



The Foundations of St. Joseph's Curriculum




| 2023-2024 FS1 & FS2 | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
|--|--|---|---|---|---|---|
| Umbrella Theme | Who am I? [Friendship and ME Animals] | Above and Beyond [Stars and Space] | Who is my hero? [Superheroes] | Tell Me a Tale [Traditional Tales] | My Wonderful World [Growing] | I can, You can, We all can! |
| Core Text |  |  |  |  |  |  |
| Supporting Texts <small>Culturally Diverse PSHE Rhyme Repeated Text Maths Classic Author of the term Health & Wellbeing Picture book</small> |  |  |  |  |  |  |
| Term Texts | CoEL Texts  | Autumn [Let's go underground]  | Winter The North Pole  | Spring  | The Big Tidy  | The Olympics  |
| Authors | Julia Donaldson | Oliver Jeffers | Jill Murphy | Tom Fletcher | Our favourite authors | We are the authors! |
| Poet |  Michael Rosen – “A Great Big Cuddle” – with focus poem a half term | | | | | |

| 2023-2024 Key Texts | Foundation Stage 1 | | | Foundation Stage 2 | | |
|--|--|---|---|---|---|---|
| | Autumn | Spring | Summer | Autumn | Spring | Summer |
| Texts to Tell |   |   |   |   |   |   |
| Nursery Rhymes | <p>Incy Wincy Spider Two Little Dicky Birds Five Little Monkeys Twinkle, Twinkle</p> | <p>Humpty, Dumpty Baa Baa Black Sheep Hey Diddle Diddle Five Little Speckled Frogs</p> | <p>Old MacDonald Row, Row, Row your Boat Five Little Men Jack and Jill</p> | <p>Ring a Ring o' Roses The Grand Old Duke of York Mary has a little lamb Ten Little Monkeys</p> | <p>Little Miss Muffet London Bridge Mary, Mary Quite Contrary Here we go round the mulberry bush</p> | <p>Head, shoulders, knees and toes This Little Piggy Ding Dong Bell Sing a song of sixpence</p> |
| Rhyming Texts Short Poems [Focus on 2] |     |      |    |      |      |     |
| Non-Fiction Learning through story [Focus on 2] | <p>Autumn Hedgehogs Homes Materials Vehicles - Rockets</p>     | <p>Bees Butterflies Sunflowers Growing up</p>   | <p>Homes Travel Buildings Linked to trip</p>  | <p>Autumn Nocturnal Animals Night and Day Construction In the sky - Space</p>  | <p>Honey Fruit and vegetables Growing things Baby to adult</p>  | <p>Habitats Mini-beasts Animal journeys Places to visit - trip</p>  |
| Traditional Tales | <p>Three Billy Goats Gruff The Gingerbread Man</p>   | <p>Chicken, Licken Jack and the Beanstalk</p>   | <p>Goldilocks and Bears The Ugly Duckling</p> | <p>The Three Little Pigs Cinderella</p>   | <p>Little Red Riding Hood Little Red Hen</p> | <p>The Enormous Turnip Hansel and Gretel</p> |



The Foundations of St. Joseph's Curriculum




| 2023-2024 | FS1 | FS2 | FS1 | FS2 | FS1 | FS2 |
|--|---|--|--|--|---|--|
| | Autumn | | Spring | | Summer | |
| <p>Communication and Language</p>  <div style="border: 1px solid black; padding: 5px; width: fit-content; margin-top: 10px;"> <p>Interactions, Exploring Language, Listening and Understanding</p> </div> | <p>WellComm Assessment [baseline]</p> <p>Welcome/Transition Treasure Boxes</p> <p>Mornings Greetings My name Days of the Week What's the weather? My breakfast Pets / Animals we know I am 3/I am 4! I can</p> <p>BOOK LED Who am I? [Friendship and Me] Above and Beyond [Stars and Space]</p> <p>Core Text [2] Supporting Texts [6] Nursery Rhymes [2] Rhyming Texts [2] Texts to Tell [2] Non-fiction Focus [2] Traditional Tales [2]</p> <p>Recounting parts of story Joining in repeated phrases</p> <p>BIG Screen - adult led Stay and Play Nativity Performance</p> | <p>WellComm Assessment [baseline]</p> <p>Welcome/Transition Special Photographs Mornings Greetings My name Days of the week [Today, Tomorrow, Yesterday] Alliteration Weather Report My breakfast The different people who help throughout the day Talking Tuesdays -vocab added 'Receptions Recap' of the week</p> <p>BOOK LED Who am I? [Friendship and Animals] Above and Beyond [Stars and Space] Core Text [2] Supporting Texts [6] Rhymes/ Short Poems [8] Rhyming Texts [8] Texts to Tell [8] Non-fiction Focus [8] Traditional Tales [8]</p> <p>Short poems Questioning Words Stay and Play Nativity Performance</p> | <p>WellComm Assessment [interim]</p> <p>Mornings Greetings Plus: Four Seasons</p> <p>BOOK LED Who is my hero? [Superheroes] Tell Me a Tale [Traditional Tales] Core Text [2] Supporting Texts [6] Nursery Rhymes [now 4] Rhyming Texts [now 4] Texts to Tell [now 4] Non-fiction Focus [now 4] Traditional Tales [now 4]</p> <p>Retelling known stories Acting out known stories</p> <p>BIG Screen - child led Stay and Play Assembly Passion Play</p> | <p>WellComm Assessment [interim]</p> <p>Mornings Greetings Plus: Describing Seasons</p> <p>BOOK LED Who is my hero? [Superheroes] Tell Me a Tale [Traditional Tales] Core Text [2] Supporting Texts [6] Rhymes/Short Poems [now 10] Rhyming Texts [now 10] Texts to Tell [now 10] Non-fiction Focus [now 10] Traditional Tales [now 10] Talking Tuesdays -vocab added 'Receptions Recap' of the week</p> <p>World Book Day Can ask a question? Life cycles/New life</p> <p>Stay and Play Assembly Passion Play</p> | <p>WellComm Assessment [final]</p> <p>Mornings Greetings Plus: Months of the Year</p> <p>BOOK LED My Wonderful World [Growing] I can, you can, we all can! [Strengths and Talents] Core Text [2] Supporting Texts [6] Nursery Rhymes [now 6] Rhyming Texts [now 6] Texts to Tell [now 6] Non-fiction Focus [now 6] Traditional Tales [now 6]</p> <p>Creating and telling stories [known and imaginative]</p> <p>BIG Screen - to others</p> <p>Talent Show Graduation Assembly</p> | <p>WellComm Assessment [final]</p> <p>Challenge Questions Self-register BOOK LED My Wonderful World [Growing] I can, you can, we can! [Strengths and Talents] Core Text [2] Supporting Texts [12] Nursery Rhymes [now 12] Rhyming Texts [now 12] Texts to Tell [now 12] Non-fiction Focus [now 12] Traditional Tales [now 12]</p> <p>Talking Tuesdays -vocab added 'Receptions Recap' of the week Giving an opinion on a story/image/ piece of music</p> <p>Talking about the area where we live directional language and similarities and difference with contrasting location</p> <p>Talent Show Celebration Assembly</p> |
| Partnerships and Enhancements | <p>Sign of the Week Visitors Topic Talk Talking Buddies News Letters Website</p> <p>Home Learning Grids Pobble365 Floor Books Seesaw</p> | | | | | |



The Foundations of St. Joseph's Curriculum



| 2023-2024 | FS1 | FS2 | FS1 | FS2 | FS1 | FS2 | |
|--|---|---|---|--|---|---|---------------|
| | Autumn | | Spring | | Summer | | |
| Physical Development  <div style="border: 1px solid black; padding: 5px; margin-top: 10px;"> Core strength co-ordination Gross Motor Skills Fine Motor Skills </div> | Write Dance Jumping Grip / Posture Mark making Coats, jumpers, cardigans Carry smaller items Bikes and scooters Hold/cut with scissors Snip, pour and sprinkle Spatial awareness Find a space Stop, start, freeze Action games/songs Hand-eye co-ordination Finger Gym and Activities Big parts PE Coach Through Invasion Games 1 rolling, bouncing, throwing, catching Health and Fitness This is Me 1 | Squiggle Early Writing Squiggle Me Into a Writer Letter/Sounds formation Coats and jumpers on and off Finger gym to strengthen Carry equipment safely Carry outdoors to build Bikes and scooters Cut around and cut out Pouring without spilling Spatial awareness Field skills - climbing, upper body strength PE Coach Through Invasion Games 1 ball mastery - rolling, bouncing, throwing, catching Health and Fitness This is Me 4 | Squiggle Early Writing Wiggle Me into Squiggle Hopping Pencil Control Mark Making with purpose Shoes, hats, gloves Carry larger items Build BIG Cut on the line Bury and dig Fix together Spatial awareness Travelling and balancing Hand-eye co-ordination Threading Weekly Challenge Little parts PE Coach Through Gymnastics/Dance rolling, travelling, balancing Through Invasion Games 2 passing, receiving, hand-eye coordination Health and Fitness This is Me 2 | Squiggle Early Writing Squiggle Me Into a Writer Writing - letter families Finger gym to subitize Fasten coats zips and buttons with only a little support Bikes and scooters around objects Carry and pour Carry own equipment Create assault course Cut out for a purpose (turning paper as cut) PE Coach Through Gymnastics/Dance shapes, rhythmical movement, tumbling Through Invasion Games 2 dribbling, striking, ball mastery 1 Health and Fitness This is Me 5 | Squiggle Early Writing Squiggle Whilst You Wiggle Skipping Letter/Sounds formation Emergent Writing Dressed/undressed Carry varying equipment Carry heavier items Build Challenges Cut around and out Sieve and brush Hand-eye co-ordination environment weaving colour/paint in the lines PE Coach Through Net/Wall Games throwing and catching striking, hand-eye coordination Striking and Fielding - Athletics jumping, landing, rolling, running, throwing, bowling, striking Health and Fitness Sports Day This is Me 3 | Squiggle Early Writing Squiggle Me Into a Writer Handwriting - style Fasten coats independently Pour into various sized containers Carry longer distances Core strength challenges Hand eye coordination Games basketball, netball, handball and dodge ball PE Coach Through Net/Wall Games dodging, extending throwing and catching, ball mastery 2 Striking and Fielding - Athletics mastery jumping, landing, rolling, running, throwing, bowling, striking Health and Fitness Sports Day This is Me 6 | |
| Partnerships and Enhancements | Wake and Shake | | Move and Freeze | | PE Coach | | Sports Awards |



The Foundations of St. Joseph's Curriculum




| 2023-2024 | FS1 | FS2 | FS1 | FS2 | FS1 | FS2 |
|--|--|--|---|---|--|---|
| | Autumn | | Spring | | Summer | |
| <p>Personal, Social and Emotional Development</p> <p>PSHE</p> <div style="border: 1px solid black; padding: 5px; width: fit-content;"> <p>Emotions Sense of Self Relationships</p> </div> | <p>Settling In Self-Registration Picture Helper of the Day Hand Washing Toileting Snack and Chat - healthy fruit is good for us How I feel How I shine My face Who can I talk to? Prayer Buddies Settle into their new environment, feeling safe, loved and secure, recognising peg labels Enjoy dinner in the hall together Take snack and drink - fruit [if wish] and milk/water bottle MY HAPPY MIND Meet your Brain SCARF Me and My Relationships Marvellous Me! I'm Special People special to me Valuing Difference Me and my friends Friends and Family Including Everyone British Value Overview Democracy Growth Mindset - RESPECT Resilience Empathy</p> | <p>Settling In Self-Registration Feelings board King/Queen of the Day Hand washing & hygiene Toileting Continuous snack - healthy eating fruit as vitamins Feelings, Emotions Expressions Birthdays Families photos, shared, discussions Prayer Buddies meeting new people MY HAPPY MIND Meet your Brain SCARF Me and My Relationships All About Me What makes me special Me and special people Who can help me My feelings [1] My feeling [2] Valuing Difference I'm special, you're special Same and different Same and different families Same and different homes I am caring I am a friend British Value Overview Democracy Growth Mindset - RESPECT Resilience Empathy</p> | <p>Self-Registration Name card Germs Continuous snack - healthy Other healthy choices How others feel How we shine I can talk to ... Our Five Senses Oral Health Ask the Expert MY HAPPY MIND Celebrate SCARF Keeping Safe People who keep me safe Safety in and outdoors Safe to go in my body Growing and Changing In nature When I was a baby Girls, Boys and families British Value The Rule of Law Individual Liberty Growth Mindset - RESPECT Self-Awareness Perseverance</p> | <p>Self-Registration Sign in Hygiene ambassadors Talents and Achievements Caring for new life and living things MY HAPPY MIND Relate SCARF Keeping Safe Safe to go onto my body Keeping myself safe What's safe to go into me Medicines Safe in and outdoors Listening to my feelings Keeping safe online People who help me keep safe Growing and Changing Seasons Life stages: Plants, animals, humans Who will I be? Where do babies come from? Getting bigger Me and my Body Boys and Girls British Value The Rule of Law Individual Liberty Growth Mindset - RESPECT Self-Awareness Perseverance</p> | <p>Self-Registration Sign in Supporting Friends How we shine Healthy habits Reflection and Achievements RoAs Transition - Moving on and up RSE MY HAPPY MIND Appreciate SCARF Rights and Respect Looking after myself Looking after others Looking after environment Being my Best What does my body need? I can keep trying I can do it! British Value Respect and Tolerance Overview Growth Mindset - RESPECT Excellence Communication</p> | <p>Self-Registration Morning Question Transition- moving on up RSE MY HAPPY MIND Engage SCARF Rights and Respect Looking after: my special people my friends Being helpful at home Caring for: our classroom our world Looking after money: Recognising/spending/saving keeping it safe Being my Best Bouncing back Yes, I Can! My healthy mind Move your body A good night's sleep British Value Respect and Tolerance Overview Growth Mindset - RESPECT Excellence Communication</p> |
| Partnerships and Enhancements | Treasure Boxes CoEL Texts | Open Door YETIs | Stay and Play WOW Moments | Class Tree | Photograph Sharing FS Assemblies Record of Achievements | Year 6 Buddies Awards and Certificates Graduation Assembly |



The Foundations of St. Joseph's Curriculum




| 2023-2024 | FS1 | FS2 | FS1 | FS2 | FS1 | FS2 | | | |
|---|--|---|---|--|--|---|---------------|-------------|--------------|
| | Autumn | | Spring | | Summer | | | | |
| Literacy  <div style="border: 1px solid black; padding: 5px; width: fit-content; margin: 5px auto;"> Reading Comprehension Exploring Words Writing </div> | Letters and Sounds: Phase 1 Environmental Sounds [loud quiet] [fast slow] Instrumental Sounds Body Percussion Rhythm and Rhyme Alliteration Mark Making - My Masterpiece Initial letter in my name Choosing a book My favourite book(s) BOO Books & activities Types of texts/books Book parts Front cover Key part(s) in story Repeated language in texts Retelling parts of story | Read Write Inc: Whole class introduction Reading and Writing Set 1 sounds Red, Green and Reception Key Words Blending and Segmenting whole class to groups Pre-ditties Red Books Reading/Writing, extending with: identifying sounds Special Friends Set 2 begin as appropriate Lists and Letters Alien words Blending sounds on fingers. Oral segmenting skills Name Letter formation Identifying sounds CVC words Mark making rhyming strings Writing labels Names on work Daily Dough disco Repeated language in texts Story retelling Sequencing texts Recording on story maps Non-fiction : animal facts News writing (using key sentences as support) descriptive poster (wanted poster) | Letters and Sounds: Phase 1 Rhythm and Rhyme Voice Sounds Stretchy/Bouncy Rhyming stories, Repetitive texts Explore environmental print within school/local area I spy games Take notes/messages to others Record their stories word for word and hear them being read. 'Mark and Talk' More sounds in my name Say if like a book and why Why my favourite book BOO Books & activities Characters Settings Story sandwich [beginning/middle/ending] Retelling/Acting [known story] | Read Write Inc: continued, extending with: Special Friends Fast Friends Super Special Friends (vowels) Read CVC & CCVC words Read Red words Answering questions on what they have read. Set 2 sound s Simple phrases Short sentences Syllables Alien words Noun phrases Speech bubbles Kung-Fu punctuation [capital letters and full stops] Weekly Diary/News Multi-syllabic words Capital letters Conjunctions Sitting letters on line, finger spaces, full stops Story retell-traditional tale Letter writing Instructions writing Recipes Selection of non-fiction animal/science facts and story writing. | Read Write Inc: Set 1 Sounds Single graphemes Fred Fingers Blend and Sweep Green Words - CVC common 10 Red Words Writing - My first name I am a writer! [emergent writing] I am a reader! [CVC words] Guided Reading Story Telling Story Mapping Talk for Writing | Read Write Inc: Extended sentences Extended Writing Editing Punctuation Kung-Fu punctuation [question, exclamation marks] Weekly Diary Free write book Tell me a story Writing lists write a question Using Pie Corbet concepts Talk for Writing Develop ideas and vocabulary for writing Hold a sentence Edit - correcting errors in a sentence Write about picture from a storybook/ non-fiction book Using red words in their writing and daily focus Super Star Readers and Writers Transformational story writing Instruction writing poetry Describing a place (seaside) | | | |
| Partnerships and Enhancements | Home Readers | Oxford Owl | Boo Books | Lending Library | Secret Reader | Travelling Suitcase | Library Visit | Buddy Books | Author Visit |



The Foundations of St. Joseph's Curriculum




| 2023-2024 | FS1 | FS2 | FS1 | FS2 | FS1 | FS2 |
|---|--|---|--|---|--|--|
| | Autumn | | Spring | | Summer | |
| Mathematics  Numbers Patterns Connections Spatial Awareness | <p>Number rhymes/songs/games/puzzles numbers we know I am 3! I am 4! finger numbers to 5 recognise numbers to 3 subitise to 3+ order numbers 3+</p> <p>Careful Counting forwards/backwards 3 in sequence from zero given amount [total] out an amount [given]</p> <p>2D Shapes name, find, talk about pictures and combine shapes</p> <p>Position Where is ...? [under/over/in/ beside/next to]</p> <p>Sequence personal experiences familiar events</p> <p>Time morning and afternoon</p> <p>Sort objects by two given criteria</p> <p>Size compare two objects [bigger/smaller]</p> <p>Height compare two people [shorter/taller]</p> <p>Pattern Makers repeating pattern - continue</p> | <p>Number assessment counting numbers beyond 10 comparing numbers subitising Positional language counting strategies subitising cardinal values Numicon Addition and subtraction in everyday context perceptual subitising making collections of small amounts. match numerals to quantities in order help to build towers in order from 1-5 squares see the staircase pattern and recognise that each number is 1 more number rhymes and songs</p> <p>Shape 2D recognise, name, investigate, describe, make, pictures</p> <p>Pattern recognise pattern around us Positional language Copy and complete</p> <p>Size Ordering more than three objects Describing and comparing</p> | <p>Number rhymes/songs/games/puzzles more numbers we know birthday number - next Finger numbers to 10 subitise to 5+ order numbers 5+ more/fewer ordinal numbers to 5</p> <p>Careful Counting backwards from 5 counting in context match numeral to amount What's the total?</p> <p>3D Shapes name, find, talk about models and combine shapes models and investigate</p> <p>Position Where is ...? [in front/behind above/below]</p> <p>Sequence our Nursery day</p> <p>Time before and after</p> <p>Sort by more than two given criteria</p> <p>Length compare two objects [longer/shorter]</p> <p>Weight compare two objects [heavier/lighter]</p> <p>Pattern Makers repeating pattern - create simple symmetry</p> | <p>Number assessment counting numbers beyond 20 composition of numbers number bonds of 5 and 10 more/fewer amounts stem sentences counting on/back [any number], tallying - bar graphs more/less ordinal numbers addition [combine groups, count on] subtraction [take away, count back] doubling number bonds [0-10], addition facts subtraction facts stem sentences ordinality and cardinality</p> <p>Position left and right</p> <p>Length compare and measure</p> <p>Weight compare and measure</p> <p>Shape 3D recognise, name, investigate, describe, make models. select, rotate, manipulate, compose and decompose shapes.</p> | <p>Number rhymes/songs/games/puzzles numbers all around us birthdays subitise to 10 order numbers 10+ ten frame estimating 1 more / 1 less recording formation</p> <p>Careful Counting backwards from 10 counting in context match numeral to amount STOP and count on simple addition combine groups [rhymes/concrete/simple context] simple subtraction take away [rhymes/concrete/simple context]</p> <p>Shape Sort and investigate</p> <p>Direction Let's go ...! [forwards/backwards/ around/over/under]</p> <p>Sequence Today The Clock [face, hands, numbers to 12]</p> <p>Sort by own suggested criteria</p> <p>Let's compare size, weight, length, capacity more than 2 objects [comparatives]</p> <p>Pattern Finders repeating pattern - challenge</p> | <p>Number Assessment Number Counting Money (addition) Stem sentences recall of number bonds (0-10) 100 square odd and even numbers sharing halving Problem solving Predictions Counting Money (change) automatic recall of number bonds (0-10) addition [combine groups, count on]. subtraction [take away, count back] Number problems Shape Compose and decompose shapes Position and Direction give and respond to directions, Length compare and measure Number Time Let's tell the time sequencing events</p> |
| Partnerships and Enhancements | Number of the Week | | Workshops | Mastery in Maths | Puzzles and Jigsaw sharing | |



The Foundations of St. Joseph's Curriculum



| 2023-2024 | FS1 | FS2 | FS1 | FS2 | FS1 | FS2 |
|---|---|--|--|---|---|--|
| | Autumn | | Spring | | Summer | |
| | Seasonal Changes The World Around Us Personal Health Materials | | Seasonal Changes The World Around Us Plants Bees/Honey ~ Butterflies | | Seasonal Changes The World Around Us Forces | |
| Understanding the World  Personal Experiences Diverse World Widening Vocab | Our Room Our Day My Family My House Materials Texture - natural resources Season - Amazing Autumn animals, clothes we wear, trees colours Animals including humans Make observations of ourselves (N - labelling our body parts) Understand how to make healthy choices (N - Oral Health) Living Things and their Habitats Explore plants in FS garden and notice how colours and appearance change during each season. Plants Explore nature in Autumn (N - conkers, acorns, pinecones) Materials Explore natural materials in the sand and water tray. Distinguish differences in textures of items collected during nature walks. Human Geography We are all special, we are all different. Where do I live? | Our Room Immediate Environment FS2's Day Families and Me Our Homes People we know Autumn Ask questions to find out more and to check what has been said to them. Germs - Science experiments Hygiene awareness School nurse/healthy eating Teeth - how to look after our teeth. Animal including humans Make observations of ourselves (R - exploring growing up from a baby to an adult) Understand how to make healthy choices (R - handwashing, the spread of germs and healthy eating) Living Things and their Habitats Explore the flowers and plants growing in FS garden, and observe how their colours and appearance change during each season. Materials Describe differences in materials and explore how to keep a teddy dry using waterproof materials (R). Explore a range of Scientific vocabulary. Human Geography Similarities and differences between us. Skin colour, environment, culture, religion My house - my road. | Season - Winter Wonder animals, clothes we wear, trees Too cold! Season - Spring is Here animals, clothes we wear, trees New life Spring Flowers Spring animals World Bee Day Assembly - Bees and Butterflies Animals including humans Recognise our senses (N - know that we have 5 senses) Make observations of animals and explain why some things occur, and talk about changes in life cycles (N - Chicks and butterflies) Plants Observe Spring flowers growing (N - Daffodils) Human Geography Names of jobs, Our Local Area Beyond school Walk into Ramsbottom The Past A new year - now 2024! | Winter The Natural World respect and care for the natural environment and all living things. Learn new vocabulary. Ask questions to find out more/ and check what's been said. Know about seasonal changes. Explore in outdoor learning time. World Bee Day Assembly - Bees and Butterflies Animals - lifecycles Animals including humans Explore our senses (R - explore our body parts in relation to our senses) Make observations of animals and explain why some things occur, and talk about changes in life cycles (R - Frogs) Plants Explore the best place for a plant to grow. Plant and look after seeds, use magnifiers to explore plants and seeds and label the parts of a plant (R - beans and bulbs) Plants parts and lifecycles Use all their senses in hands-on exploration of natural materials Talk about what they see, using a wide vocabulary. Explore how things work. Plant seeds and care for growing plants. | Forces Push - Pull Season - Summer Phew! Summer safety States of Matter Observe and talk about melting and freezing using ice. Living Things and their Habitats Make observations of animals. Know that different animals live in different habitats suited to their needs and requirements (N - farm animals). Begin to understand the need to respect and care for our immediate natural environment and living things around us. Physical Geography Different countries in our world. What's in a photo! Our school is in Ramsbottom. Our BIG World The Globe Children around the World Looking after our immediate environment The Past Today - Yesterday Our Year | Forces Ramps Environment Plants Gardening and Growing States of Matter Investigate and describe melting and freezing using ice. Living Things and their Habitats Talk about observations of animals. Know that different animals live in different habitats suited to their needs and requirements (R - zoo animals). Understand the need to respect and care for the natural environment and living things around us. Recycling/ pollution - looking after the environment - animals - habitats. Physical Geography Simple maps Google Earth, Digi maps Navigational language, aerial photos. A place different to mine. To do and see in Ramsbottom Distinguishing between land and water Our World Around us ~ Ramsbottom Landmarks - peel tower, urn, Sir Robert Peel statue comparing the past to now Rural walks - burrs country |

| | | | | | | |
|---|--|---|--|--|-----------------------|---|
| | <p>My immediate environment Walk around school</p> <p>The Past I was a baby! old and new</p> | <p>The Past childhood - baby/toddler/ child roles of people in society comparing the past to now characters from stories</p> | | <p>The Past Begin to make sense of their own life-story and family history.</p> <p>Human Geography Types of jobs Talking about immediate members of the families</p> <p>Understand some places are special to members of their community. Recognise similarities and differences between life in this country and other countries.</p> | <p>FS Trip</p> | <p>park, Summer The Natural World Special Places Pen Pals Maps Celebrations comparing similarities and differences between religious cultures and communities in the UK drawing on their own experiences and what has been read in class. FS Trip</p> |
| <p>Partnerships and Enhancements</p> | <p>Language of the Week Seasons Tree School Nurse Teeth Challenge Visitors</p> <p>Local Area/Community Autumn, Spring Summer Walks Spring / Autumn Photograph Challenge</p> <p>Picnic park Forest School Trips Pen Pals Nature in our School</p> | | | | | |



The Foundations of St. Joseph's Curriculum



| 023-2024 | FS1 | FS2 | FS1 | FS2 | FS1 | FS2 |
|---|---|---|--|--|---|--|
| | Autumn | | Spring | | Summer | |
| <p>Expressive Arts and Design</p> <p>Imagination Creativity Self-expression Communication through Arts</p> | <p>Be the Artist! Henry Matisse Georgia O'Keeffe</p> <p>My Masterpieces Own work ME!</p> <p>Colour primary colours mixing primary colours</p> <p>Skills Gluing - round edge Sticking - on material Explore different materials Lines - wavy & curved</p> <p>Techniques Draw Chalk Paint Print</p> <p>Painting skills Know paintbrushes, sponges, sticks etc. can make marks on a surface combined with paint, by making marks a given shape/concept can be represented. Express ideas from a source. Know different brushes have different effects [thick, thin, long, short, bristles] Know names of primary and secondary colours. Develop hold of tools. Move multi-directional brush strokes.</p> | <p>Self portrait</p> <p>Painting skills Know that different brushes make diff marks with paint (dry/wet) Know that some paint moves diff to others (acrylic/watercolour/powder paint) Know the names of the primary, secondary and tertiary colours and how they are made</p> <p>Drawing Skills Know that diff types of pencils or media make diff marks (thicker/thinner light/darker)</p> <p>This is ME!</p> <p>Sculpture skills Know that natural materials to create diff things (forest schools) Know that natural materials can be laid out to make patterns (forest schools)</p> <p>Using props for roleplay for characters and</p> <p>Baking Skills chopping heating</p> | <p>Be the Artist! Claude Monet Andy Warhol</p> <p>My Masterpieces My picture ME! My Family My face [self-portrait]</p> <p>Colour cold colours/shades the best colour to use</p> <p>Skills collage [materials & texture] Selecting materials Enclosed shapes</p> <p>Techniques Sponge Splat Observational drawing Self-portrait</p> <p>Construction Blocks and kits</p> <p>Painting skills Know paint can be moved on a surface, experiment with different paints. Identify colour to be used in work. Hold tools with increasing control/full grip. Close lines, with increasing control, to create a shape. Know what happens when paint over another colour</p> | <p>Self portrait</p> <p>Painting Skills Choose colours to create the background and objects Know some colours are light/bright/dark Paint leaves, branches and buds</p> <p>Drawing skills Identify and draw the components of plants and trees</p> <p>This is ME!</p> <p>Sculpture skills Build on what they know about model making to create models of trees and flowers</p> <p>Be the Artist Andy Goldsworthy</p> <p>Music Mrs Hill- tempo music from around the world</p> <p>Baking Skills slicing stirring</p> | <p>Be the Artist! James Rizzi Joan Miro</p> <p>My Masterpieces I'm an artist! ME! My Friends Faces [portraits] My house</p> <p>Colour warm colours/shades skin tones</p> <p>Skills Threading Sewing - large scale Show emotions in work</p> <p>Techniques Marble Finish the picture Portrait</p> <p>Construction Joining and Fixing</p> <p>Painting skills Selects resources for purpose. Identify different components of what they see to paint Represent natural forms and feature. Paint landscape and portraits, using and knowing terms. Use hatching brush strokes.</p> | <p>Self portrait</p> <p>Painting skills Us paint and a desired effect to create a picture such as a trip to the park or a day at the beach</p> <p>Drawing Skills Know how to draw parts of humans- know that some drawing utensils feel diff and make diff marks than others when drawing</p> <p>This is ME!</p> <p>Sculpture skills Know how to shape playdough or clay to make a thumb pot Know how to make an animal sculpture Know not to use tools to make holes and indents</p> <p>Talent show</p> <p>sharing creations and explaining their process and thought behind it</p> <p>Baking Skills grating</p> |


| | | | | | | |
|-------------------------------|--|---|---|--|--|--|
| | <p>Drawing skills Know what can make marks. Learn how to grip and hold media to make marks on different paper types. Know how to draw a head, with component parts.</p> <p>This is ME!</p> <p>Sculpture skills Roll playdough and other soft materials into known and shapes and to depict known items. Know how to use fingers to create shapes and larger, thinner, thicker. Know what happens when you press harder with a roller. Use wetter sand to make sand castles. Trace fingers in wet sand to make patterns/shapes.</p> <p>Toys How does this work?</p> <p>Baking Skills spreading warming</p> | | <p>when wet.</p> <p>Drawing skills Learn to make different marks. Know closing lines will make a shape. Depict emotions, using simple shapes. Make marks of different surfaces. Draw around hand. Know how to depict a person sing stick men.</p> <p>This is ME!</p> <p>Sculpture skills Know how to cut the material to the right shape. Use wetter sand to make sculptures. Know different tools can make different imprints and impressions in sand.</p> <p>Baking Skills cutting mixing</p> | | <p>Drawing skills . Know appropriate equipment for drawing. Draw around hands, toes, feet with increasing accuracy. Draw outline of bodies as lie on paper - add features. Know how to depict different poses.</p> <p>This is ME!</p> <p>Sculpture skills Know how to combine different colours of a material to create a more detailed item. Look at work of Sudarsan Pattnaik</p> <p>Baking Skills rolling cooling</p> | freezing |
| Music | Autumn | | Spring | | Summer | |
| | <p>Listen with care What did you hear? How to you feel?</p> | <p>Listen very carefully Move, talk, feel, respond Comment on dances and performances</p> <p>identifying diff instruments in music/ pitch, voice sounds Pitch</p> | <p>Playing instruments My ideas and feelings</p> | <p>Sing on own/in group Match pitch and melody</p> <p>songs from one musician Pitch and Dynamics</p> | <p>Sing songs Pitch Match Sing the shape Own songs</p> | <p>Explore and engage Copy and create</p> <p>Performance</p> |
| Partnerships and Enhancements | Musician of the Week | | Cookery Corner | Art gallery – whole school | Weekly Music coach | |



The Foundations of St. Joseph's Curriculum



| 2023-2024 | FS1 | FS2 | FS1 | FS2 | FS1 | FS2 |
|--|---|--|---|--|---|---|
| | Autumn | | Spring | | Summer | |
| Gospel Value | HOPE | | LOVE | | FAITH | |
| 5W | WELCOME WORSHIP | | WORD WELFARE | | WITNESS 5Ws | |
| This Term | The Nativity - FS Nativity Class Saint October is the Month of the Rosary Holy Family | | The Epiphany The Presentation in the Temple St. Joseph's Feast Day The Easter Story - Passion Play - Holy Week May is the Month of Our Lady | | The Ascension Pentecost - Party | |
| Saint, Feast and Days of Holy Obligation | All Saints Day 1 st Nov All Souls Day 2 nd Nov Our Lord King of Universe 20 th Nov St Andrew's Day 30 th Nov | | Feast of the Epiphany 6 th Jan Saint Valentine's Day 14 th Feb Shrove Tuesday 13 th Feb Ash Wednesday 14 th Feb St David's Day 1 st Mar St Patrick's Day 17 th Mar St Joseph's Day 19 th Mar Good Friday 29 th Mar Easter Sunday 21 st Mar Easter Monday 1 st Apr Saint George's Day 23 rd Apr | | The Ascension 9 th May Pentecost 19 th May | |
| Saint | St Joseph We are St. Joseph's School A carpenter Jesus' father | St Francis of Assisi Patron Saint - meaning Animals/ environment Miracles - vocabulary | St Joseph Our School badge St. Joseph's Day Our Father in Heaven | St Francis of Assisi Prayer of St Francis Growing flowers Laudato Si song | St Joseph His attributes and qualities Give Thanks | St Francis of Assisi St Francis hymn Create a bug hotel Prayers to St Francis |
| Bible Story | Noah's Ark Little Children come to me The Christmas Story | Jonah and the Whale The Christmas Story | Simeon and Anna Wedding Feast at Cana The Easter Story | Presentation in the Temple Preparing of the Upper Room The Easter Story | Feeding of Five Thousand The Creation Story | David and Goliath Boy Jesus in the Temple The Creation Story |
| Parable | The Good Shepherd Luke 15:4-7 | The Good Stranger Luke 20:30-37 | The Two Sons Matthew 21:28-31 | The Precious Pearl Matthew 15:45-46 | The House on the Rock Luke 6:47-49 | The Rich Farmer Luke 12:16-21 |
| Scripture | Love one another, as I have loved you. John 13:34 I am the Good Shepherd. John 10:11 | We love because God first loved us. John 4:19 God so loved the world he gave his one and only son. John 3:16 | You are the light of the world. Matthew 5:13 I am always with you. Matthew 28:20 | Your word is a lamp to my feet and a light to my path, Psalm 119:105 He is not here, for he has risen. Matthew 28:6 | In the beginning, God created the heavens and the earth. Genesis 1:1 Give all your worries and cares to God, for he cares about you Peter 5:7 | This is the day that the Lord has made; we will rejoice and be glad in it. Psalm 118:24 Every good gift and every perfect gift is from above. James 1:17 |
| Prayer | Let's Pray Sign of the cross adapted "From my head to my heart, from my shoulder to my shoulder I belong to God. Amen" Our FS Saint's Prayer "Saint Joseph, pray for us." [repeat x3] "Stay with us Lord on our journey." | Prayer Sign of the cross, "In the name of the Father, Son and Holy Spirit, AMEN" Our FS Saint's Prayer Saint Francis prayer | School Prayer "Stay with us Lord on our Journey." Mary - Our Mother Prayers with and through Mary Hail Mary - "Hello Mary". Thank You, Please, Sorry Share simple prayers | Our School Saint Prayer "Saint Joseph, pray for us." [repeat x3] Mary - Our Lady Prayers with and through Mary Hail Mary Thank You, Please, Sorry Create own prayers | Our Prayers Create own complication of on simple prayers | Prayers Our Father Hail Mary Glory Be Write own prayers and display on class altar. |
| Prayer Buddies | Year 4 | Year 6 | Year 4 | Year 6 | Year 4 | Year 6 |

| Hymns | If I were a butterfly | Jesus loves me | This Little Light of mine | Walk with me | He's go the whole world in his hands | All things bright and beautiful |
|--|---|---|--|---|--|--|
| Big Questions | <p>Why am I precious? What makes me special? Why is welcome important? Who makes me welcome? Why do we celebrate birthdays? Our birthdays</p> | <p>Why am I precious? How are others special? Why is welcome important? How do we welcome others? Why do we celebrate birthdays? Birthdays around the world</p> | <p>What and why do people celebrate? What do you need for a celebration? How and why do things grow? What grows? What is good news? Who has good news?</p> | <p>What and why do people celebrate? Are all celebrations the same? How and why do things grow? What is needed for good growth? What is good news? Why is good news important?</p> | <p>Is it good to have friends? Who is a good friend? Why? What makes our world so wonderful? What's in our wonderful world?</p> | <p>Is it good to have friends? What makes a good friend? What makes our world so wonderful? How can we look after our wonderful world?</p> |
| <p>Come and See</p>  | <p>Family: Myself my name, God knows and loves me Belonging: Welcome what it is to welcome and be welcomed, Baptism, welcomed into God's family Advent - Loving: Birthdays Advent: waiting - a very special time ~ looking forward to Jesus' birthday, preparing for Christmas, Jesus birthday</p> | <p>Family: Myself God who knows and loves each one God who knows each person's name (Reception) Baptism- Belonging: Welcome what it is to welcome and be welcomed, Baptism, welcomed into God's family. Advent/Christmas - Loving: Birthdays What a birthday is; waiting for a birthday. Advent: looking forward to Christmas, the birthday of Jesus</p> | <p>Community: Celebrating what a celebration is and how the parish family celebrate Relating: Gathering how and why people gather together, the joy of gathering together to celebrate at Mass Lent/Easter-Giving: Growing Lent is a time to grow in love and be more like Jesus and to prepare for Easter - Lent - a very special time</p> | <p>Local Church - Community: Celebrating places of Worship special places for different communities Eucharist - Relating: Gathering How and why people gather together - The joy of gathering together to celebrate at Mass Lent/Easter - Giving: Growing Recall a time when you had to give up your own needs in order to help someone else. Scripture passages Lent - a time to grow in love to be more like Jesus and to look forward to Easter</p> | <p>Serving: Good News Jesus is alive! ALLELULIA everyone has good news to share, Pentecost, the celebration of Good news of Jesus Interrelating: Friends we can make friends, Jesus had good friends Jesus tells and teaches us about friendship. Making new friends/ transition World: Our World what we love and wonder about our wonderful world God gave us</p> | <p>Pentecost - Serving: Good News the Gospel is the Good News of God's love for everyone Pentecost, the celebration of Good news of Jesus, Reconciliation Interrelating: Friends Know and understand: We can make friends - Explore Jesus had good friends; what Jesus tells us about friendship Acquire the skills of assimilation, celebration and application of the above Making new friends/transition. Universal Church Our world Who lives in our world World Faiths</p> |
| Celebrations, Faiths, Symbols, Objects and Places of Worship | <p>Hinduism/Sikhism Diwali [Nov 12th 2023] Christianity Hanukkah [Chanukah] [7th-15th Dec 2023] Christianity Nativity [Dec 25th 2023] Our Birthdays</p> | <p>Hinduism/Sikhism Diwali [Nov 12th 2023] Hanukkah [Chanukah] [7th-15th Dec 2023] Christianity Nativity [Dec 25th 2023] St Joseph's RC Church</p> | <p>Islam Ramadan [Mar 11th - Apr 10th] Eid al-Fitr [Apr 10th - 12th] Christianity Easter [Mar 31st 2024] St Joseph's RC church FS Assembly</p> | <p>Islam Ramadan [Mar 11th-Apr 10th] Eid al-Fitr [Apr 10th-12th] Christianity Easter [Mar 31st 2024] St Joseph's RC church FS Assembly</p> | <p>Islam Eid al-Adha [Jun 17th - 20th] Visit to mosque St Joseph's RC church Record of Achievement FS Graduation Assembly</p> | <p>Islam Eid al-Adha [Jun 17th - 20th] Visit to mosque St Joseph's RC church Record of Achievement FS Graduation Assembly</p> |
| Partnerships and Enhancements | School Prayers Mary Altar | FS Prayer Book Lent Box/Lent Story Bag | Prayer Buddies Collective Worship Charity work | Class Altar Annual Bury | Travelling Crib/Advent Box Hospice Bunny Hop Valentine's party | Church visits RE Floor Book Darul Uloom |

This is in accordance with:

DFE Statutory Framework, Development Matters, Help for EY Providers

St. Joseph's RCP Curriculum Intent Statement, Skills Coverage, EYFS Learning and Development, Early Years Policy, Early Years progression tracker, Early Years Development sessions

EYFS practitioners CPD: Training audit, BestTrust training, signposted courses, EYFS Team Get-togethers, School-to-school cluster meetings, Team teaching, ECT programme, Staff meetings, PAD days

