



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

FS2 Yearly Curriculum Overview 2025-2026

Joy 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					
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.											
		Inquisitive		Valued			Exceptional						
		- 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 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.						
Religious Education		'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											
We aim to celebrate the uniqueness of every child, enabling each to reach his or her potential spiritually, morally,		Branch 1 Creation and Covenant		Branch 2 Prophecy and Promise		Branch 3: Galilee to Jerusalem		Branch 4: Desert to Garden		Branch 5: To the ends of the Earth		Branch 6: Dialogue and Encounter	
		God shows his love by making a wonderful world for us all to live in. Hear		God shows his love by sending his son, Jesus to live with us. Hear									

academically and socially.	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.	The Annunciation Luke 1 Believe Mary was chosen by God to give birth to his son. Celebrate Advent traditions				
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 partnership between home, school and church.					
	<u>Module 1: Created and Loved by God.</u> Unit 3: Emotional Wellbeing Unit 4: Life Cycles		<u>Module Two: Created to Love Others</u> Unit 3: Life Online Unit 4: Keeping Safe		<u>Module Three: Created to Live in Community</u> Unit 2: Living in the Wider World	
Prime Areas						
Communication and Language 1. Listening, attention and Understanding 2. Speaking	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.					
	We use DEAL cross-curricula to enhance learning. Tales Toolkit is used to develop storytelling and enhance writing. Speaking and listening skills, - Listening area, Circle time, Questioning, Signing in school, Enhanced story role play, telling stories. Narrative Sessions Language Link - 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.					
	Settling into school Making friends Looking after our world Special People Relationships Yoga Anti-Bullying Week w/c Monday 10 th November 2025		E-Safety Yoga Internet Safety Day 10 th February 2026		Looking after creatures E-Safety Yoga Transition to Year 1 E-Safety Yoga Mental Health & Wellbeing Awareness Month 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: Unit 2 Fundamentals: Unit 2		Fundamentals: Unit 2 Gymnastics: Unit 2		Gymnastics: Unit 2 Dance: Unit 2 Ball Skills: Unit 2 Games: Unit 2	



Funky Fingers activities
Yoga
Dough Disco sessions

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Forest School

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.
We use DEAL cross-curricula to enhance learning. Tales Toolkit is used to develop storytelling and enhance writing.

Vehicle Texts: The Something

Narrative: A Friendship & Animal Theme
Purpose: To tell and write sentences around the theme

Recount: Animal Information
Purpose: To inform

Shared Reading

Vehicle Texts: The Star in the Jar

Narrative: A Star Theme
Purpose: To tell and write sentences around the theme

Information: Poster to find a lost star
Purpose: To inform (and describe)

Juniper Jupiter

Narrative: A Superhero Theme
Purpose: To tell and write sentences around the theme

Information: A letter wanting to be a sidekick
Purpose: To inform

Shared Reading

Vehicle Texts: Little Red

Narrative: A Traditional Tale Theme
Purpose: To tell and write sentences around the theme

Instructions: How to trap an animal
Purpose: To instruct

The Extraordinary Gardener

Narrative: A Plant Growing Theme Purpose: To tell and write sentences around the theme

Instructions: How to grow a garden plant / vegetable
Purpose: To instruct

Shared Reading

Vehicle Texts: The Storm Whale

Narrative: A Seaside Theme
Purpose: To tell and write sentences around the theme

Poems: Sea creature poems
Purpose: To describe

Shared reading

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:

GPCs taught:

s a t p i n
m d g o c
k ck e u r
ss

Autumn 2:

GPCs taught:

h b f/ff l ll j
v w x y z/zz
qu ch sh th
ng nk ai ee
igh oa

Spring 1:

GPCs taught:

oo ar ur oo
or ow oi ear
air ure er ow

Spring 2:

Review

Summer 1:

Review

Summer 2:

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.

12. Numerical patterns



Number & Number Pattern:

Subitising within 3
Counting skills
Explore how all numbers are made of 1's
Focus on composition of 3 and 4.
Subitise Objects and Sounds.
Comparison of sets – just by looking
Use the language of comparison: *More than* and *fewer than*.
Five-ness of Five using one hand and die patterns
Comparison of sets – by matching
Explore the concept of 'whole' and 'part'

Shape, Space and Measure:

Circles & Triangles
Consolidation

Number & Number Pattern:

Focus on the composition of 3, 4 and 5
Practise object counting skills
Match numerals to quantities within 10
Verbal Counting beyond 20.
Subitise within 5 focussing on a die pattern
Ordinality and the 'staircase' pattern
See that each number is one more than the previous
Focus on 5
Focus on 6 and 7 as 'five and a bit'
Make unequal sets equal

Shape, Space and Measure:

Shapes with 4 sides
Mass & Capacity
Length, Height & Time
Consolidation

Number & Number Pattern:

Focus on the staircase pattern and ordering numbers
Focus on ordering numbers to 8.
Focus on 7
Doubles – explore how some numbers can be made with two equal parts
Sorting numbers according to attributes – odd and even numbers.
Counting larger sets and things that cannot be seen.

Shape, Space and Measure:

Explore 3D shapes
Consolidation

Number & Number Pattern:

Subitising to 6
Composition – 5 and a bit
Composition – of 10
Comparison – linked to ordinality
Plying track games
Introduce rekenrek – subitise to 5
Automatic recall of bonds to 5
Composition of numbers to 10
Comparison
Number patterns
Counting

Shape, Space and Measure:

Manipulate, Compose & Decompose
Visualise build & Map
Consolidation

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

Purple Mash:
Mouse and Trackpad Skills
Keyboard 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

Purple Mash:
Drawing Skills
Robots
Safety and Privacy

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

7th – 16th March 2025 – Science Week
Internet Safety Day 6th February 2025

Purple Mash:
Sounds
Photography
Safety and Privacy

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

Purple Mash:
Technology around us
Hardware
Safety and Privacy

Expressive Arts and Design 16. Creating with materials 17. Being imaginative and expressive 	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.			
	Musical instruments and singing Sing Up Music Scheme: Focus: Timbre, beat, pitch contour. Focus: Musical storytelling, louder/quieter, faster/slower, higher/lower, timbre. Focus: Call-and-response, pitch (la-so-mi-do), timbre. Self-portraits using different media including drawing, painting. Artist: Giuseppe Arcimboldo Autumn activities Bonfire night activities Role play: Home corner, hospital, school	Musical instruments and singing Sing Up Music Scheme: Focus: Beat, pitch (step/leap), timbre. Focus: Active listening, beat, pitch (so-mi), vocal play. Focus: Pitch contour rising and falling, classical music. Exploring and mixing colours for winter art activities Artist: Jackson Pollock Christmas cards and activities Christmas Nativity songs and drama Role play: Space ship, Train Station & Hot Air Balloon	Musical instruments and singing Sing Up Music Scheme: Focus: Timbre, tempo, structure (call-and-response), active listening. Focus: Timbre, structure, active listening, tune moving in step (stepping notes), soundscape. Focus: Dynamics, timbre, musical storytelling, improvising and composing, exploring instruments. Mother's Day & Easter Cards Spring pictures & activities Animal skin patterns Observational drawings Artist: Robert Bradford recycled/sculptured animals Role play: Farm, Pet shop	Musical instruments and singing Sing Up Music Scheme: Focus: Music in 3-time, beat, composing and playing. Focus: Beat, active listening, instrumental accompaniment. Using different media Father's Day cards Junk modelling Summer pictures and activities Artist: David Hockney Role play: Castle, Museum
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.	
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 years provision.