving Living in communion	Memorial Sacrifice The Eucharist the living memorial of Jesus' sacrifice	Unity Eucharist enables people to live in communion.
Lent/Easter giving	Growing Looking forward to Easter	Change Lent a time for change	Opportunities Lent; an opportunity to start anew in order to celebrate Jesus' new life	Giving all Lent a time to remember Jesus' total giving	Self-discipline Celebrating growth to new life	Sacrifice Lent a time of aligning with the sacrifice already made by Jesus	Death & New Life Celebrating Jesus' death & resurrection
Pentecost serving	Good news Passing on the good news of Jesus	Holidays & Holy days; Pentecost: Feast of the Holy Spirit	Spread the Word Pentecost a time to spread the Good News	Energy Gifts of the Holy Spirit	New life To hear & live the Easter message	Transformation Celebration of the Spirit's transforming power	Witnesses The Holy Spirit enables people to become witnesses
Universal Church world	Our World God's wonderful world	Neighbours Neighbours share God's world	Treasure God's treasure; the world	Special Place Holy places for Jesus	God's People Different saints show people what God is like	Stewardship The Church is called to the stewardship of Creation	Common Good Work of the worldwide Christian family
Reconciliation inter-relating	Friends Friends of Jesus	Being Sorry God help us to choose well Sacrament of Reconciliation	Rules Reason for rules in the Christian family. Sacrament of Reconciliation	Choices The Importance of examination of conscience. Sacrament of Reconciliation	Building bridges Admitting wrong, being reconciled with God and each other. Sacrament of Reconciliation	Freedom & Responsibility Commandments enable Christians to be free & responsible	Healing Sacrament of the Sick

Subject: Communication and Language

‘The development of children's spoken language underpins all seven areas of learning and development. The number and quality of the conversations they have with adults and peers throughout the day in a language-rich environment is crucial. By commenting on what children are interested in or doing and echoing back what they say with new vocabulary added, practitioners will build children's language effectively. Through conversation, story-telling and role play, where children share their ideas with support and modelling from their teacher, and sensitive questioning that invites them to elaborate, children become comfortable using a range of vocabulary and language structures.’ Statutory framework for the EYFS, DfE March 2021.

Listening, Attention and Understanding

- Listen attentively and respond to what they hear with relevant questions, comments and actions and 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.

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, non-fiction, 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.

The Communication and Language Curriculum in Pre-Reception will enable children to:

- Enjoy listening to longer stories and 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’.

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- Understand 'why' questions, like: 'Why do you think the caterpillar got so fat?'
- 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 and multi-syllabic words such as '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 friend, using words as well as actions.
- Start a conversation with an adult or 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.'

Subject: Physical Development

'Physical activity is vital in children's all-round development, enabling them to pursue happy, healthy and active lives. By creating games and providing opportunities for play both indoors and outdoors, adults can support children to develop their core strength, stability, balance, spatial awareness, co-ordination and agility.' Statutory framework for the EYFS, DfE, March 2021.

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, paint brushes and cutlery.
- Begin to show accuracy and care when drawing.

The Physical Development Curriculum in Pre-Reception will enable children to:

- Continue to develop their movement, balancing, riding 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 be 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.

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Subject: Dance

Children are taught Dance once a week. Throughout the year we look at developing basic movements in Dance such as running, hopping, galloping, skipping, jumping, rolling and balancing. We also use instruments to begin developing musicality.

Subject: Personal, Social and Emotional Development

'Children's personal, social and emotional development (PSED) is crucial for children to lead healthy and happy lives and is fundamental to their cognitive development. Underpinning their personal development are the important attachments that shape their social world. Strong, warm and supportive relationships with adults enable children to learn how to understand their own feelings and those of others.' Statutory framework for EYFS, DfE, March 2021.

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.

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.

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.

The PSED Curriculum in Pre-Reception will enable children to:

- Select and use resources, with help when needed. This helps them to achieve a goal they have chosen, or one which is suggested to them.
- Develop their sense of responsibility and membership of a community.
- Become more outgoing with unfamiliar people, in the safe context of their setting.

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- 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.
- Remember rules without needing an adult to remind them.
- Increasingly follow rules, understanding why they are important.
- 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 as they get dressed and undressed.
- 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 toothbrushing.

Subject: English

'It is crucial for children to develop a life-long love of reading. Reading consists of two dimensions: language comprehension and word reading. Language comprehension (necessary for both reading and writing) starts from birth. It only develops when adults talk with children about the world around them and the books they read with them, and enjoy rhymes, poems and songs together. Writing involves transcription (spelling and handwriting) and composition (articulating ideas and structuring them in speech, before writing.'¹ Statutory framework for the EYFS, DfE, March 2021.

Comprehension

- Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.
- Anticipate – where appropriate – key events in stories.
- Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems during role-play.

Word Reading

- Say a sound for each letter of the alphabet and at least 10 digraphs.
- Read words consistent with their phonic knowledge by sound-blending. Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.

Writing

- Write recognisable letters, most of which are correctly formed.
- Spell words by identifying sounds in them and representing the sounds with a letter or letters.
- Write simple phrases and sentences that can be read by others.

The English Curriculum in Pre-Reception will enable children to:

- Understand the five key concepts about print: print has meaning; print can have different purposes; we read English text from left to right and from top to bottom; the names of the different parts of a book; page sequencing.
- Develop their phonological awareness, so that they can: spot and suggest rhymes; count or clap syllables in a word; recognise words with the same initial sound.
- Engage in conversations about stories, learning new vocabulary.
- Use some of their print and letter knowledge in their early writing. For example: writing a pretend shopping list that starts at the top of the page; writing 'm' for mummy.
- Write some or all of their name.
- Write some letters accurately.

Subject: Mathematics

‘Developing a strong grounding in number is essential so that all children develop the necessary building blocks to excel mathematically. In addition, it is important that the curriculum includes rich opportunities for children to develop their spatial reasoning skills across all areas of mathematics including shape, space and measures. It is important that children develop positive attitudes and interests in mathematics, look for patterns and relationships, spot connections, 'have a go', talk to adults and peers about what they notice and not be afraid to make mistakes.’ Statutory framework for the EYFS, DfE, March 2021.

Number

- Have a deep understanding of number to 10, including the composition of each number.
- Subitise (recognise quantities without counting) up to 5.
- Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts.

Numerical patterns

- Verbally count beyond 20, recognising the pattern of the counting system.
- Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity.
- Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.

The Maths Curriculum in Pre-Reception will enable children to:

- Develop fast recognition of up to 3 objects, without having to count them individually (‘subitising’).
- Recite numbers past 5.
- Say one number for each item in order: 1,2,3,4,5.
- Know that the last number reached when counting a small set of objects tells you how many there are in total (‘cardinal principle’).
- Show ‘finger numbers’ up to 5.
- Link numerals and amounts: for example, showing the right number of objects to match the numeral, up to 5.
- Experiment with their own symbols and marks as well as numerals.
- Solve real world mathematical problems with numbers up to 5.

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- Compare quantities using language: 'more than', 'fewer than'.
- Talk about and explore 2D and 3D shapes using informal and mathematical language: 'sides', 'corners', 'straight', 'flat', 'round'.
- Understand position through words alone – for example, 'The bag is under the table,' – with no pointing.
- Describe a familiar route.
- Discuss routes and locations, using words like 'in front of' and 'behind'.
- Make comparisons between objects relating to size, length, weight and capacity.
- Select shapes appropriately: flat surfaces for building, a triangular prism for a roof, etc.
- Combine shapes to make new ones – an arch, a bigger triangle, etc.
- Talk about and identify the patterns around them. Use informal language like 'stripy', 'spotty', 'blobs', etc.
- Extend and create ABAB patterns – stick, leaf, stick, leaf.
- Notice and correct an error in a repeating pattern.
- Begin to describe a sequence of events, real or fictional, using words such as 'first', 'then'...

Subject: Understanding the World

‘Understanding the world involves guiding children to make sense of their physical world and their community. The frequency and range of children’s personal experiences increases their knowledge of the world around them. In addition, listening to a broad selection of stories, non-fiction, rhymes and poems will foster their understanding of our culturally, socially, technologically and ecologically diverse world.’ Statutory framework for the EYFS, DfE, March 2021.

Past and Present

- Talk about the lives of people around them and their roles in society.
- Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.
- Understand the past through settings, characters and events encountered in books read in class and storytelling.

People, Culture and Communities

- Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.
- Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class.
- Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and – when appropriate - maps.

The Natural World

- Explore the natural world around them, making observations and drawing pictures of animals and plants.
- Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class.
- Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.

The Understanding the World Curriculum in Pre-Reception will enable children to:

- Use all their senses in hands-on exploration of natural materials.
- Explore collections of materials with similar and/or different properties.

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- Talk about what they see, using a wide vocabulary.
- Begin to make sense of their own life-story and family's history.
- Show interest in different occupations.
- Explore how things work.
- Plant seeds and care for growing plants.
- Understand the key features of the life cycle of a plant and an animal.
- Begin to understand the need to respect and care for the natural environment and all living things.
- Explore and talk about different forces they can feel.
- Talk about the differences between materials and changes they notice.
- Continue developing positive attitudes about the differences between people.
- Know that there are different countries in the world and talk about the differences they have experienced or seen in photos.

Subject: Expressive Arts & Design

‘The development of children’s artistic and cultural awareness supports their imagination and creativity. It is important that children have regular opportunities to engage with the arts, enabling them to explore and play with a wide range of media and materials. The quality and variety of what children see, hear and participate in is crucial for developing their understanding, self-expression, vocabulary and ability to communicate through the arts.’ Statutory framework for EYFS, DfE, March 2021.

Creating with Materials

- Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.
- Share their creations, explaining the process they have used.
- Make use of props and materials when role-playing characters in narratives and stories.

Being Imaginative and Expressive

- Invent, adapt and recount narratives and stories with peers and their teacher.
- Sing a range of well-known nursery rhymes and songs.
- Perform songs, rhymes, poems and stories with others, and – when appropriate – try to move in time to music.

The Expressive Arts and Design curriculum in Pre-Reception will enable children to:

- Take part in simple pretend play, using an object to represent something else even though they are not similar.
- Begin to develop complex stories using small world equipment like animal sets, dolls houses, etc.
- Make imaginative and complex ‘small worlds’ with blocks and construction kits, such as a city with different buildings and a park.
- Explore different materials freely, to develop their ideas about how to use them and what to make.
- Develop their own ideas and then decide which materials to use to express them.
- Join different materials and explore different textures.
- Create closed shapes with continuous lines and begin to use these shapes to represent objects.
- Draw with increasing complexity and detail, such as representing a face with a circle and including details.
- Use drawing to represent ideas like movement or loud noises.
- Show different emotions in their drawings and paintings, like happiness, sadness, fear, etc.

Subject: Music

The Music Curriculum in Pre-Reception will enable the children to:

- Listen with increased attention to sounds.
- Respond to what they have heard, expressing their thoughts and feelings.
- Remember and sing entire songs.
- Sing the pitch of a tone sung by another person ('pitch match').
- Sing the melodic shape (moving melody, such as up and down, up and down) of familiar songs.
- Create their own songs or improvise a song around one they know.
- Play instruments with increasing control to express their feelings and ideas.

Subject: French

Students are introduced to the French language through songs, games and a variety of fun activities. They will learn about the culture and food as well as the language, with practical lessons which help to develop their confidence and ability to communicate in French.

The French Curriculum in Pre-Reception will enable children:

- To understand that France is a different country where French is spoken.
- To respond to and say, **bonjour, salut** and **au revoir**.
- To take part in a song to practise new vocabulary.
- To respond with **je m'appelle....**
- To use a physical response to show understanding of classroom instructions.
- To repeat and understand words for six colours.
- To take part in and learn a new song.
- To use new language to take part in a game.
- To understand the meaning of parts of the body.
- To join in with the game **Simon Dit....**
- To understand the meaning of **ma mere, mon pere, mon frere, ma soeur**.
- To begin to learn numbers to ten.
- To take part in activities to demonstrate understanding.
- To recognise and repeat names of farm animals.
- To use learnt vocabulary to join in with a game.
- To understand and follow instructions.
- To join in with and learn a new song.