



St Lewis' Catholic Primary School

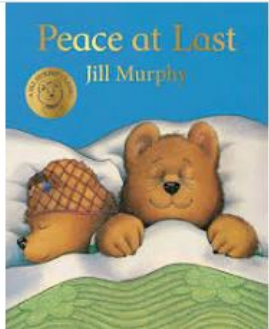
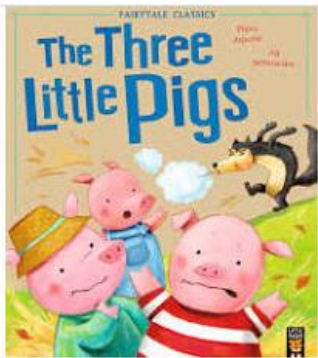
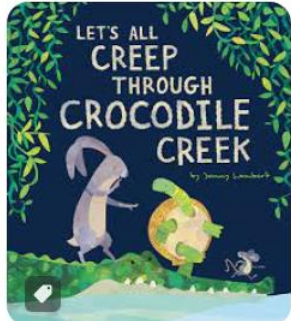
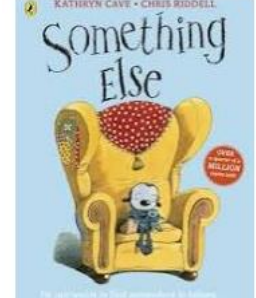
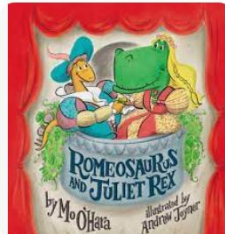


Foundation Stage Curriculum Document – Cycle B

This planner reflects a balance of over-arching themes and topics, whole school schemes as well as scope for following children's interests and fascinations.

The Prime areas, which underpin the whole curriculum, deliberately span the full year, since children are learning to embed these statements across every area within each term.

The Specific areas are shown with a mix of topics as well as links to whole school schemes.

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic	Super Me Super You	Is a stick just a stick?	Healthy Living***	Knights and Princesses Royal Family	Creatures	Dinosaurs***
Hook	All children's family pictures on display.	Stick hunt. Collection of unusual sticks	Ingredients sent for them to make their own healthy snack.	A letter from the royal castle with a crown and a sword	Caterpillars arrive in school. Collection of seeds	Dinosaur eggs to hatch in water. Giant footprints.
<u>Literacy</u> <i>Reading for pleasure- building up children's knowledge of specifically Core Books to share and retell. Key texts, poems, nursery rhymes. Stimulating book areas and books in most continuous provision areas inside and outside.</i> <i>Modelling telling stories using props and encouraging children to tell stories in play and eventually to others.</i>						
Quality texts PATHWAYS TO WRITE. Cycle B	 Peace at Last – Jill Murphy	 The Three Little Pigs – Mara Alperin	 Lets all Creep Through Crocodile Creek – Jonny Lambert	 Something Else – Kathryn cave	 Clem and Crab – Fiona Lumbers	 Romeosaurus and Juliet Rex
Writing Focus (Reception age)	• Writing our Name • Labels • Applying phase 2 phonics,	• Simple captions • Writing a list • Applying phase 3 phonics. • Correct letter formations	• Labelling • Spacing between words	• Writing sentences • Simple stories	• Phonetically plausible sentences	• Sentences with simple punctuation

	segmenting vc/cvc words					
Nursery Rhyme Focus	- Pat-a-Cake 1,2,3,45, Once I Caught a Fish Alive 5 Little Ducks - This Old Man	- I'm A Little Teapot - The grand Old Duke of York - Hickory Dickory Dock - Ring o' Roses	- Wind the Bobbin Up - Rock-a-bye Baby 5 Little Monkeys - Twinkle, Twinkle - If you're Happy and you Know It - Heads, Shoulders, Knees & Toes	- Old Macdonald - Incy, Wicky Spider - Baa, Baa Black Sheep - Row, Row, Row your Boat - The Wheels on the Bus - Hockey Cokey	Allow children to vote for their favourite.	Explore popular songs from other countries.
Role Play Themes	Home	Workshop - Christmas workshop	Cave	Castle	Café/Ice-Cream Shop	Theatre
Phonics (nursery)	Phase 1. Model good listening skills. Song & story time to develop early listening skills. & aspects of phase 1 - 1 aspect per week.	Phase 1. Baseline and split groups for new starters.	Phase 1. Baseline and split groups for new starters.	Phase 1. Baseline and split groups for new starters.	Phase 1. Baseline and split groups for new starters.	Phase 1. Baseline and split groups for new starters. Carpet session in the classroom with a focus on oral blending & segmenting for pre-school age children.
Reception	Phase 2 – Monster Phonics GPC's taught in the following blocks. Set 1 – s a t p Set 2 – i n Set 3 – m d g Set 4 – o c k ck Set 5 – e u r Set 6 – h b Set 7 – f ff l ll ss	Phase 3 – Monster Phonics Set 8 – j v w x Set 9 – y z zz qu Set 10 - ch sh th ng Long oo ar	Phase 3 - Monster Phonics. Digraphs & trigraphs oo ow ee ur ai or	Phase 3 - Monster Phonics. Digraphs & trigraphs oa er igh air oi ear ure	Phase 4 - Monster Phonics ccvc/cvcc cvc + phase 3 graphemes cvc – consolidate blending & segmenting skills	Phase 4 - Monster Phonics cvc compound words, consolidate blending & segmenting. cvc + phase 3 graphemes, consolidate blending & segmenting skills.

Come and See	Myself Welcome Birthday Other faith	Celebrating Gathering Growing	Good News Friends Our world Other Faith
Journey In Love (RSE)	Physical Intellectual	Emotional: Red Rockets and Rainbow Jelly.	Spiritual. The Family Book
Celebrations	Harvest Halloween Bonfire Night Divali Christmas Class Christmas Trip to Tatton.	Chinese New Year Shrove Tuesday Ash Wednesday Easter St Lewis' Birthday	Sports Day Class Trip Visit from dentist Visit from people who keep us safe.

PRIME AREAS

CLL	3 and 4 Year Olds Will: • Enjoy listening to longer stories and can remember much of what happens. • Pay attention to more than one thing at a time, which can be difficult. • Use a wider range of vocabulary. • Understand a question or instruction that has two parts, such as: "Get your coat and wait at the door". Understand 'why' questions, like: "Why do you think the caterpillar got so fat?" • Sing a large repertoire of songs. • Know many rhymes, be able to talk about familiar books, and be able to tell a long story. • Develop their communication but may continue to have problems with irregular tenses and plurals, such as 'runned' for 'ran', 'swimmed' for 'swam'. • Develop their pronunciation but may have problems saying: • some sounds: r, j, th, ch, and sh • multi-syllabic words such as 'pterodactyl', 'planetarium' or 'hippopotamus'. • Use longer sentences of four to six words. • Be able to express a point of view and to debate when they disagree with an adult or a friend, using words as well as actions. • Start a conversation with an adult or a friend and continue it for many turns. • Use talk to organise themselves and their play: "Let's go on a bus... you sit there... I'll be the driver."	Children in Reception will: • Understand how to listen carefully and why listening is important. • Learn new vocabulary. • Use new vocabulary through the day. • Ask questions to find out more and to check they understand what has been said to them. • Articulate their ideas and thoughts in well-formed sentences. • Connect one idea or action to another using a range of connectives. • Describe events in some detail. • Use talk to help work out problems and organise thinking and activities, and to explain how things work and why they might happen. • Develop social phrases. • Engage in storytimes. • Listen to and talk about stories to build familiarity and understanding. • Retell the story, once they have developed a deep familiarity with the text, some as exact repetition and some in their own words. • Use new vocabulary in different contexts. • Listen carefully to rhymes and songs, paying attention to how they sound. • Learn rhymes, poems and songs. • Engage in non-fiction books. • Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.
PSED	3 and 4 Year Olds will:	Children in Reception will: • See themselves as a valuable individual.

	• Select and use activities and resources, with help when needed. This helps them to achieve a goal they have chosen, or one which is suggested to them. • Develop their sense of responsibility and membership of a community. • Become more outgoing with unfamiliar people, in the safe context of their setting. • Show more confidence in new social situations. • Play with one or more other children, extending and elaborating play ideas. • Increasingly follow rules, understanding why they are important. • Remember rules without needing an adult to remind them. • Develop appropriate ways of being assertive. • Talk about their feelings using words like 'happy', 'sad', 'angry' or 'worried'. • Understand gradually how others might be feeling. • Be increasingly independent in meeting their own care needs, e.g., brushing teeth, using the toilet, washing and drying their hands thoroughly. • Make healthy choices about food, drink, activity and toothbrushing. •		• Build constructive and respectful relationships. • Express their feelings and consider the feelings of others • Show resilience and perseverance in the face of challenge. • Identify and moderate their own feelings socially and emotionally. • Think about the perspectives of others. • Manage their own needs. • Personal hygiene • Know and talk about the different factors that support their overall health and wellbeing: • regular physical activity • healthy eating • toothbrushing • sensible amounts of 'screen time' • having a good sleep routine • being a safe pedestrian
PSED (Themes from PSHE association thematic planner)	Relationships: • Families & Friendships • Safe Relationships Respecting Ourselves & Others	Living in the Wider World: • Belonging to a Community Money & Work	Health and Wellbeing • Physical Health & Mental Wellbeing • Growing & Changing Keeping Safe Dental Hygiene.
No Outsiders Theme & Text	Families: Mommy, Mama & Me The Great Big Family Book	Friendships: Blue Chameleon	Keeping Safe & Behaviour: The Odd Egg
Physical Development	3 and 4 Year Olds Will: • Continue to develop their movement, balancing, riding (scooters, trikes and bikes) and ball skills. • Go up steps and stairs, or climb up apparatus, using alternate feet. • Skip, hop, stand on one leg and hold a pose for a game like musical statues. • Use large-muscle movements to wave flags and streamers, paint and make marks. • Start taking part in some group activities which they make up for themselves, or in teams. • Increasingly be able to use and remember sequences and patterns of movements which are related to music and rhythm.		Children in Reception will: • Revise and refine the fundamental movement skills they have already acquired: • rolling • crawling • walking • jumping • running • hopping • skipping • climbing • Progress towards a more fluent style of moving, with developing control and grace. • Develop the overall body strength, co-ordination, balance and agility needed to engage successfully with future physical education sessions and other physical disciplines including dance, gymnastics, sport and swimming. • Develop their small motor skills so that they can use a range of tools competently, safely and confidently. Suggested tools: pencils for

	- Match their developing physical skills to tasks and activities in the setting. For example, they decide whether to crawl, walk or run across a plank, depending on its length and width. - Choose the right resources to carry out their own plan. For example, choosing a spade to enlarge a small hole they dug with a trowel. - Collaborate with others to manage large items, such as moving a long plank safely, carrying large hollow blocks. - Use one-handed tools and equipment, for example, making snips in paper with scissors. - Use a comfortable grip with good control when holding pens and pencils. - Show a preference for a dominant hand. - Be increasingly independent as they get dressed and undressed, for example, putting coats on and doing up zips.			drawing and writing, paintbrushes, scissors, knives, forks and spoons. - Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor. - Combine different movements with ease and fluency. - Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group. - Develop overall body-strength, balance, co-ordination and agility. - Further develop and refine a range of ball skills including: throwing, catching, kicking, passing, batting, and aiming. - Develop confidence, competence, precision and accuracy when engaging in activities that involve a ball. - Develop the foundations of a handwriting style which is fast, accurate and efficient. - Further develop the skills they need to manage the school day successfully: • lining up and queuing • mealtimes		
REAL PE	Core Real PE – Unit 1 – Bike adventure/Pirate adventure Coordination – footwork Static balance	Real Gym – Unit 1 – At Home/Jungle Trip Dynamic balance, Counter balance with a partner.	REAL Dance Shapes	Games Coordination, ball skills	Games Coordination, sending & receiving Agility, Reaction & response	Real Gym – unit 2, Park life/Toy box Flight & rotation Athletics – Agility.
REAL Foundations Themes	Bike Cat	Fairytales Clown	Jungle Tightrope	Juggling Pirate	Train Seaside	Space Squirrel
Specific Areas						
MATHS NURSERY (Master the Curriculum)	- Colours - Matching - Sorting - Number 1 - Number 2 - Subitising - Pattern		- Number 3 & subitising - Number 4 & composition - Number 5 & composition - Consolidation - Number 6 - Height & Length - Mass - Capacity - Consolidation		- Sequencing - Positional Language - More than/fewer than 2D shape 3D shape - Consolidation - Number composition - What comes after - What comes before - Numbers to 5 - Consolidation.	
MATHS (White Rose Topics – enhanced)	Getting To Know You - Match, Sort & Compare - Measures & Patterns - It's Me 1,2,3		- Alive in 5 - Mass and Capacity - Growing 6,7 and 8 - Length, Height and Time		- To 20 and beyond - How Many Now - Manipulate, Compose & Decompose - Sharing and Grouping	

with Master the Curriculum.)	• Circles and Triangles • Shapes with 4 Sides	• Building 9 and 10 • Explore 3D Shapes	• Visualise, Build and Map • Make Connections • Consolidation
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UNDERSTANDING THE WORLD						
Links with NC Science	Seasons- Autumn Ourselves	Seasons- Autumn	Seasons- Winter	Seasons- Spring	Seasons- Summer	Seasons- Summer
	Our Body (Developing Experts)	Materials (Developing Experts)	Food (Developing Experts)	Animals (Developing Experts)	Insects and Invertebrates (Developing Experts)	Forces (Developing Experts)
Working Scientifically	Forensic Footprints (TAPS)	Frozen Balloons (TAPS)	Taste Test (TAPS)	Senses Walk (TAPS)	Incy Shelter (TAPS)	Teddy Zip Line (TAPS)
Computing ILearn2	N - Introduce technology provision- Interactive Touchscreen. Drag, touch, select functions R - Computer Discovery Mouse & Keyboard Skills	N - Introduce technology provision- Voice recorder. Matching games. Size ordering. Sequencing. R - Early Programming Mouse & Keyboard Skills	N - Introduce technology provision- Interactive Touchscreen. Drag, touch, select functions - Counting. Matching. Exploring colour, fill tools, paint programmes. R - Digital Photos and Video Digital Literacy & Numeracy	N - Introduce technology provision- Interactive Touchscreen. Drag, touch, select functions- Taking photographs using the iPads and guide how to use pic collage. R - Early Digital Music	N - Introduce technology provision- Interactive Touchscreen. Drag, touch, select functions - R - Google research. Computer Discovery	Interactive Touchscreen and ipads. Control technology – simple algorithms using beebots and basic coding apps on the iPads – going on a journey – understanding of off-line coding first with appropriate language. R - Digital Art & Design
Geography	Finding out where things belong and live inside and outside Nursery The layout of the school and outside environment. Our Homes	Comparing the Town and Countryside. Map skills linked to The Three Little Pigs	What is a Creek? Comparing Environments	Local Landmarks, castles & homes Map work – a map to the castle	Our environment, how we can care for it. Comparing enviroments/countries.	Exploring other countries. Food from different cultures.

History	Nursery Routines- chronological visual timetable My Family – how I have changed from a baby. Grandparents & Parents – My family – stories from the past.	Celebrating with My Family.	Celebrations Around the World.	Toys from the Past. The Royal family		People from the Past – William Shakespeare Events that happened long ago
Expressive Arts and Design						
Art Kapow *Feed the ‘Let’s get Crafty’ unit into enhanced provision.	Marvellous Marks Unit Art wow day.		Paint My World		Creation station	
Design and Technology Kapow *seasonal projects can be used to enhance provision.		Junk Modelling unit.		Soup	Bookmarks	Boats.
Music KAPOW	Exploring Sound	Celebration Music	Music & Movement	Musical Stories	Big Band	
	Forest school					
Forest school	<u>Structures:</u> Main outcomes of learning sequence: • Identifying shapes in natural objects. • Comparing homes and habitats for humans and animals. • Identifying natural materials.	<u>Shelter:</u> Main outcomes of learning sequence: • Identify different animals and insects that use forest school. • Identify how they shelter from dangers. • Explore waterproof materials.	<u>Warmth:</u> Main outcomes of learning sequence: • How to stay warm in cold weather. • Identify changes seen during winter. • Identify how animals stay warm.	<u>Plants:</u> Main outcomes of learning sequence: • Identify how plants grow. • Prepare vegetable beds. • Sow seeds. • Maintain veg beds.	<u>Materials:</u> Main outcomes of learning sequence: • Identify different materials around forest school. • Explore uses for different materials. • Construct artwork and 3D models using natural materials in the style of Andy Warhol.	<u>Food:</u> Main outcomes of learning sequence: • Identify sources of food. • Harvest and identify foods from veg beds. • Observational drawing of foods. • Cook and eat foods harvested.

	• Constructing structures of different sizes.	• Construct a shelter for yourself and for animals.	• Explore materials for insulation and warmth.			
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