







St Mary's Church of England Primary School
Curriculum Overview Foundation Stage
2025-2026



Topics	<p>Autumn 1 Marvellous Me</p> 	<p>Autumn 2 Festivals and Celebrations</p> 	<p>Spring 1 Adventures Near and Far</p> 	<p>Spring 2 The Skies Above Our Eyes</p> 	<p>Summer 1 How Does Your Garden Grow?</p> 	<p>Summer 2 Traditional Tales</p> 
<p>Overview</p>	<p>A new class, a new start. In this topic we will look closely at ourselves and what makes us different and celebrate those differences together. We will begin to learn about one another, our families, homes and the local environment we live in. We will explore our new classroom, the wider school and community and discover the rules and expectations of school life.</p>	<p>Children will be drawn to the sparkle of candles, the colours of fireworks and the taste of traditional food. This topic draws on children's real lives and wider traditions, combining first-hand experiences with story, song, artefacts, discussion, and play. Whether making Diwali lamps, Bonfire Night and Christmas, or sharing family birthday memories, children learn that celebration takes many forms and that their way of seeing the world is valued.</p>	<p>We're going on a Bear Hunt...we're going on an adventure! In this topic we'll be travelling near and far to learn about the amazing world around us and the people and creatures that live in it. We'll explore stories, non-fiction texts and maps to better our understanding of how varied and colourful our world is. We'll study hot and cold environments and recreate those places on a small and large scale using our wonderful imaginations.</p>	<p>Have you ever looked up and wondered what's going on high up in the skies above your eyes? In this topic we are going to take a journey up into the air, through the atmosphere, way out into space and back down to Earth. We will learn all about birds and their habitats, the wonderful weather around us, the history of flight and the Wright brothers and beyond further into space.</p>	<p>With the days warming, flora and fauna exploding to life, it is a perfect time to be a gardener. In our school playground and wider community, we will become gardeners and immerse ourselves in the wonderful world of plants, trees and minibeasts. We will explore various plants and minibeasts lifecycles. As well as nurture our own gardens and observe the wonderful life cycle of a butterfly first hand.</p>	<p>In this topic we will explore and bring to life the classic as well as more contemporary versions of the traditional tales we all know and love. Including The Three Little Pigs, Jack and the Beanstalk and Little Red Riding Hood. These engaging stories will spark the children's imaginations as we cover a wide range of play based learning, boosting literacy, language, and creativity. We will create story maps, homes and puppet characters.</p>

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<p>Festivals and Celebrations</p>	<p>Harvest Festival Black History Month Rosh Hashanah Eid ul Adha All Saints Day Hallowe'en</p>	<p>Bonfire Night Diwali Advent Christmas St Andrew's Day Thanksgiving Hanukah</p>	<p>Chinese New Year Shrove Tuesday</p>	<p>Mother's Day Easter St David's Day Holi St Patrick's Day Baisakhi</p>	<p>St George's Day May Day Ramadan</p>	<p>Father's Day Trip to a farm Eid celebration</p>
<p>Special Events</p>	<p>Black History Week</p>	<p>Creation Week Remembrance Day Anti-Bullying Week Children In Need Christmas Theatre Trip Christmas Nativity Performance Carols in the playground</p>	<p>E-Safety Week World Book Week</p>	<p>Easter Bonnet Parade Science Week</p>	<p>Food For Life</p>	<p>Sport's Day Summer Fete</p>
<p>Comm. & Lang. Speaking and Listening</p>	<p>Listen to others one on one or in small groups, e.g. talk about families in circle time and share pictures. Start to share their ideas with familiar adults. Join in with repeating refrains and anticipating key events and phrases in rhymes and stories e.g. in songs, poems, familiar stories, call and response games.</p>	<p>Listen to others and explain our own personal experiences of religious and cultural traditions including recalling special celebrations like birthdays. Ask a special visitor questions about a significant festival they celebrate and listen carefully to their answers. Listen to and explore new vocabulary linked to various festivals and celebrations.</p>	<p>Join in with repeated refrains and familiar stories e.g. Going On A Bear Hunt. Follow directions, recognising left and right e.g. in games such as Simon says. Show understanding of prepositions such as 'under, on top' e.g. when tidying the classroom children can say where things belong. Use vocabulary, including phrases, from recently read stories.</p>	<p>Build up vocabulary that reflects knowledge and experience e.g. children can talk about the history of flight and what they know about it and how we can find out more. Use different tenses to discuss things that are happening now and things that happened in the past, and things that happened a very long time ago. Ask relevant questions to find out more information</p>	<p>Focus attention in a variety of situations; in small groups, 1:1 and whole class Understand 'how' and 'why' questions and use them in a variety of contexts e.g. how do people change as they grow? Use increasingly complex sentences to link thoughts e.g. using 'and', 'because'. E.g. this plant did not grow well because... This plant grew really well because... Use</p>	<p>Use talk to explain what is happening and anticipate what's going to happen next e.g. when reading Traditional Tales. Recall a simple story's beginning, middle and end using picture prompts and story maps. Retell events in order e.g. ordering events from the Farm Trip for a written recount. Recall and relive memories and special events that have</p>

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	<p>Understand use of objects and tools in the classroom e.g. children know what they can do during independent free flow time, they know how to select the tools they need to complete a task.</p> <p>Follow simple instructions (with two or more parts) reliably.</p>	<p>Listen carefully to stories linked to festivals and use singing and drama to bring them alive and give them our own personal significance.</p>	<p>Ask questions using what, where, when and why to find out information, e.g. The Wright Brothers and the history of flight when learning about the past, children can ask questions to find out more</p>	<p>e.g. when sharing a non-fiction text children can say 'I wonder why...' Share opinions, explaining preferences e.g. 'My favourite weather is.....because.....'</p>	<p>newly acquired vocabulary to name and describe, and in conversations e.g. children can discuss their plants, how they cared for them and what they noticed. Apply new vocabulary to explain changes noticed in plants.</p>	<p>happened in their first year at school.</p> <p>Discuss expectations and feelings in preparation for transition to Year 1.</p>
Grammar and Punctuation	<p>Through shared reading and writing and modelling of writing, children will be taught to use:</p> <ul style="list-style-type: none"> - Capital letters - Full stops - Finger spaces 			<p>Through shared reading and writing and modelling of writing, children will be taught to use:</p> <ul style="list-style-type: none"> - Capital letters - Full stops - Finger spaces <p>In this term, children will be introduced to adjectives and will begin to identify them</p>		
Phonics and Word Reading	<p>Phase 2 /s/ /a/ /t/ /p/ /i/ /n/ /m/ /d/ /g/ /o/ /c/ /k/ /ck/ /e/ /u/ /r/ HRS: I, the, no, put, of, is, to, go, into</p>	<p>Phase 2/ Phase 3 Assess and review /h/ /b/ /f/ /ff/ /l/ /ll/ /j/ /v/ /w/ /x/ /y/ /z/ /qu/ /ch/ /sh/ /th/ /ng/ nk/ /ai/ /ee/ /igh/ /oa/ HRS: pull, as, his, he, she,</p>	<p>Phase 3 Assess and Review /oo/ (book) /ar/ /ur/ /oo (food) /or/ /ow/ /oi/ /ear/air/ /ure/ /er/ /oa/ HRS: my, you, they, all, are, when, what</p>	<p>Assess and Review Phase 3 HRS: said, so, have, were, out, like, some, come, there, little, one, do, children, love</p>	<p>Phase 3 and Phase 4 Assess and Review P3 HRS: oh, their, people, Mr, Mrs, your, ask, should, would, could, asked</p>	<p>Assess and Review Phase 3 and Phase 4 Phase 4 CVCC - ed /ed/ CCVC -ed /t/ CCVCC -ed /d/ CCCVC Assess and Review HRS</p>

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<p>Phonics and Word Reading</p>	<p>Through word reading pupils are taught to:</p> <ul style="list-style-type: none"> - Read individual letters by saying the sounds for them. - Blend sounds into words, so that they can read short words made up of known letter - sound correspondences. - Read some letter groups that each represent one sound and say sounds for them. - Read some common exception words matched to the school's phonic programme, Bug Club Phonics - Read simple phrases and sentences made up of words known letter sound correspondences and, where necessary, a few exception words. 					
<p>Reading skills (Comprehension)</p>	<p>Through comprehension skills, pupils are taught to:</p> <ul style="list-style-type: none"> - Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary. - Anticipate - where appropriate - key events in stories. - Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play. - Re-read books to build up their confidence in word reading, their fluency and their understanding and enjoyment - Enjoy looking at books and sharing stories. 					
<p>Handwriting</p>	<p>Pupils are taught to:</p> <ul style="list-style-type: none"> - Write recognisable letters, both lower case and capital letters, most of which are correctly formed using the school Penpals program. 					
<p>Physical Development (Gross and Fine Motor)</p>	<p>Body Management- Unit 2 Commando Joe Missions Dough Disco Funky Fingers activities</p>	<p>Manipulation and Co-ordination Unit 2 Commando Joe Missions Dough Disco Funky Fingers activities</p>	<p>Commando Joe Missions Dough Disco Funky Fingers activities</p>	<p>Commando Joe Missions Dough Disco Funky Fingers activities</p>	<p>Commando Joe Missions Dough Disco Funky Fingers activities</p>	<p>Commando Joe Missions Dough Disco Funky Fingers activities</p>
<p>Mathematics</p>	<p>Baseline Assessment Mastering Number Weeks 1-5 Subitising up to 3. Counting, ordinality and cardinality. Composition - explore how all numbers are made of 1's</p>	<p>Mastering Number Weeks 6-12 Counting to 5 and die-five pattern. Cardinality and counting. Counting beyond 5. Comparison by matching.</p>	<p>Mastering Number Weeks 13-17 Composition of 5, 6, 7 and 8. Counting, ordinality and cardinality.</p>	<p>Mastering Number Weeks 18-21 Conceptual subitising to describe parts of a whole. Doubles up to 10. Comparing odd and even numbers. Counting larger steps.</p>	<p>Mastering Number Weeks 22-25 Subitising up to 6 Composition - 5 and a bit and 10 and a bit. Listen to rhythmic patterns</p>	<p>Mastering Number Weeks 26 Review and Assess Automatic recall of bonds to 5. Composition of numbers to 10.</p>

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	<p>Comparison of sets by looking.</p> <p>More than, fewer than</p> <p>Ten Town</p>	<p>Composition - focus on the concept of a whole and the composition of 5.</p> <p>Subitising. Connect subitised quantities to numerals.</p> <p>Ten Town</p>	<p>Comparison using more than, fewer than and equal.</p> <p>Ten Town</p>	<p>Ten Town</p>	<p>Match numerals to quantities.</p> <p>Ten Town</p>	<p>Number patterns</p> <p>Introduce rekenrek</p> <p>Ten Town</p>
<p>Expressive Art & Design (Creating with Materials, Being Imaginative and Expressive) Art Music</p>	<ul style="list-style-type: none"> Self-portraits in variety of mediums Frida Kahlo study Mexican art Leaf art - rubbings and patterns Unit 1 - Pulse Harvest songs 	<ul style="list-style-type: none"> Exploring colours and colour mixing Artist study- Alma Thomas Diwali rangoli patterns Firework art Remembrance art Jellyfish chalk pictures Christmas art Unit 2 - Voice Nativity songs 	<ul style="list-style-type: none"> Update self portraits Bear faces and drawings Snail iPad art Vehicle drawings and collages Unit 3 - Rhythm 	<ul style="list-style-type: none"> Exploring watercolours Wax resist paintings Bird drawings Blossom paintings and spring art Unit 4 - Pitch Easter Songs Mother's Day songs 	<ul style="list-style-type: none"> Flower paintings Study of Georgia O'Keefe. Flower and fruit faces Study of Arcimboldo Unit 5 - Technology, Structure and Form. 	<ul style="list-style-type: none"> Self-portrait final assessment Mixed media castle paintings/pictures Chalk drawings of the giant Unit 6 - "0th Century music Father's Day songs.
<p>Understanding The World (Past and Present, People, Culture and Communities The Natural World)</p> <p>Science History Geography Design & Technology</p>	<ul style="list-style-type: none"> Senses: Exploration of natural materials using a wide range of vocabulary. My body Growing and Changing My family and people close to me. Birthdays 	<ul style="list-style-type: none"> Signs of Autumn. Changing seasons Hibernation and migration. Winter- Keeping warm in cold weather: Celebrations and Festivals Remembrance, Bonfire Night, Safety linked to this. 	<ul style="list-style-type: none"> Winter-Keeping warm in cold weather: animals and humans. Exploring the world. Comparing hot and cold climates and different animal habitats. Journeys - local environment 	<ul style="list-style-type: none"> (Homework) Trips to the mead to see changes. 3D flowers Mother's Day and Mother's Day assembly How is Mother's Day celebrated around the world? Easter story and celebrations. 	<ul style="list-style-type: none"> Life cycle of plants Parts of a plant What do plants need to survive? Set up experiment using runner beans in different conditions Name some plants Planting the school garden- 	<ul style="list-style-type: none"> Talk to a farmer and look at where their farm is located. Traditional tales from different cultures Properties and materials Farm animals Traditional Tales farm puppets

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<p>RE/PSED</p>	<ul style="list-style-type: none"> • Exploring school • Visiting the church local park • Bread making • Paper straw skeleton • Lollipop houses • Christian Value - Friendship • Lola, getting to know one another. • Protective Behaviours weeks 1-4 	<ul style="list-style-type: none"> • Diwali, Christmas Story • Christian Value - Respect • Friends and Family. My Emotions. Blue Chameleon • Hibernation • Diva Lamps • Christmas crafts and food. • Christmas decorations (Christmas tree festival). 	<ul style="list-style-type: none"> • People who help us. • Real life people and their time lines. • Chinese New Year • IPad snail drawings • Split pin vehicles • Valentines cakes/biscuits • Explore different locations both near and far. • Looking closer at where we live and travel to other parts of the world. • Journeys and different modes of transport. • Contrast between a hot and cold climates. • Use B Use Bee Bots on simple maps. • Christian Value - Perseverance. • Me and My World. Red Rockets and Rainbow Jelly. 	<ul style="list-style-type: none"> • Weather • Birds and their homes • Space and Neill Armstrong • The Wright Brothers • Timeline of the history of flight • Making windmills • Nest modelling • Christian Value - Courage • My Body and Growing Up. • The Family Book 	<ul style="list-style-type: none"> • plants for consumption / pleasure. • Learning how to grow plants from seeds and looking after them. • Design and make fairy gardens, basket weaving • Signs of summer. • How can we care for the natural world? • Food for Life • Caterpillar lifecycle • Names of different minibeasts • Christian Value - Compassion • Keeping Safe • Mommy, Mama and Me. 	<ul style="list-style-type: none"> • Fathers day cards • Make a castle for the giant • Build homes for the three little pigs • Transition and moving onto the next year group • Christian Value - Thankfulness • Healthy Lifestyles.
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Characteristics of Effective Learning

Playing and exploring: - Children investigate and experience things, and 'have a go'. Children who actively participate in their own play develop a larger store of information and experiences to draw on which positively supports their learning.

Active learning: Children concentrate and keep on trying if they encounter difficulties. They are proud of their own achievements. For children to develop onto self-regulating, lifelong learners they are required to take ownership, accept challenges and learn persistence.

Creating and thinking: - Children develop their own ideas and make links between these ideas. They think flexibly and rationally, drawing on previous experiences which help them to solve problems and reach conclusions.