



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


**FS2 Yearly Curriculum Overview 2024-2025**

**Alice In Wonderland Class**

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 TWO 2024-2025	Block 1	Block 2	Block 3	Block 4
<b>THEMES</b>	All About Me	I'm Going on a Journey	Animal Kingdom	Tell Me a Story
<b>Key Concepts:</b>	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>Religious Education</b> We aim to celebrate the uniqueness of every child, enabling each to reach his or her potential spiritually, morally, academically and socially.	<b>'Let the children come to me, and do not hinder them; for to such belongs the kingdom of God' (Lk 18:16).</b> <b>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>					
	<b>God's World</b> God's World. Caring for God's World. God loves us. God made us special.	<b>God's Family</b> The angel came to Mary. Advent. The birth of Jesus. The shepherds visit Jesus.	<b>Getting to know Jesus</b> Getting to know Jesus. Jesus chooses disciples. Jesus loves children. Jesus works a miracle.	<b>Sorrow and Joy</b> Sorrow and joy. Saying sorry. Jesus and Peter. Jesus dies.	<b>New Life</b> New life. Jesus is alive. Jesus goes back to heaven. Mary our Mother.	<b>Our Church Family</b> Our Church Family. Visit to a church. Sunday, a special day. Sacrament of Baptism.

**Relationship and Health Education (RSE)**



<p>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 partnership between home, school and church.</p>		
<p>Module 1: Created and Loved by God.</p> <p>Unit 3: Emotional Wellbeing Unit 4: Life Cycles</p>	<p>Module Two: Created to Love Others</p> <p>Unit 3: Life Online Unit 4: Keeping Safe</p>	<p>Module Three: Created to Live in Community</p> <p>Unit 2: Living in the Wider World</p>

**Prime Areas**


**Communication and Language**

1. Listening, attention and Understanding  
2. Speaking

<p>Communication and language development involves giving children opportunities to speak and listen in a range of situations and to develop their confidence and skills in expressing themselves.  <b>We use DEAL cross-curricula to enhance learning. Tales Toolkit is used to develop storytelling and enhance writing.</b></p>	
<p>Speaking and listening skills, - Listening area, Circle time, Questioning, Signing in school, Enhanced story role play, telling stories.          Narrative Sessions          Language Link - Screening Tool.</p>	

**Personal, Social and Emotional Development**


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



<p>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>			
<p>Settling into school Making friends Looking after our world Special People Relationships Yoga</p> <p>Anti-Bullying Week w/c Monday 11<sup>th</sup> November 2024</p>	<p>E-Safety Yoga</p> <p>Internet Safety Day 6<sup>th</sup> February 2025</p>	<p>Looking after creatures E-Safety Yoga</p>	<p>Transition to Year 1 E-Safety Yoga</p> <p>Mental Health &amp; Wellbeing Awareness Month May 2025</p>

**Physical Development**

6. Gross Motor skills  
7. Fine motor skills



<p>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>			
<p>Introduction to PE: Unit 2 Fundamentals: Unit 2</p> <p>Funky Fingers activities Yoga Dough Disco sessions</p>	<p>Fundamentals: Unit 2 Gymnastics: Unit 2</p> <p>Funky Fingers activities Yoga Dough Disco sessions</p>	<p>Gymnastics: Unit 2 Dance: Unit 2</p> <p>Funky Fingers activities Yoga Dough Disco sessions</p>	<p>Ball Skills: Unit 2 Games: Unit 2</p> <p>Funky Fingers activities Yoga Dough Disco sessions</p> <p><b>Forest School</b></p>

**Specific Areas**

**Literacy**

8. Comprehension  
9. Word reading

<p>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.  <b>We use DEAL cross-curricula to enhance learning. Tales Toolkit is used to develop storytelling and enhance writing.</b></p>	
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<p>10. Writing</p>  <p>Tales Toolkit</p>	<p>Funny Bones by J &amp; A Ahlberg So Much by Trish Cooke The Colour Monster by Anna Llenas Dear Greenpeace-Simon James Guess How much I love You by Sam McBratney You are very special by Su Box Elmer by David McKee The Rainbow Fish by Marcus Pfister Let's make faces by Hanoch Piven A squash and a squeeze by Julia Donaldson Window by Jeannie Baker Only one you by Linda Kranz</p> <p>Shared Reading</p>		<p>At the Garage by Carron Brown &amp; Charlie Davis The Naughty Bus by Jan Oke The way Back Home by Oliver Jeffers Whatever Next by Jill Murphy On The Train by Carron Brown &amp; Bee Johnson The Train Ride by June Crebbin Emma Jane's Aeroplane by Katie Haworth The Great Balloon Hullabaloo by Peter Bentley Pirates and Aliens Love Underpants by Claire Freedman</p> <p>Shared Reading</p>		<p>I love animals by Flora McDonnell What the ladybird heard by Julia Donaldson Barry the Fish with no Fingers by Sue Hendra Tiddler by Julia Donaldson Harry and his bucketful of dinosaurs by Ian Whybrow Meerkat Mail by Emily Gravett Superworm by Julia Donaldson Monkey Puzzle by Julia Donaldson The Very Hungry Caterpillar by Eric Carle Sharing a Shell by Julia Donaldson</p> <p>Shared Reading</p>		<p><u>Traditional Tales</u> The King – Don't Read this Book! The Gingerbread Man Little Red Riding Hood The 3 Little Pigs The Owl Babies Zog Jack &amp; the Beanstalk The Princess and the Pea</p> <p>Shared reading</p>	
<p><b>Writing to Entertain</b></p>	<p><b>Narrative</b></p>	<p>Turn stories into play using puppets, toys, costumes and props; imagine and re-create roles.</p>	<p><b>Narrative</b></p>	<p>Experiment with writing in a variety of play, exploratory and role-play situations; use Tales Toolkit to re-tell narratives.</p>	<p><b>Narrative</b></p>	<p>Use Tales Toolkit to re-tell narratives using patterns from listening and reading.</p>	<p><b>Narrative</b></p>	<p>Use Tales Toolkit to innovate and write own narratives using patterns from listening and reading.</p>
	<p><b>Poetry</b></p>	<p>Join in with class rhymes and poems.</p>	<p><b>Poetry</b></p>	<p>Make up funny sentences and play with words</p>	<p><b>Poetry</b></p>	<p>Use simple repeating patterns.</p>	<p><b>Poetry</b></p>	<p>N/A</p>
<p><b>Writing to Inform</b></p>	<p><b>Non-Chronological Report</b></p>	<p>N/A</p>	<p><b>Non-Chronological Report</b></p>	<p>Describe something or someone orally, developing description to prompts and questions.</p>	<p><b>Non-Chronological Report</b></p>	<p>Distinguish between writing and drawing and write labels for pictures and drawings.</p>	<p><b>Non-Chronological Report</b></p>	<p>Attempt writing for various purposes, using features of different forms, e.g. lists</p>
	<p><b>Instructions</b></p>	<p>Listen to and follow single instructions, and then a series of two and three instructions.</p>	<p><b>Instructions</b></p>	<p>Give oral instructions when playing.</p>	<p><b>Instructions</b></p>	<p>Attempt to write instructions on labels, for instance in role play area</p>	<p><b>Instructions</b></p>	<p>N/A</p>
	<p><b>Recount</b></p>	<p>Informally recount incidents in own life to other children or adults and listen to others doing the same.</p>	<p><b>Recount</b></p>	<p>N/A</p>	<p><b>Recount</b></p>	<p>Shared composition with an adult such as retelling, substituting or extending, leading to simple independent writing.</p>	<p><b>Recount</b></p>	<p>Write sentences to match pictures, or sequences of pictures, illustrating an event.</p>

**Phonics**  
Essential Letters and Sounds  
**ELS**  
Essential Letters and Sounds

**In phonics our provision is designed to ensure that all of our children will learn to read well. Phonics is the roots for reading that help our children grow in to confident readers with reading for pleasure at the very heart of our reading curriculum.**

Autumn 1:	Autumn 2:	Spring 1:	Spring 2:	Summer 1:	Summer 2:
<p>GPCs taught:</p> <p>s a t p i n m d g o c k ck e u r ss</p>	<p>GPCs taught:</p> <p>h b f/ff l/l j v w x y z/zz qu ch sh th ng nk ai ee igh oa</p>	<p>GPCs taught:</p> <p>oo ar ur oo or ow oi ear air ure er ow</p>	<p>Review</p>	<p>Review</p>	

**Mathematics**  
11. Number  
12. Numerical patterns



**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.**


<p>Getting to Know you Match, Sort and Compare Talk about measure and patterns It's Me 1, 2, 3! Circles &amp; Triangles Consolidation</p>	<p>1, 2, 3, 4, 5 Shapes with 4 sides Alive in 5! Mass &amp; Capacity Growing 6, 7, 8 Length, Height &amp; Time Consolidation</p>	<p>Building 9 &amp; 10 Explore 3D shapes To 20 and Beyond! How many now? Consolidation</p>	<p>Manipulate, Compose &amp; Decompose Sharing &amp; Grouping Visualise build &amp; Map Make Connections Consolidation</p>
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**Understanding the World**  
13. Past and Present  
14. People, Culture and Communities  
15. The Natural 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 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.**

<p>What do I look like? What are the different parts of my body? Where do I live? Who is in my family? What do I like to eat? 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? Our Senses Signs of Autumn</p> <p>Purple Mash: Mouse and Trackpad Skills Keyboard Skills Safety and Privacy</p>	<p>The Christmas Story Types of transport: walking, bicycle, bus, train, aeroplane, space rocket, boat. Life in space How weather affects different forms of transport Comparing transport used now and transport used in the past Signs of Winter</p> <p>Purple Mash: Drawing Skills Robots Safety and Privacy</p>	<p>Different habitats including: under water, Arctic, desert, jungle, farm, zoo, forest. Dinosaurs and comparing animals now and those from the past Animal and plant life cycles Easter story Mothering Sunday Signs of Spring Life Cycles</p> <p>7<sup>th</sup> – 16<sup>th</sup> March 2025 – Science Week Internet Safety Day 6<sup>th</sup> February 2025</p> <p>Purple Mash: Sounds Photography Safety and Privacy</p>	<p>Similarities and differences between people and places now and in the past. Similarities and differences between traditional and modern stories. Signs of Summer Weather in different continents around the world</p> <p>Purple Mash: Technology around us Hardware Safety and Privacy</p>
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<p><b>Expressive Arts and Design</b> 16. Creating with materials 17. Being imaginative and expressive</p> 	<p><b>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.</b> <b>We use DEAL cross-curricula to enhance learning.</b></p>				
	<p>Musical instruments and singing Charanga Music Scheme: Me Our World</p> <p>Self-portraits using different media including drawing, painting. Artist: <b>Giuseppe Arcimboldo</b></p> <p>Autumn activities Bonfire night activities</p> <p>Role play: Home corner, hospital, school</p>	<p>Musical instruments and singing Charanga Music Scheme: Everyone</p> <p>Exploring and mixing colours for winter art activities Artist: <b>Jackson Pollock</b></p> <p>Christmas cards and activities Christmas Nativity songs and drama</p> <p>Role play: Space ship, Train Station &amp; Hot Air Balloon</p>	<p>Musical instruments and singing Charanga Music Scheme: Big Bear Funk</p> <p>Mother's Day &amp; Easter Cards Spring pictures &amp; activities Animal skin patterns Observational drawings</p> <p>Artist: <b>Megan Coyle</b></p> <p>Role play: Farm, Pet shop</p>	<p>Musical instruments and singing Charanga Music Scheme: My Stories Reflect, Rewind &amp; replay Traditional songs &amp; nursery rhymes</p> <p>Using different media Father's Day cards Junk modelling Summer pictures and activities</p> <p>Artist: <b>David Hockney</b></p> <p>Role play: Castle, Museum</p>	
<p><b>Characteristics of Effective Teaching and Learning</b></p>	<p><b><u>Playing and exploring</u></b> Children investigate and experience things, and 'have a go'.</p>		<p><b><u>Active learning</u></b> Children concentrate and keep on trying if they encounter difficulties, and enjoy achievements.</p>		<p><b><u>Creating and thinking critically</u></b> Children have and develop their own ideas, make links between ideas, and develop strategies for doing things.</p>
<p><b>Overarching Principles</b></p>	<p>Every child is a <b>unique child</b>, who is constantly learning and can be resilient, capable, confident and self-assured.</p>	<p>Children learn to be strong and independent through <b>positive relationships</b>.</p>	<p>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.</p>	<p>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 years provision.</p>	