



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

FS2 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 TWO 2023-2024	Block 1 Tuesday 5 th September – Friday 17 th November	Block 2 Monday 20 th November - Friday 2 nd February	Block 3 Monday 5 th February - Friday 3 rd May	Block 4 Tuesday 7 th May - Tuesday 23 rd July
THEMES	Who am I?	Where are we in the world?	How do living things change?	What's the Story?
Key Concepts:	Diversity Love Belonging	Community Responsibility Identity	Care Fairness Change	Friendship Compassion Creativity

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.

Trusted

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

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.

Religious Education

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

God's World

God's World.
Caring for God's World.
God loves us.
God made us special.

God's Family

The angel came to Mary.
Advent.
The birth of Jesus.
The shepherds visit Jesus.

Getting to know Jesus

Getting to know Jesus.
Jesus chooses disciples.
Jesus loves children.
Jesus works a miracle.

Sorrow and Joy



Sorrow and joy.
Saying sorry.
Jesus and Peter.
Jesus dies.

New Life



New life.
Jesus is alive.
Jesus goes back to heaven.
Mary our Mother.


Our Church Family

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>									
			<u>Module Two: Created to Love Others</u> Religious Understanding Personal Relationships Keeping Safe	<u>Module Three: Created to Live in Community</u> Religious Understanding Living in the Wider World						
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.</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> <table border="1" data-bbox="344 746 2188 1075"> <tr> <td data-bbox="344 746 806 1075"> Developing confidence and responsibility Settling into school Making friends Being polite New Beginnings Say no to bullying Yoga Anti-Bullying Week 13th November 23 </td> <td data-bbox="806 746 1263 1075"> Relationships and respecting differences between people Getting on and Falling out Going for Goal Yoga </td> <td data-bbox="1263 746 1720 1075"> Looking after our world Looking after creatures Special People Relationships Good to be me Yoga </td> <td data-bbox="1720 746 2188 1075"> How to be safe in different environments How to be good citizens Changes Transition to Year 1 Yoga </td> </tr> </table>						Developing confidence and responsibility Settling into school Making friends Being polite New Beginnings Say no to bullying Yoga Anti-Bullying Week 13 th November 23	Relationships and respecting differences between people Getting on and Falling out Going for Goal Yoga	Looking after our world Looking after creatures Special People Relationships Good to be me Yoga	How to be safe in different environments How to be good citizens Changes Transition to Year 1 Yoga
Developing confidence and responsibility Settling into school Making friends Being polite New Beginnings Say no to bullying Yoga Anti-Bullying Week 13 th November 23	Relationships and respecting differences between people Getting on and Falling out Going for Goal Yoga	Looking after our world Looking after creatures Special People Relationships Good to be me Yoga	How to be safe in different environments How to be good citizens Changes Transition to Year 1 Yoga							
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> <table border="1" data-bbox="344 1165 2188 1449"> <tr> <td data-bbox="344 1165 806 1449"> Introduction to PE: Unit 2 Fundamentals: Unit 2 Funky Fingers activities Yoga Dough Disco sessions </td> <td data-bbox="806 1165 1263 1449"> Fundamentals: Unit 2 Cont. Gymnastics: Unit 2 Dance: Unit 2 Funky Fingers activities Yoga Dough Disco sessions </td> <td data-bbox="1263 1165 1720 1449"> Dance: Unit 2 Cont. Ball Skills: Unit 2 Funky Fingers activities Yoga Dough Disco sessions </td> <td data-bbox="1720 1165 2188 1449"> Ball Skills: Unit 2 Cont. Games: Unit 2 Funky Fingers activities Yoga Dough Disco sessions </td> </tr> </table>						Introduction to PE: Unit 2 Fundamentals: Unit 2 Funky Fingers activities Yoga Dough Disco sessions	Fundamentals: Unit 2 Cont. Gymnastics: Unit 2 Dance: Unit 2 Funky Fingers activities Yoga Dough Disco sessions	Dance: Unit 2 Cont. Ball Skills: Unit 2 Funky Fingers activities Yoga Dough Disco sessions	Ball Skills: Unit 2 Cont. Games: Unit 2 Funky Fingers activities Yoga Dough Disco sessions
Introduction to PE: Unit 2 Fundamentals: Unit 2 Funky Fingers activities Yoga Dough Disco sessions	Fundamentals: Unit 2 Cont. Gymnastics: Unit 2 Dance: Unit 2 Funky Fingers activities Yoga Dough Disco sessions	Dance: Unit 2 Cont. Ball Skills: Unit 2 Funky Fingers activities Yoga Dough Disco sessions	Ball Skills: Unit 2 Cont. Games: Unit 2 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.							
	Funny Bones by J & A Ahlberg Handa's Surprise by Eileen Browne 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 Kipper's Birthday by Mick Inkpen Elmer by David McKee Alfie Stories by Shirley Hughes 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		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 The way Back Home by Oliver Jeffers On The Train by Carron Brown & Bee Johnson The Train Ride by June Crebbin Whatever Next by Jill Murphy Emma Jane's Aeroplane by Katie Haworth Pirates and Aliens Love Underpants by Claire Freedman The Great Balloon Hullabaloo by Peter Bently Shared Reading		I love animals by Flora McDonnell What the ladybird heard by Julia Donaldson Rosie's Walk-Pat Hutchins Barry the Fish with no Fingers by Sue Hendra Smiley Shark by Ruth Galloway 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 Shared Reading		<u>Traditional Tales</u> Goldilocks and the 3 Bears The Little Red Riding Hood The Enormous Turnip The Gruffalo by Julia Donaldson Zog by Julia Donaldson We're Going on a Bear Hunt by Michael Rosen The Paper Bag Princess by Robert Munsch Shared reading	
Writing to Entertain	Narrative	Turn stories into play using puppets, toys, costumes and props; imagine and re-create roles.	Narrative	Experiment with writing in a variety of play, exploratory and role-play situations; use Tales Toolkit to re-tell narratives.	Narrative	Use Tales Toolkit to re-tell narratives using patterns from listening and reading.	Narrative	Use Tales Toolkit to innovate and write own narratives using patterns from listening and reading.
	Poetry	Join in with class rhymes and poems.	Poetry	Make up funny sentences and play with words	Poetry	Use simple repeating patterns.	Poetry	N/A
Writing to Inform	Non-Chronological Report	N/A	Non-Chronological Report	Describe something or someone orally, developing description to prompts and questions.	Non-Chronological Report	Distinguish between writing and drawing and write labels for pictures and drawings.	Non-Chronological Report	Attempt writing for various purposes, using features of different forms, e.g. lists
	Instructions	Listen to and follow single instructions, and then a series of two and three instructions.	Instructions	Give oral instructions when playing.	Instructions	Attempt to write instructions on labels, for instance in role play area	Instructions	N/A
	Recount	Informally recount incidents in own life to other children or	Recount	N/A	Recount	Shared composition with an adult such as retelling, substituting or	Recount	Write sentences to match pictures, or sequences of

		adults and listen to others doing the same.			extending, leading to simple independent writing.		pictures, illustrating an event.
Phonics 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: Phase 2 Autumn 2: Introduce Phase 3 Spring 1: Phase 3 & 4 Spring 2: Phase 3 & 4 Summer 1: Phase 4 Summer 2: Introduce Phase 5						
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.						
	Getting to Know you Just Like Me! It's Me 1, 2, 3! Light & Dark	Light & Dark Alive in 5! Growing 6, 7, 8 Building 9 & 10	Building 9 & 10 To 20 and Beyond! First, Then & Now	First, Then & Now Find My Pattern On the Move!			
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.						
	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 Reading eggs Purple Mash: Mouse and Trackpad Skills Safety and Privacy	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 E-Safety Reading eggs Purple Mash: Keyboard Skills Hardware	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 Reading eggs Science Week 8 th March 24 E-Safety Week 7 th Feb 24 Purple Mash: Drawing Skills Quizzes	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 E-Safety Reading eggs Purple Mash: Robots Sounds Photography			
Expressive Arts and 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.						
	Musical instruments and singing Charanga Music Scheme-Me	Musical instruments and singing Charanga Music Scheme-My Stories	Musical instruments and singing Charanga Music Scheme-Everyone	Musical instruments and singing			

<p>16. Creating with materials 17. Being imaginative and expressive</p> 	<p>Self-portraits using different media including drawing, painting. Artist: Giuseppe Arcimboldo</p> <p>Autumn activities Bonfire night activities</p> <p>Role play: hospital & baby clinic</p>	<p>Exploring and mixing colours for winter art activities Christmas cards and activities Christmas Nativity songs and drama</p> <p>Role play: space ship & train station</p>	<p>Mother's Day & Easter Cards Spring pictures & activities Animal skin patterns Observational drawings</p> <p>Role play: farm, pet shop, museum</p>	<p>Charanga Music Scheme-Our World, Big Bear Funk Traditional songs & nursery rhymes</p> <p>Using different media Father's Day cards Junk modelling Summer pictures and activities</p> <p>Role play: cottage and cave</p>	
<p>Characteristics of Effective Teaching and Learning</p>	<p><u>Playing and exploring</u> Children investigate and experience things, and 'have a go'.</p>		<p><u>Active learning</u> Children concentrate and keep on trying if they encounter difficulties, and enjoy achievements.</p>		<p><u>Creating and thinking critically</u> Children have and develop their own ideas, make links between ideas, and develop strategies for doing things.</p>
<p>Overarching Principles</p>	<p>Every child is a unique child, who is constantly learning and can be resilient, capable, confident and self-assured.</p>	<p>Children learn to be strong and independent through positive relationships.</p>	<p>Children learn and develop well in enabling environments with teaching and support from adults, 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 learning and development. 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>	