 **St Edmunds Catholic Primary School Curriculum Overview: FSU**

**Skills are taught progressively throughout the year. Themes may change as led by children’s interests in line with EYFS guidance. However, provision for learning in 7 areas will be constant.**

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|  | **Autumn 1** | **Autumn 2** | **Spring 1** | | **Spring 2** | **Summer 1** | **Summer 2** |
|  | **Home Sweet Home** | **Celebrate Good Times** | **Once Upon a Time** | | **Helping Hands** | **Our Wonderful World** | **Fantastic Food** |
| **Prime Areas** | **Personal Social and Emotional Development** | **Personal Social and Emotional Development** | **Personal Social and Emotional Development** | | **Personal Social and Emotional Development** | **Personal Social and Emotional Development** | **Personal Social and Emotional Development** |
| Developing independence dressing, undressing, using the toilet etc. Share, take-turns and working co-operatively. Establishing circle time and class charter. Develop familiarity of the school environment and staff. | Continuing to develop independence in using the classroom provision. | Trying new activities. Learning to respect the beliefs of others. Describe themselves in positive terms and talk about their abilities. Develop confidence to speak to others. Talking about experiences related to different feelings. | | Children will continue to be encouraged to share and take turns fairly and try out new activities with confidence.  They will be encouraged to consider when it is appropriate to involve adults in negotiation, both in the classroom and playground.Continue to develop relationship with parents/carers: Play Day. | Continue to develop understanding of what is right and what is wrong and why, taking feelings of others into consideration. They will consider the consequences of their words and actions for themselves and others. | Develop confidence when speaking to others about their own needs, wants, opinions and interests. Understand that their own actions affect other people.  Talk through achievements with the children. |
| **Physical Development** | **Physical Development** | **Physical Development** | | **Physical Development** | **Physical Development** | **Physical Development** |
| Opportunities for large movement e.g. climbing equipment, wheeled toys, large construction etc. Develop skills to use glue spreaders, scissors, pencils etc. Mark making experiences to develop the muscles in the hand and fingers. Using cutlery Hygiene when using the toilet and before eating. Handwriting shapes. | Develop co-operation skills e.g. throwing & catching balls to each other, parachute games etc. Fine motor – i.e. three finger and tripod grip using a range of tools. Develop the muscles in the hand and fingers: dough gym, mark making, using tools. Handwriting shapes. Discuss how bodies feel before and after physical activity. | Stopping and starting on command. Moving creatively to music. Fine motor skills – rice, chop-sticks.  Dancing and music – Chinese New Year Letter formation.  Encourage children to talk about changes in their body after physical activity.  Learning to ride a bike | | Developing gross and fine motor skills through theme.  Continuing to work on correct letter formation Weaving indoors and outdoors. Health, safety and hygiene related to people who help us (Helping Hands theme): looking after our teeth, healthy food choices etc. | During indoor and outdoor activities, children will continue to develop their awareness of space and safety. Develop their confidence and imagination.  The children will consolidate, fine motor skills. Write letter shapes that are correctly formed. | The children will continue to handle tools, objects, construction and malleable materials safely and with increasing control. Model making and self initiated activities within CP.  Developing a knowledge of food and healthy food we eat to keep us fit and help us to grow. Balance of food and why we eat certain foods. |
| **Communication and Language** | **Communication and Language** | **Communication and Language** | | **Communication and Language** | **Communication and Language** | **Communication and Language** |
| Opportunities for children to talk with adults on one-to-one and small group basis. Daily story sessions to encourage increasing attention and recall. Listening area: stories, songs and rhymes.  Begin phonic activities. Model and extend language through role-play. Welcome intervention. | Opportunities for children to talk with adults on a one-to-one basis  Continuing to build on a repertoire of rhymes and songs and favourite stories and identify new vocabulary. Wellcomm intervention. Descriptive language. Daily role-play.  NELI intervention assessments begin. | Focusing on a rich literacy environment, especially role play.  Chinese new year stories.  Asking questions through hot seating.  Wellcomm intervention. Establishing talking partners.  NELI intervention sessions begin. | | Can organise, sequence and clearly talk about what they think, their ideas, their feelings and events. Asking who, what, where, when questions. Simple story language: once upon a time, one day, they lived happily ever after.  Daily role-play. | Our role-play area will continue to change, with contributions made by the children.Wellcomm and NELI intervention. Extending descriptive language using the senses.  Daily role-play. | The children will begin to be able to follow a story without pictures or props. Extending vocabulary.  Daily role-play. Using a range of tenses *(e.g. Play playing, will play, played)* Listening and responding whilst playing and during story times. Following several instructions. |
| **SpecificAreas** | **Literacy** | **Literacy** | **Literacy** | | **Literacy** | **Literacy** | **Literacy** |
| Emergent writing. Rich literacy environment role play. Looking at meaningful print such as children’s names, labels in the environment. Model oral blending of sounds to make words in everyday contexts. Introduce daily phonics session. Basic book skills: turning a page, front, back, left to right. Visit to the Library. | Continue to develop confidence in emergent writing Recognising and writing their name. Daily phonics.  Captions, lists, labels, letters and cards. Stories with predictable patterns. Left to right, top to bottom direction. What is a letter, what is a word? Writing own name. | Writing CVC words and some tricky words independently Recounts of experiences.  Sequencing stories and retelling/ acting out. Looking at characters in stories hot seating High Frequency Words /tricky words. Rhyming words. Forming letters correctly. Writing words, caption and sentences. | | Differentiated writing tasks  Texts –traditional tales and stories. Stories with predictable patterns. Daily phonics.  Looking at characters in stories: think, feel, say…..  Hot seating: taking on the role of a character.  Acting out stories indoor and outside. Visit from a storyteller | Develop understanding of the elements of stories, such as main characters, sequence of events and openings. They will learn how information can be found in non-fiction texts to answer questions about who, what, where, why and how. Independent writing with correct letter formation.  Daily phonics: Writing a sequence of sentences. | Recall events / experiences of places visited, holidays and journeys. Creating a story based on an original.  They will write a sequence of sentences and short accounts of stories and events.  Daily Phonics reading and writing sessions. Consolidate their knowledge of correct letter formation. |
| **Mathematics** | **Mathematics** | **Mathematics** | | **Mathematics** | **Mathematics** | **Mathematics** |
| Number rhymes and songs.  Focus on rich mathematical environment. Focus on numbers personal to children e.g. their age.  Develop counting skills up to 10/20 as appropriate Weight / length. Estimating small amounts.  Vocabulary of time: first, next, dinner time. Naming and describing 2D shapes. | Develop counting skills up to 10/20 Separating groups of objects, realising the total is still the same.Number recognition and formation. Sorting by colour, shape, size etc. Making more and making less. Sequencing daily events everyday vocabulary of time. Language that describes position: on, under, next to etc. | Counting, recognising and ordering numbers up to 10/20.  Recording using marks they can talk about. Naming and describing 2D and 3D shapes. Estimating small amounts. Capacity full/ half full/ empty.Making more / less/ adding and subtracting. Sorting by colour, shape, size etc. More and less/ addition and subtraction. | | Solve simple problems or puzzles in a practical context and respond to ‘What could we try next ?’  Money : finding totals, giving change.  Time : vocabulary of time : morning, afternoon, evening, year, day, introduce o’clock.  Recording using marks they can talk about. | They will use developing mathematical ideas and methods to solve practical problems.  Positional language: introduce left and right. Strategies to count on in head. Relating addition to doubling and subtraction to halving. Recording their learning.  Money linked to Enterprise week. | The children will increase their knowledge in other areas of the mathematical curriculum such as shapes, pattern, weights and measures, time and money.  They will be encouraged to apply knowledge to solve practical problems. |
| **Understanding the World** | **Understanding the World** | **Understanding the World** | | **Understanding the World** | **Understanding the World** | **Understanding the World** |
| Opportunities for talk about who we are, where we come from and to get to know one another  Being part of a family, different family members and family traditions  Babies: real life experience in role play room.  Environmental changes  Changes in state: The children will melt chocolate and make cakes. | How we change- baby, child, teenager, etc. Halloween / Bonfire Night: family experiences and traditions. Magnetism / Floating and sinking / Changes in state Celebrating a traditional British Christmas traditions: the foods we eat, sharing family event Begin to explore simple games on the ipads  Environmental changes | Know about similarities and differences between themselves and others, and among families, communities and traditions.  Moving toys: programming beebots.  Access to class ipads  Testing materials – The Three Little Pigs  Environmental changes  Planting | | Make predictions based on experiences / observations and explain why some things occur / talk about similarities, differences and changes. The children will be encouraged to show interest in different occupations and ways of life through ‘Helping Hands’ theme  Visits from the local dental nurse, firefighters and community policemen  Environmental changes  Caring for plants  To learn about Jesus at Easter time  Opportunities for talk about why happen and how things work | Exploring the local environment looking at seasonal changes / natural materials.  Comparing animals to humans: how we move, what we eat.  Finding out about waterproof materials. How to care for plants.  To make observations of animals and plants and explain why some things occur  Environmental changes | Explore where food comes from and how it is made.  Field to fork.  Observing changes within ingredients as they are baked/cooked. |
| **Expressive Arts and Design** | **Expressive Arts and Design** | **Expressive Arts and Design** | | **Expressive Arts and Design** | **Expressive Arts and Design** | **Expressive Arts and Design** |
| Encourage and support small world and role play.  Starting with home life: routines, family life etc through daily visits to the role play room.  Provision for children to express themselves creatively (painting, music, technology, malleable etc)  Begin to learn a range of familiar songs and rhymes.  Dance with dance teacher. | Encourage and support small world and role play.  Christmas workshop in role play room. Roles and language modelled by adult and children to take on roles.  Children to express themselves creatively (painting, music, technology, malleable, teaching new techniques: wax resist etc)  Begin to learn a range of familiar songs and rhymes.  Christmas performance.  Dance with dance teacher. | Collage work related to our theme, experimenting with textures. Singing new and familiar songs.  Introduce a storyline or narrative into their play.  Begin to express and communicate ideas, thoughts and feelings about our theme, through their play. Exploring different techniques: marbling, printing etc. Learning how to use tools join and fix materials together. Beginning to suggest how to adapt and improve their work.  Exploring what happens when they mix colours. | | The children will play  co-operatively as part of a group to develop and act out scenarios, narratives and roles in the classroom and role play room.  They will play alongside other children who are engaged in the same theme.  Explore colour, shape, texture and form when making cards and gifts for special occasions. (Mothers’ Day and Easter)  Continue to build on joining and fixing skills taught in previous half term and ways they can improve their work. | Children will have the opportunity to develop and consolidate skills learnt during the year.  Children will continue experimenting with different media and working creatively on a large and small scale.  Children use what they have learnt about media and materials in independent activities.  They will have the opportunity to go outside and make sketches of the environment, developing their awareness of line, shape and space. | The children will be encouraged to use knowledge, skills and different material e.g. joining, using tools: staplers, fixing using materials like glue and sellotape etc to make creative 2D and 3D work that is for a particular use or purpose.  Children will be encouraged to contribute their own ideas when developing a new role play area or when creating music, art, dance and stories linked to our theme. |
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| N/R Myself  **Explore**  **3.9.20 – 11.9.20**  **Reveal**  **14.9.20 – 25.9.20**  **Respond**  **28.9.20 – 2.10.20**  N/R Welcome **Explore** **12.10.20 – 16.10.20**  **Reveal**  **19.10.20 – 6.11.20 (inc half term)** | N/R Welcome  **Assessment week:**  **9.11.20 – 13.11.20**  **Respond**  **16.11.20 – 20.11.20**  N/R Birthday  Y1 Waiting  **Explore**  **23.11.20 – 27.11.20**  **Reveal**  **30.11.20 – 11.12.20**  **Respond**  **14.12.20 – 18.12.20** | N/R Celebrating  **Explore**  **4.1.21 - 8.1.21**  **Reveal**  **11.1.21 - 22.1.21**  **Respond**  **25.1.21 - 29.1.21** | N/R Gathering  **Explore**  **1.2.21 – 5.2.21**  **Reveal**  **8.2.21 – 26.2.21 (inc. half term)**  **Respond**  **1.3.21 – 5.3.21** | N/R Good News  **Explore**  **19.4.21 – 23.4.21**  **Reveal**  **26.4.21 – 7.5.21**  **Respond**  **10.5.21 – 14.4.21** | N/R Friends **Explore** **24.5.21 – 28.5.21**  **Reveal**  **7.6.21 – 11.6.21**  **Respond**  **14.6.21 – 18.6.21** | N/R Our World  **Explore**  **21.6.21 – 25.6.21**  **Reveal**  **28.6.21 – 9.7.21**  **Respond**  **\*Respond & Assessment week will be 12.7.21 – 16.7.21** |
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| Introduce CD, iPads, and classroom ipad.  Model using the interactive board.  Using maps e.g. Digi maps, google earth to look at our local environment  Weekly ipad sessions | Independent use of interactive board, class computer, CD and ipads. Select and use technology for particular purposes. Using the class digital camera, and other resources to record work done in school. Explore simple games  Weekly ipad sessions  Use of shared area between year 1 and 2 to access computers, use of mouse, switching screen on and off. | Continue independent use of interactive board, class computers, CD, and Introduce beebots *Paints on ipad*  (moving an icon around the screen using finger  Moving toys (beebots)  Programming to move through Little Red Riding Hood’s forest/3 Little pigs escape through the woods.  Weekly ipads session  Use of shared area between year 1 and 2 to access computers, use of mouse, logging in and out. | | Continue independent use of interactive board, class ipad, CD, tape, beebots and ipads.  Word processing: using the space bar, delete keys, changing the size, colour and style of font.  Weekly ipad sessions  Use of shared area between year 1 and 2 to access computers, use of mouse, logging in and out. | Continue independent use of interactive board, class computers, CD, beebots and ipads.  Life cycles power point.  Use the Internet to find information related to our topic.  Weekly ipad sessions  Use of shared area between year 1 and 2 to access computers. | Continue independent use of interactive board, class computers, CD, beebots and ipads.  Introduce supervised web searches related to class theme.  Weekly ipad sessions  Use of shared area between year 1 and 2 to access computers. |