

st simon's



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

## FS1 Yearly Curriculum Overview

2023-2024

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 2023-2024	Block 1 Tuesday 5 <sup>th</sup> September –Friday 17 <sup>th</sup> November	Block 2 Monday 20 <sup>th</sup> November - Friday 2 <sup>nd</sup> February	Block 3 Monday 5 <sup>th</sup> February - Friday 3 <sup>rd</sup> May	Block 4 Tuesday 7 <sup>th</sup> May - Tuesday 23 <sup>rd</sup> July
<b>THEMES</b>	<b>Who am I?</b>	<b>Where are we in the world?</b>	<b>How do living things change?</b>	<b>What's the Story?</b>
<b>Key Concepts:</b>	<b>Diversity Love Belonging</b>	<b>Community Responsibility Identity</b>	<b>Care Fairness Change</b>	<b>Friendship Compassion Creativity</b>

### Catholic Life of the School

#### STRIVE



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.

#### Spiritual

I can talk about feelings.  
I can join in with prayers.  
I can listen to Bible stories.

Children have profound and stirring experiences of religious education and festivals.  
The curriculum and school life and spirituality is relevant and accessible to all.  
Children are encouraged to listen to Bible stories, to talk about their thoughts and

#### Trusted

I can work in a team.  
I can play well with others and share.  
I can make good choices.

Children evidence spiritual insight in terms of their own identity, their relationship with others, with the wider world and their relationship with God.  
Positive Relationships are established built on trust. Where children can work


#### Resilient

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.

Positive relationships are embedded to allow the children to feel safe, to try new things, to work on their own and make mistakes.  
Children are committed to their own personal journey of self-discovery.

	feelings and join in with prayer.		together and share. All are committed to their own personal journey of self-discovery.		
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<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.	<b>'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>					
	<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	<b>Our Church Family</b> God's Big Family Our Church Family Our Parish Church Sunday, a Special Day

<b>Relationship and Health Education (RSE)</b>  	<b>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.</b>					
	<u>Module One: Created and Loved by God</u>  Religious Understanding Me, My Body, My Health		<u>Module One: Created and Loved by God</u>  Emotional Well-Being		<u>Module One: Created and Loved by God</u>  Life Cycles	

**Prime Areas**

<b>Communication and Language</b> 1. Listening, attention and Understanding 2. Speaking	<b>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.</b>					
	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					

<b>Personal, Social and Emotional Development</b> 3. Self-regulation 4. Managing self 5. Building relationships	<b>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.</b>					
	Developing confidence and responsibility: Relationships and respecting differences between people Settling into school Making friends Being polite New Beginnings  Anti-Bullying Week 13 <sup>th</sup> November	Special People Looking after creatures Getting on and Falling out Anti-Bullying Week Going for Goal	Environmental issues Looking after our world Relationships Good to be me	How to be safe in different environments. How to be good citizens Transition to FS2 Changes		

**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.**

Introduction to PE -Unit 1 Fundamentals -Unit 1	Fundamentals -Unit 1 Gymnastics- Unit 1	Dance- Unit 1 Bat Skills-Unit 1	Games- Unit 1 <b>Outdoor Learning</b>
Funky Fingers activities Yoga Dough Disco sessions	Funky Fingers activities Yoga Dough Disco sessions	Funky Fingers activities Yoga Dough Disco sessions	Funky Fingers activities Yoga Dough Disco sessions

**Specific Areas**



**Literacy**  
8. Comprehension  
9. Word reading  
10. Writing


**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.**

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  Shared Reading	At the Garage by Carron Brown & Charlie Davis The Naughty Bus by Jan Oke You can't take an Elephant on the Bus by Patricia Cleveland-Peck Mr Grumpy's Motor Car by John Birmingham On The Train by Carron Brown & Bee Johnson The Train Ride by June Crebbin The Lost Property Office by Emily Rand Emma Jane's Aeroplane by Katie Haworth Pirates and Aliens Love Underpants by Claire Freedman The Great Balloon Hullabaloo by Peter Bently Whatever Next by Jill Murphy The way Back Home by Oliver Jeffers Astro Girl by Ken Wilson-Max Lost and Found by Oliver Jeffers Dear Greenpeace Digasaurus Red Lorry, Yellow Lorry by Michelle Robinson & Jez Tuya  Shared Reading	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  Shared Reading	A selection of Nursery Rhymes and Traditional Tales including: Little Red Riding Hood Goldilocks and the Three Bears The Enormous Turnip 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 Owl Babies Bear Hunt Peace at Last The Squirrels who Squabbled  Shared Reading
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**Mathematics**  
11. Number

**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>12. Numerical patterns</p> 	<p>Colours Matching Sorting Number 1 Number 2 Number 2 Subitising Number 2</p>	<p>Pattern Consolidation Number 3 /Subitising Number 4 /Composition Number 5 /Composition Consolidation Number 6</p>	<p>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>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.</b></p>				
<p><b>Phonics</b> Letters and Sounds</p>	<p>Phase 1 Aspects 1-6</p>	<p>Phase 1 Aspects 1-6</p>	<p>Phase 1 Aspects 1-7</p>	<p>Phase 1 and 2</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>				
<p><b>Understanding the World</b> 13. Past and Present 14. People, Culture and Communities 15. The Natural World</p> 	<p><b>My Body:</b> 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.</p> <p><b>My Family:</b> Who is in my family? Where do we live? Family trees.</p> <p><b>Me:</b> 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?</p> <p>Weather and Seasons-all year</p> <p>ICT and E-Safety</p> <p>Purple Mash: Technology Around Us</p>	<p>Family traditions, Birthdays, Christenings etc The Christmas story</p> <p>Exploring the UK and some of its habitats and places:</p> <p>The seaside, including environmental messages of keeping the sea clean.</p> <p>Countryside, including environmental concerns and how to look after our planet.</p> <p>Cities- London, including Historical links.</p> <p>Weather and Seasons-all year</p> <p>E-Safety</p> <p>Purple Mash: Photography</p>	<p>Family traditions, Birthdays, Christenings etc Easter story Mothering Sunday</p> <p>Exploring different animals and their habitats:</p> <p>Under the sea, including pollution and the importance of looking after our environment.</p> <p>Dinosaurs, linking to events that happened in the past and what is History?</p> <p>Farms, including links to life cycles and how things grow and change-plants and animals.</p> <p>Weather and Seasons-all year</p> <p>Science Week 8<sup>th</sup> March</p> <p>E-Safety Week 7<sup>th</sup> Feb</p> <p>Purple Mash: Robots</p>	<p>Explore the concept of traditional tales- why are they different from other stories, how are they passed down?</p> <p>Do the stories teach us anything?</p> <p>Drawing links as appropriate to the book focus:</p> <p>Links to the natural world e.g., growing vegetables in The Enormous Turnip, links to science e.g., investigating temperature changes in Goldilocks.</p> <p>Weather and Seasons-all year</p> <p>E-Safety</p> <p>Purple Mash: Drawing Skills</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>				
<p><b>Expressive Arts and Design</b> 16. Creating with materials 17. Being imaginative and expressive</p>  <p>Charanga</p>	<p>Artist: Keith Haring-using music to interpret movement seen in art.</p> <p>Paintings of themselves Collages using natural materials Paintings/craft of vegetables, fruit and flowers Exploring colour and colour mixing Bonfire /fireworks Autumn Art Arcimboldo Fruit face collages</p> <p>Introduce music Charanga Music Scheme-Me</p>	<p>Collaborative piece of art, using collage, painting and print to create different modes of transport.</p> <p>Observational drawings of transport, buildings, landscapes. Exploring and mixing colours Using junk modelling and other modelling materials Christmas cards and activities Nativity songs and drama Candle holders</p> <p>Musical instruments and singing Charanga Music Scheme-My Stories</p>	<p>Animal prints</p> <p>Mother's Day &amp; Easter Card Exploring and mixing different colours Using junk modelling and other modelling materials Observational drawings of animals. Spring painting and activities</p> <p>Musical instruments and singing Charanga Music Scheme-Everyone</p>	<p>Junk modelling, building structures outside with play equipment.</p> <p>Using different media Father's Day cards Using junk modelling and other modelling materials Crafts linked to book focus.</p> <p>Traditional songs Charanga Music Scheme-My World</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 year's provision.</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>	