



## Blessed Robert Widmerpool Foundation Stage Curriculum Overview

Train up a child in the way he should go; even when he is old he will not depart from it.  
Proverbs 22:6

### Blessed Robert Widmerpool Foundation Stage Unit:

- values a broad, rich, play-based curriculum in which children can develop their communication skills, confidence, curiosity and resourcefulness within an experiential setting that builds on and extends what they know already.
- is a place where nature and the outdoors is valued highly and is integral to children's everyday experience as a way of nurturing their well-being and giving them the space in which to explore, develop physically and learn.
- is a place where children are expected to be kind, respectful and loving towards all others and know that this is how they and their families will be treated too.
- supports children to know Jesus, to reflect on His teaching and to make it part of their own lives.
- gives children a strong foundation on which to build their future academic learning.

### Catholic Social Teaching

Throughout their time at school, children will be encouraged to live out the Catholic Social Teaching values of:

- Human Dignity – knowing that everyone is special and deserves respect.
- Promoting Peace – helping everyone get along and be friends.
- Stewardship – looking after our world

### The characteristics of effective teaching and learning

In planning and guiding what children learn, practitioners must reflect on the different rates at which children are developing and adjust their practice appropriately. Three characteristics of effective teaching and learning are:

- playing and exploring – children investigate and experience things, and 'have a go'
- active learning – children concentrate and keep on trying if they encounter difficulties, and enjoy achievements
- creating and thinking critically – children have and develop their own ideas, make links between ideas, and develop strategies for doing things

*Statutory framework for the EYFS*

### Special Educational Needs and Disability – Quality First Teaching

- Make sure you have a child's attention when talking to him/her by calling his/her name and making sure that he/she can see you.
- Be aware children need to hear words lots of times, in the same situation, before understanding them.
- Use simple language accompanied by signs, actions and gestures for all children as they learn to understand English.
- Leave gaps for children to be motivated to fill in the spaces with language.
- Activities are play-based, involve moving to learn, low-access and open-ended.
- Links are made to support children to remember previous learning.

### Indoor Continuous Provision

*Each of the sections below includes: The area of learning (focus and links); The outdoor area; Continuous provision; Questions for a supporting adult to use; Enhanced provision to be added during team planning meeting*

<p><b>EAD – Creating with Materials (MAT, PSED, PD, COMM)</b> <b>Creative Corner</b> Selection of art resources; easel, paint, paper, collage materials, glue, boxes etc. Resources linked to weekly focus following our medium term planning.</p> <p><i>Q. Can you tell me about the model/painting you have created? Which materials have you combined? How? Why? Tell me about the colours you have chosen? How could you change the colours for your painting?</i></p>	<p><b>UW – The Natural World (PSED, COMM, MAT, PD, EAD)</b> <b>Sand</b> Selection of sand toys such as; spades, buckets, sieves, pine cones, stones etc</p> <p><i>Q. How did you use the spade to make a...? What is the best thing to use? Tell me how you...?</i></p>	<p><b>Lit – Reading (PSED, UW)</b> <b>Reading Area</b> Cosy corner with a wide variety of fiction and non-fiction book. Resources linked to key stories changed throughout the year. Children's book recommendations included.</p> <p><i>Q. What is your favourite story? Why? Tell me about your favourite character/setting? Describe them. Which sounds can you spot in the word?</i></p>	<p><b>PD / Lit – Writing (COMM, EAD)</b> <b>Writing within Provision</b> Word mats, writing frames, whiteboards, paper, pencils, name cards and resources to support writing during role-play.</p> <p><i>Q. Tell me about your writing? Use your phonics to support your writing. Do your letters look like the ones on the sound/alphabet mat? Can you write a label/caption to go with your drawing?</i></p>
<p><b>To Know You More Clearly / UW – People, Culture and Communities / Past and Present (Comm, PSED)</b> <b>Prayer Tables</b> Bible, wooden cross, candle, liturgical colour. Resources linked to current topic.</p> <p><i>Q: What would you like to pray for today? Will our prayer be to say thank you, sorry or to ask for help</i></p>	<p><b>EAD – Being Imaginative and Expressive (PSED, COMM, PD, MAT, EAD)</b> <b>Construction Area</b> A selection of construction toys such as; Lego, Duplo, Mobilo, Interstar Wooden bricks and blocks. Pictures for inspiration and writing opportunities to encourage planning and evaluation. Small resources to extend imaginative play.</p> <p><i>Q. Tell me about your model? How could you change it? Describe how you have created it.</i></p>	<p><b>EAD – Being Imaginative and Expressive (MAT, COMM, PD, PSED)</b> <b>Music Area</b> Variety of musical instruments; maracas, rain stick, triangles, claves, sound bowls etc. Pictures and books to stimulate discussion and ideas</p>	<p><b>MAT (PD, PSED, COMM, LIT)</b> <b>Counting Collections</b> Boxes of objects to count. Five/Ten frames, number lines, clipboards, pencils, part-part-whole, 100 square, Abacus, Numicon, Maths story books etc.</p>

		<i>Q. Tell me about the instrument you are using? What sound does it make? Can you create your own music? How can you change the sound?</i>	<i>Q. How can you represent ... using a tens frame/part-part whole? Show me an arrangement of... What do you notice about the numbers? Choose&gt;strategise&gt;count&gt;record.</i>
<b>UW/ COM</b> <b>Investigation Area</b> <b>Clipboards, pencils. Topic themed books. Resources linked to current topics</b>  <i>Q. What do you notice? Tell me about the similarities and differences you can see. I wonder... Why do you think..?</i>	<b>PSED (UW, COM, EAD)</b> <b>Home Corner</b> Home corner resources to reflect children’s own homes. Writing equipment, recipes. Photographs to stimulate conversation and labels / boxes to enable tidying.  <i>Q: I’m feeling hungry – what shall we cook today? I think I need to change the baby what will we need? Can I help you?? How many do you need? Can you write a recipe for...?</i>	<b>PSED (PD, COM)</b> <b>Snack Table</b> Cups, fruit, milk, water  <i>Q. which snack/drink will you have? What does it taste like? Describe it. Do you have these at home? Which is your favourite? Why?</i>	<b>UW – Natural World (COM, PD, MAT, PSED)</b> <b>Water</b> <b>Selection of resources such as; jugs, funnels, sea creatures, boats, ducks etc.</b>  <i>Q: Can you explain what is happening to the water? How do the boats move through the water? How much water is in the container? How will you fill/empty it?</i>
<b>PD – Fine Motor Skills (COM, PSED, MAT)</b> <b>Fine Motor Table</b> Play dough, play dough tools, a variety of manipulative resources  <i>Q. how can you use the tweezers to pick up the pom-poms? Show me. How will you shape the play dough? Describe how you have used the play dough.</i>	<b>UW – People, Culture and Communities (PSED, COM)</b> <b>Our World Area</b> Large map of the world, flags meaningful to our children.  <i>Q Can you find where we live? Tell me about your flag? How would you get there? I wonder what life is like there? Is it hot or cold?</i>		
<b>Outdoor Continuous Provision</b>			
<i>Each of the sections below includes: The area of learning (focus and links); The outdoor area; Continuous provision; Questions for a supporting adult to use; Enhanced provision to be added during team planning meeting</i>			
<b>Lit – Reading (PSED, UW)</b> <b>Storyteller’s chair</b> Book box on storyteller’s chair containing a range of fiction and non-fiction books – use to be monitored and changed as appropriate.  <i>Q: What is your favourite story? Why? Who is your favourite character? Who would you like to be?</i>	<b>UW – The Natural World (PSED, COMM, MAT)</b> <b>Mud Kitchen</b> Cauldrons, selection of kitchen equipment, natural materials, mud recipe cards and pens.  <i>Q: What tool is best for this job? How many more will we need for this recipe? How will you remember this recipe?</i>	<b>PD – Using Equipment and Materials (UW, PSED, MAT)</b> <b>Digging Area</b> Large and small spades, rakes and pots. Whiteboard and pen to make a tally chart.  <i>Q: How many worms can you find? I wonder why the worms like the earth. Can you imagine what it would be like to be a worm?</i>	<b>UW – The Natural World (COMM, PD, EAD) Garden</b> Discovery Boxes containing green clipboards and paper, drawing materials and writing pencils, magnifying glasses, old cameras, maps, spotter sheets and non-fiction books about nature. Add appropriate weather box.  <i>Q: What can you find today? What has changed? What happens to plants in this weather?</i>
<b>EAD – Being Imaginative (COMM, UW, PSED)</b> <b>Wooden House</b> Enchanted Village (House and basket containing elves and wooden props etc)  <i>Q: What are the Elves going to do today? What will they need?</i>	<b>UW – The Natural World (PSED, PD)</b> <b>Shed</b> Litter picker and bin.  <i>Q: Why should we take care of our world? What can we re-use or recycle?</i>	<b>EAD – Being Imaginative (COMM, UW, PSED)</b> <b>Black Mat</b> Role-play/den-building basket – tarpaulins, drapes, tubes, bread baskets, pegs, steering wheel, clipboard, pencils, paper  <i>Where is your imagination taking you? What will you need? How can you create it?</i>	<b>UW – The Natural World (PSED, COMM, PD)</b> <b>Slope</b> Things that roll box - cars, balls, wheels, tubes, cylinders. Extend with target mats and equipment to record and, sometimes, tubes and bread baskets.  <i>Q: Which is the fastest and why? Compare your car with others.</i>
<b>Lit – Writing (PD, EAD)</b> <b>Writing wall</b> Large whiteboard, pens and eraser; Large paintbrushes, buckets, water bottles and bucket for water; Large chalkboard, chalks and cloth. Add alphabet chart, pictures, letters and words linked with phonics or topic work to extend.  <i>Q: Write some labels to add detail to your drawing. Does your letter look like the one on the chart? Use your phonics’ knowledge to write your words.</i>	<b>To Know you more clearly/ UW – People, Culture and Communities (PSED, COMM)</b> <b>Reflection Area</b> Wooden cross, windchimes, colour paddles, drape, Bible and prayer book.  <i>Q: What would you like to prayer for today? Will our prayer be to say thank you, sorry or to ask for help?</i>	<b>EAD – Creating with Materials (MAT, PSED, PD, COMM)</b> <b>Blue Mats</b> Junk Music Centre – large pieces of junk to encourage sound making, pattern noticing, beat, changing tempo and rhythm. Selection of percussion instruments and vocabulary.  <i>Q: Play the same beat as me? Create your own music? How can you change that sound?</i>	<b>EAD – Creating with Materials (PD, COMM, PSED)</b> <b>Stage</b> Dance and music box containing ribbons on hoops, pom poms, coloured scarves and musical instruments. Blue-tooth speaker with a choice of music linked to children’s interests, topic and hymns.  <i>Q: Make up a dance to the music? How does this music make you feel?</i>
<b>UW – The Natural World (PSED, COMM, MAT, PD, EAD)</b> <b>Sand pit</b> Sand pit and trolley containing a range of buckets, spades, moulds, trucks, sieves, pots etc.  <i>Q: What are you planning to make? How can you make it better?</i>	<b>PD – Gross Motor (PSED, MAT)</b> Climbing Wall  <i>Q: Can you go higher than yesterday? Can you find a way of getting down safely? Can you find a different way of getting down? Show a friend how to do it.</i>	<b>UW – The Natural World (PSED, COMM, MAT, PD)</b> <b>Water zone</b> Water wall, trough and trolley containing a range of jugs, pots, funnels, tubes, boats, natural materials to float or sink etc. Extend with tubes, bread baskets and builder’s tray.  <i>Q: Can you help the boat reach the tray? Can you explain what is happening to the water?</i>	<b>PD – Gross Motor (PSED, MAT)</b> <b>Trim Trail</b> Add positional language cards.  <i>Q: Can you go further than yesterday? Can you think of another way to travel over the bridge? Help a friend to complete the trim trail.</i>
<b>EAD – Being Imaginative (PSED, COMM, PD, MAT, EAD)</b> <b>Builders’ Shed</b> Selection of My Model sheets, plain, lined and squared paper; magazines related to building; detailed plans; photographs of builders; writing equipment; helmets and high-visibility jackets; bricks, blocks and tools. <i>Q; Explain what happens here. Imagine you are a builder – What will you create? Write a plan or a report.</i>	<b>PD – Gross Motor (PSED, MAT, COMM, Lit)</b> <b>Bikes</b> 4 or 5 bikes, trikes or cars for chn to ride around tyre or trim trail. Box of chalks for chn to make roads or parking spaces. Large whiteboard and pens to sign up for a go.  <i>Q: Where are you travelling to? Which route will you take? Draw a road to follow. Have a race with a friend.</i>	<b>Maths – Number (COMM)</b> <b>Number wall</b> Door number line to 40, 100 square (sometimes with challenge added),  <i>Q: Can you tell me 1 more? What is the number on your front door? Can you find it? What do you notice?</i>	<b>PD – Gross Motor (PSED, COMM, MAT)</b> <b>Trolley / Scoreboard / Cones /Basketball Nets</b> Bats, balls, scoops, beanbags, quoits, stilts, giant feet, skipping ropes. Add Recording Box with clipboard, pencils and recording sheets to extend.  <i>Q: How can you improve your technique? Work with a friend to practise your throwing. Use the whiteboard to record the score.</i>
<b>EAD – Creating with Materials (Comm, PSED, PD)</b> <b>Art Canopy</b> Choice of brushes, paint blocks, paper, chalks, easel etc	<b>EAD – Being Imaginative (COMM, UW, LIT, PSED, MATHS)</b> <b>Large Tyre and Builder’s trays</b>	<b>EAD – (COMM, MATHS, PSED)</b> <b>Role Play Shed / Cottage</b>	

<p><i>Q: Tell me about your painting. Can you add more detail? I wonder what colour you will make when you mix those two colours.</i></p>	<p>Add small world animals and a selection of matching information or story books. Add a base mat, rocks, pine cones or other natural resources. Change the animals every week. <i>Q: Can you find any animals the same? What is different about other animals? How do they behave? Imagine if you were a.....</i></p>	<p>Home corner resources to reflect children's own homes. Photographs to stimulate conversation and labels / boxes to enable tidying.  <i>Q: I'm feeling hungry – what shall we cook today? I think I need to change the baby what will we need? Can I help you? What would you like to buy? How many do you need?</i></p>	
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## Foundation Stage One

	Advent				Lent			Pentecost			
RE	Branch One	Judaism	Branch Two	Sikhism	Branch Three	Branch Four	Hinduism / Buddhism	Branch Five	Islam	Branch Six	
	<b>Creation and Covenant</b>  How can I look after God's world?	Special days, rituals and clothing	<b>Prophecy and Promise</b>  How do we prepare for Christmas?	Special days, rituals and clothing	<b>From Galilee to Jerusalem</b>  How can we live like Jesus?	<b>From Desert to Garden</b>  What special signs and symbols do we have during Lent and Easter?	Special days, rituals and clothing	<b>To the Ends of the Earth</b>  How do we celebrate Pentecost?	Special days, rituals and clothing	<b>Dialogue and Encounter</b>  Who are friends of Jesus?	
Topic Theme and Visit	<b>I am Special, I am Unique, I am Me</b> Nottingham Castle/ Lakeside Theatre Teddy Bear Hospital				<b>Curious Communicators</b> Manor Farm / Green's Mill			<b>Our Wondrous World</b> Sports' Day / Topic Day			
Communication and Literacy (Reading and Writing)	<b>Core Text:</b> The Gruffalo / The Very Hungry Caterpillar / Owl Babies  <b>Story Steps:</b> Kofi the Caterpillar		<b>Core Text:</b> Cinderella / We're Going On A Bear Hunt / The Christmas Story  <b>Story Steps:</b> Teddy Bears' Picnic		<b>Core Text:</b> The Epiphany / Jack and the Beanstalk / Jasper's Beanstalk  <b>Story Steps:</b> Ella's Rainbow		<b>Core Text:</b> Rosie's Walk / Easter Story  <b>Story Steps:</b> Storm at the Farm		<b>Core Text:</b> Bumpus Jumpus Dinosaurumpus  <b>Story Steps:</b> Stanley the Stegosaurus		<b>Core Text:</b> The Train Ride  <b>Story Steps:</b> Millie the Mermaid
	<b>Poetry Basket:</b> Chop, Chop; Pointy Hat; Falling Apples; Who has seen the wind; Wise Old Owl; Fireworks go Swish, Swish, Bang (4-lines), Leaves are Falling				<b>Poetry Basket</b> Pancakes, Hungry Birdies, I can Build a snowman, A Little Seed, Furry - Furry Squirrel, Stepping stones (4.8-lines)			<b>Poetry Basket:</b> Dance, Pitter Patter, The Fox, Sliced Bread, Under a Stone, Thunderstorm. (4.8-lines)			
	<b>Non Fiction:</b> Judaism - Hanukkah / Buddhism / Christmas / Bears				<b>Non Fiction:</b> Growing / Vegetables / Farm Animals / Hinduism or Sikhism			<b>Non Fiction:</b> A Day with Musa (Islam) / Dinosaurs / Seaside / Maps			

Mathematics	Counting, Comparison, Composition and Change / Numerals, Numerical Patterns / Shape and Measure (Continuous Provision)					
	<b>Story:</b> I Spy / The Very Hungry Caterpillar <b>Rhyme:</b> 1, 2, 3, 4, 5 Once I caught a fish alive, 5 little monkeys, 5 Little Pumpkins	<b>Story:</b> Maisy goes Camping / Baby goes to Market, Pattern Bugs <b>Rhyme:</b> 5 Little Fireworks, 5 Birthday Presents, 1 Little Elephant balancing <b>Video:</b> Five Friends	<b>Story:</b> Handa's Surprise, Pattern Fish, Superworm <b>Rhyme:</b> 5 Green and Speckled Frogs, 5 Little Ducks, 5 Little Apples <b>Video:</b> 3-Act Videos	<b>Story:</b> Catch that Goat, 10 Black Dots, The Big Red Bus <b>Rhyme:</b> Peter Hammers with 1 Hammer, 5 Little Peas	<b>Story:</b> 10 Little Dinosaurs, 10 in the Bed <b>Rhyme:</b> 10 in the Bed, 10 fat sausages, 1 Little, 2 Little, 3 Little Aeroplanes	<b>Story:</b> Zoom, <b>Rhyme:</b> Noah's Ark – Animals came in two by two, I Little Man in a Flying Saucer, 1, 2 Buckle My Shoe
Counting Collections used for Adult-led and Child-led provision						
<b>Relationship and Health Education (Personal, Social and Emotional Development)</b>	I am Me – being unique Good Feelings, Bad Feelings – understanding and managing feelings Let's Get Real – saying sorry	Who's Who – Importance of family You've got a friend in me – positive and negative relationships	Safe Inside and Out – Asking for help My Body, My Rules – Trust / Pants are Private	Feeling Poorly – Looking after our bodies People Who Help Us Growing Up – changing bodies Loving God, Loving Others	Head, Shoulders, Knees and Toes – naming body parts Ready Teddy? – Looking after our Bodies / Oral Health God is Love I like, You Like, We All Like	Role Model – part of God's Family Forever Friends - Being Unkind and saying sorry Me, You, Us - Belonging
<b>Understanding the World - Science</b>	All About Me- senses, bodies, healthy food etc	Forces – magnets / vehicles	Animals – pets / farm	Growing - plants	Animals - seaside	Water – floating and sinking
<b>Understanding the World - History</b>	Marvellous Me			Celebrations	People who help us	

	Begin to make sense of their own life story and family history.			Comparing historical features linked to the Easter Story (food and clothing)		
<b>Understanding the World - Geography</b>		Marvellous Me World Map – finding where I come from Using Maps – Forest School	Celebrations Comparing journeys			People who help us
<b>Expressive Arts and Design - Art</b>	Drawing – Marvellous Marks  Seasonal Craft Options: Autumn - Natural Wreaths /	Christmas – Salt Dough Decorations	Painting and Mixed Media – Paint My World  Seasonal Craft Options: Winter – Threaded Snowflakes / Spring – Petal Mandala Suncatchers	Easter – Egg Threading	Sculpture and 3D – Creation Station	Seasonal Craft Option: Summer – Salt Painting
<b>Expressive Arts and Design – D &amp; T</b>		Junk Modelling – Building a castle for Cinderella		Cooking and Nutrition - Soup		Structures - Boats
<b>Expressive Arts and Design - Music</b>	<b>Me</b> Listening and responding to different styles of music Learning to sing Improvising on classroom instruments Share and perform  Christmas Performance		<b>Everyone!</b> Listening and responding to different styles of music Learning to sing Improvising on classroom instruments Share and perform		<b>Our World!</b> Listening and responding to different styles of music Learning to sing Improvising on classroom instruments Share and perform  Class Mass	
<b>Physical Development - PE</b>	Introduction to PE – movement, turn-taking, understanding rules, developing co-ordination (Drum Fit)	Gymnastics (apparatus) – exploring shapes with the body, exploring different movements and combining them, jumping and rolling.	Ball Skills / (Drum Fit)/ Dance Catching and stopping balls, bouncing, ball games with rules. Dance – remembering sequences, combining movements and performing.	Ball Skills / (Drum Fit)/ Dance Catching and stopping balls, bouncing, ball games with rules. Dance – remembering sequences, combining movements and performing.	Fundamentals (Sports Day) Negotiating space, movement skills, balancing and co-ordination in games, playing co-operatively.	Team Games Exploring movement and negotiating space, taking turns, following rules.
<b>Technology</b>	Within provision, focus on Interactive Whiteboards	Within provision, focus on Interactive Whiteboards	Within provision, including I-pads	Within provision, including I-pads	Within provision, including bee-bots	Within provision, including bee-bots