

st simon's



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

FS1 Love Class

Yearly Curriculum Overview

2025-2026

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 2 nd September –Friday 14th November	Block 2 Monday 17 th November - Friday 6 th February	Block 3 Monday 9 th February - Friday 1 st May	Block 4 Tuesday 5 th May - Friday 17 th July
THEMES	Who am I?	Where are we in the world?	How do living things change?	What's the Story?
Key Concepts:	Responsibility	Love	Happiness	Change
	How can I take care of God's world?	How do we show love for others?	How do we share our happiness with others?	How I we prepare for change?

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		Trusted		Resilient	
	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,	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 together and share. All are committed to their own	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.

		to talk about their thoughts and feelings and join in with prayer.		personal journey of self-discovery.		
RE 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.					
	<u>Branch 1</u> Creation and Covenant God shows his love by making a wonderful world for us all to live in. Hear God made our wonderful world and everything in it. We can find beautiful things in it. Believe God made the wonderful world. Celebrate Give thanks for God's wonderful world. Live Look after God's world.	<u>Branch 2</u> Prophecy and Promise God shows his love by sending his son, Jesus to live with us. Hear Mary was going to have a baby. His name will be Jesus. Mary's Baby is based on Luke. Believe and Celebrate Getting ready for a very special baby. Live God sent Jesus to love us all. Celebrate Advent, it is a time to get ready for Christmas.	<u>Branch 3</u> Galilee to Jerusalem	<u>Branch 4</u> Desert to Garden	<u>Branch 5</u> To the Ends of the Earth	<u>Branch 6</u> Dialogue and Encounter
	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.					
Relationship and Health Education (RSE) 	<u>Module One: Created and Loved by God</u> Unit 1: Religious Understanding Unit 2: Me, My Body, My Health		<u>Module Two: Created to Love Others</u> Unit 1: Religious Understanding Unit 2: Personal Relationships		<u>Module Three: Created to live in a Community</u> Unit 1: Religious Understanding	
	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.					
	Speaking and listening skills - listening area, circle time, questioning, signing in school, enhanced story role play, RE - telling stories. Narrative Sessions Tales Toolkit Wellcome- Language Screening Tool					
	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.					

Personal, Social and Emotional Development 3. Self-regulation 4. Managing self 5. Building relationships (Life to the Full Plus)	Settling into school Special People -Families Yoga Making friends Anti-Bullying Week 10 th November 2025	Special People Looking after creatures E-Safety Yoga Internet Safety Day 10 th February 2026	Environmental issues Looking after our world E-Safety Yoga	Transition to FS2 E-Safety Yoga Mental Health & Wellbeing Awareness 11 th May 2026
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 -Unit1 Fundamentals -Unit 1 Funky Fingers activities Yoga Dough Disco sessions	Fundamentals -Unit 1 Gymnastics- Unit 1 Funky Fingers activities Yoga Dough Disco sessions	Dance- Unit 1 Bat Skills-Unit 1 Funky Fingers activities Yoga Dough Disco sessions	Games- Unit 1 Forest School 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 The Naughty Bus You can't take an Elephant on the Bus Mr Grumpy's Motor Car On The Train The Train Ride 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 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
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.			
	Colours Matching Sorting	Pattern Consolidation Number 3 /Subitising	Height and Length Mass Capacity	More than/fewer 2D Shape 3D Shape

	Number 1 Number 2 Number 2 Subitising Number 2	Number 4 /Composition Number 5 /Composition Consolidation Number 6	Consolidation Sequencing Positional Language	Consolidation What comes after? What comes before? Numbers to 5 Consolidation
Phonics 	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.			
	Phase 1 Aspects 1-6	Phase 1 Aspects 1-7	Phase 1 Aspects 1-7 Phase 2	Phase 2
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.			
	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 Science Week- 7 th March 2026 E-Safety Week- 10 th Feb 2026 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	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.			

16. Creating with materials 17. Being imaginative and expressive 	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 Music <u>Let's be friends:</u> making friends, turn-taking, sharing, working together, and building confidence and unity in a classroom full of new faces. <u>This is me:</u> exploring who we are! How we say hello, how old we are, our families, our likes and dislikes, and what makes us special and unique.	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 Using junk modelling and other modelling materials Christmas cards and activities Nativity songs and drama Candle holders Music Nativity Play <u>Travel and Movement:</u> ways that we can move and travel from one place to another. Whether we move our bodies in different ways to get around, or if we get on a train, bus, or car... What about if we could fly? Let's see where our imaginations take us!	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 Music <u>Animal Tea Party:</u> exploring animal movements and sounds, and will be discovering some musical terms through the song and activity Bang my drum. <u>I've got feelings:</u> exploring our feelings and emotions. Music is an incredible tool to express our feelings through song, which we will do in some of the songs and warm ups, but we'll also be exploring the breadth of different emotions through sounds and music that we listen to. What do certain sounds make us feel? How could we express our own feelings through the sounds and music that we make?	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. Music <u>I've got feelings:</u> Continued <u>Let's Jam:</u> exploring different sounds and instruments, as well as playing together as a 'band' and in small groups. In a culture where often being a 'singer' or a musician is associated with TV auditions, pop stars, and celebrities, we want to emphasise the importance of enjoying music for music's sake!
Overarching Principles	Every child is a unique child, who is constantly learning and can be resilient, capable, confident and self-assured.	Children learn to be strong and independent through positive relationships.	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.	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 year's provision.
Characteristics of Effective Teaching and Learning	<u>Playing and exploring</u> Children investigate and experience things, and 'have a go'.	<u>Active learning</u> Children concentrate and keep on trying if they encounter difficulties, and enjoy achievements.	<u>Creating and thinking critically</u> Children have and develop their own ideas, make links between ideas, and develop strategies for doing things.	