



*'Whatever you do, do it for the glory of God.'*

**FS1 Yearly Curriculum Overview**


**Inquisitive-Peter Pan Class**

**2024-2025**

Spiritual	Trusted	Resilient	Inquisitive	Valued	Exceptional
I can talk about feelings. I can join in with prayers. I can listen to Bible stories.	I can work in a team. I can play well with others and share. I can make good choices.	I can focus on tasks even if I don't like them. I can try new things and new experiences. I can work on my own.	I like finding out how things work and asking questions. I am interested in words, books and numbers. I try new things and new experiences.	I have respect for different people and cultures. I take care of my classroom and my environment. I can receive praise and know when I have done well.	I can articulate my thoughts and feelings. I can sit and listen attentively. I know what I am good at.

FOUNDATION STAGE ONE 2024-2025	Block 1	Block 2	Block 3	Block 4
THEMES	All About Me? All About Smeem	I'm Going on a Journey Journey to Neverland	Animal Kingdom	Tell Me a Story Neverland
Key Concepts:	Belonging	Responsibility	Change	Creativity

**Catholic Life of the School**

<b>STRIVE</b> 	Our intention is for every child to be loving, kind, caring, unique individuals; equipped with all the tools they need for the future, enabling them to live happy fulfilled lives anywhere in the world.				
	<b>Inquisitive</b>	<b>Valued</b>	<b>Exceptional</b>		
	<ul style="list-style-type: none"> <li>I like finding out how things work and asking questions.</li> <li>I am interested in words, books and numbers.</li> <li>I try new things and new experiences.</li> </ul>	<ul style="list-style-type: none"> <li>I have respect for different people and cultures.</li> <li>I take care of my classroom and environment.</li> <li>I can receive praise and know when I have done well.</li> </ul>	<ul style="list-style-type: none"> <li>I can articulate my thoughts and feelings.</li> <li>I can sit and listen attentively.</li> <li>I know what I am good at.</li> </ul>		
<b>RE</b> We aim to celebrate the uniqueness of every child, enabling each to reach his or her potential spiritually, morally, academically and socially.	'Let the children come to me, and do not hinder them; for to such belongs the kingdom of God' (Lk 18:16). Jesus wants us to understand that we can learn from little children who are eager to give love, want to be loved and spontaneously ask for what they need.				
	<b>God's Wonderful World</b> God's Beautiful Plants God's Animals God Made Us God Loves Us	<b>My Family</b> Our Family The Angel Gabriel The Birth of Jesus Celebrating Christmas	<b>The Holy Family</b> The Holy Family Loss and Finding of Jesus Jesus Loves Children Love One Another	<b>Good Friends</b> Jesus Chooses Friends Helping Others Forgiveness and Love A Sad and Happy Time	<b>New Life</b> New Life Jesus is Alive Jesus is Alive Forever Mary Our Mother

**Relationship and Health Education (RSE)**



**The Life to the Full programme is based on the structure of 'A Model Catholic RSE Curriculum' by the Catholic Education Service. Life to the Full is intended to be a partnership between home, school and church.**

<p><u>Module One: Created and Loved by God</u></p> <p>Unit 1: Religious Understanding Unit 2: Me, My Body, My Health</p>	<p><u>Module Two: Created to Love Others</u></p> <p>Unit 1: Religious Understanding Unit 2: Personal Relationships</p>	<p><u>Module Three: Created to live in a Community</u></p> <p>Unit 1: Religious Understanding</p>
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**Prime Areas**

**Communication and Language**

- 1. Listening, attention and Understanding
- 2. Speaking

**Communication and language development involve giving children opportunities to speak and listen in a range of situations and to develop their confidence and skills in expressing themselves. We use DEAL cross-curricula to enhance learning.**

Speaking and listening skills - listening area, circle time, questioning, signing in school, enhanced story role play, RE - telling stories. Narrative Sessions  
Wellcome- Language Screening Tool

**Personal, Social and Emotional Development**

- 3. Self-regulation
- 4. Managing self
- 5. Building relationships



**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.**

<p>Settling into school Special People -Families Yoga</p> <p>Anti-Bullying Week Monday 11<sup>th</sup> November 2024</p>	<p>Looking after creatures E-Safety Yoga</p> <p>Internet Safety Day 6<sup>th</sup> February 2025</p>	<p>Looking after our world E-Safety Yoga</p>	<p>Transition to FS2 E-Safety Yoga</p> <p>Mental Health &amp; Wellbeing Awareness Month May 2025</p>
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**Physical Development**

- 6. Gross Motor skills
- 7. Fine motor skills



**Physical activity is vital in children's all-round development, enabling them to pursue happy, healthy and active lives. Gross and fine motor experiences develop incrementally throughout early childhood. 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.**



<p>Introduction to PE: Unit 1 Fundamentals: Unit 1</p> <p>Funky Fingers activities Yoga Dough Disco sessions</p>	<p>Fundamentals: Unit 1 Gymnastics: Unit 1</p> <p>Funky Fingers activities Yoga Dough Disco sessions</p>	<p>Gymnastics: Unit 1 Dance: Unit 1</p> <p>Funky Fingers activities Yoga Dough Disco sessions</p>	<p>Ball Skills: Unit 1 Games: Unit 1</p> <p>Funky Fingers activities Yoga Dough Disco sessions</p>
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**Specific Areas**

**Literacy**

- 8. Comprehension
- 9. Word reading

**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 (stories and non-fiction) they read with them, and enjoy rhymes, poems and songs together. We use DEAL cross-curricula to enhance learning.**

<p>10. Writing</p> 	<p>Starting School Find Your Happy Colour Monster Only One You Titch Guess How Much I Love You Shirley Hughes stories I love my mummy/daddy Owl Babies Funnybones Elmer The Rainbow Fish The Large Family Sharing a Shell</p> <p>Shared Reading</p>	<p>At the Garage by Carron Brown The Naughty Bus You can't take an Elephant on the Bus Mr Grumpy's Motor Car On The Train Johnson The Train Ride The Lost Property Office Emma Jane's Aeroplane Pirates and Aliens Love Underpants The Great Balloon Hullabaloo Whatever Next The way Back Home Lost and Found Digasaurus Red Lorry, Yellow Lorry</p> <p>Shared Reading</p>	<p>Books about different types of animals and their habitats including: Under the Sea, Dinosaurs, and Farms. Barry Fish Finger Smiley Shark Commotion in the Ocean Tiddler Harry and the Dinosaurs Dinosaurs love underpants Tyrannosaurus Drip Muddle Farm Rosie's Walk Six Little Chicks</p> <p>Shared Reading</p>	<p>A selection of Nursery Rhymes and Traditional Tales including: Goldilocks and the Three Bears The Enormous Turnip Billy Goats Gruff Book a Week Focusing on children's fiction, subject to change according to children's interests and favourites but may include: Gruffalo Aliens Love Underpants The Tiger Who Came to tea Bear Hunt Peace at Last</p> <p>Shared Reading</p>
<p><b>Mathematics</b> 11. Number 12. Numerical patterns</p> 	<p><b>Developing a strong grounding in number is essential so that all children develop the necessary building blocks to excel mathematically. Children should be able to count confidently, develop a deep understanding of the numbers to 10, the relationships between them and the patterns within those numbers.</b></p>			
<p><b>Phonics</b> Letters and Sounds</p>	<p>Colours Matching Sorting Number 1 Number 2 Number 2 Subitising Number 2</p>	<p>Pattern Consolidation Number 3 /Subitising Number 3 Number 4 Number 4 Composition Number 5 Number 5 Composition</p>	<p>Consolidation Number 6 Height and Length Mass Capacity Consolidation Sequencing Positional Language</p>	<p>More than/fewer 2D Shape 3D Shape Consolidation What comes after? What comes before? Numbers to 5 Consolidation</p>
<p><b>Understanding the World</b></p>	<p><b>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 and sense of the world around them. 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.</b></p>			

13. Past and Present  
 14. People, Culture and Communities  
 15. The Natural World



**My Body:**  
 What do I look like? What are the different parts of my body? What are my senses? How can I look after my body? Who can help me? People who help us.  
**My Family:**  
 Who is in my family? Where do we live? Family trees.  
**Me:**  
 What do I like to eat? How can I make healthy food choices? What do I like and dislike? What makes me special? How am I similar and different to others? How can I be a good friend?  
  
 Weather and Seasons-all year  
  
 ICT and E-Safety  
  
 Purple Mash:  
 Technology Around Us

Family traditions, Birthdays, Christenings etc  
 The Christmas story  
  
 Exploring the UK and some of its habitats and places:  
  
 The seaside, including environmental messages of keeping the sea clean.  
  
 Countryside, including environmental concerns and how to look after our planet.  
  
 Cities- London, including Historical links.  
  
 Weather and Seasons-all year  
  
 E-Safety  
  
 Purple Mash:  
 Photography

Family traditions, Birthdays, Christenings etc  
 Easter story  
 Mothering Sunday  
  
 Exploring different animals and their habitats:  
 Under the sea, including pollution and the importance of looking after our environment.  
 Dinosaurs, linking to events that happened in the past and what is History?  
 Farms, including links to life cycles and how things grow and change- plants and animals.  
  
 Weather and Seasons-all year  
  
 7<sup>th</sup> – 16<sup>th</sup> March 2025 – Science Week  
  
 Internet Safety Day 6<sup>th</sup> February 2025  
  
 Purple Mash:  
 Robots

Explore the concept of traditional tales- why are they different from other stories, how are they passed down?  
  
 Do the stories teach us anything?  
  
 Drawing links as appropriate to the book focus:  
  
 Links to the natural world e.g., growing vegetables in The Enormous Turnip, links to science e.g., investigating temperature changes in Goldilocks.  
  
 Weather and Seasons-all year  
  
 E-Safety  
  
 Purple Mash:  
 Drawing Skills

**Expressive Arts and Design**  
 16. Creating with materials  
 17. Being imaginative and expressive



Charanga

**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.**  
**We use DEAL cross-curricula to enhance learning.**

Artist: Charles Roger Hargreaves-All about me- Painting Focus  
  
 Paintings of themselves  
 Collages using natural materials  
 Paintings/craft of vegetables, fruit and flowers  
 Exploring colour and colour mixing  
 Bonfire /fireworks  
 Autumn Art  
  
 Introduce music  
 Charanga Music Scheme- Me

Artist: Yayoi Kasuma- Collage and printing making pumpkins -The Seasons/autumn  
  
 Collaborative piece of art, using collage, painting and print to create different modes of transport.  
 Observational drawings of transport, buildings, landscapes.  
 Exploring and mixing colours  
 Christmas cards and activities  
 Nativity songs and drama  
 Candle holders  
  
 Musical instruments and singing  
 Charanga Music Scheme-My Stories

Artist: Henri Rousseau-jungle collage  
 Animals- Rumble in the Jungle  
  
 Animal prints  
 Mother's Day & Easter Card  
 Exploring and mixing different colours  
 Using junk modelling and other modelling materials  
 Observational drawings of animals.  
 Spring painting and activities  
  
 Musical instruments and singing  
 Charanga Music Scheme- Everyone

Junk modelling, building structures outside with play equipment.  
 Using different media  
 Father's Day cards  
 Using junk modelling and other modelling materials  
 Crafts linked to book focus.  
  
 Traditional songs  
 Charanga Music Scheme-My World

<b>Overarching Principles</b>	Every child is a <b>unique child</b> , who is constantly learning and can be resilient, capable, confident and self-assured.	Children learn to be strong and independent through <b>positive relationships</b> .	Children learn and develop well in <b>enabling environments with teaching and support from adults</b> , who respond to their individual interests and needs and help them to build their learning over time. Children benefit from a strong partnership between practitioners and parents and/or carers.	Importance of <b>learning and development</b> . Children develop and learn at different rates. (See “the characteristics of effective teaching and learning” at paragraph 1.15). The framework covers the education and care of all children in early year’s provision.
<b>Characteristics of Effective Teaching and Learning</b>	<u><b>Playing and exploring</b></u> Children investigate and experience things, and ‘have a go’.	<u><b>Active learning</b></u> Children concentrate and keep on trying if they encounter difficulties, and enjoy achievements.		<u><b>Creating and thinking critically</b></u> Children have and develop their own ideas, make links between ideas, and develop strategies for doing things.