

Foundation 2 Medium Term Plan

Lent 1

Sacred Heart Catholic Voluntary Academy

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| **Teacher:**  **F2 Miss Chisholm** | | | **Curriculum Driver: Feelings and Myself** | | | | | | | | | | | | | | | | | | **Term: Advent 1 2024** | | | | | | | | | | | | |
|  | **Week 1** | | **Week 2** | | | | | | **Week 3** | | | | | | **Week 4** | | | | | | **Week 5** | | | | | | | **Week 6** | | | | | |
| **Book Focus** | **Welcome**  **Settling in**  **Myself** | | **The Colour Monster goes to school** | | | | | | **Rubys Worry** | | | | | | **Elmer on Stilts** | | | | | | Mixed – A colourful story | | | | | | | **Giraffes cant dance -** | | | | | |
| **British Values** | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
|  | |  |  |  | | --- | --- | --- | | Rule of Law  We will aim to promote the rule of law in the Foundation Stage Unit daily by:   * Working with the children to create **rules** and codes of behaviour, such as agreeing rules about tidying up, and also ensuring children understand that the rules apply to everyone. * Revisiting our work of policeman undertaken in Lent 1 as part of our ‘people who help us’ topic – thinking about how they help us to follow the law and rules that we need to follow. |  |  |   Try and help children to understand their actions and the consequences. For example, by explaining to them how something they have done might have made another child feel instead of just asking them to say ‘sorry’. | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| **R.E Come and See Programme** | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
|  | Myself -  Explore – The importance of my name | | Myself – Reveal  God knows me, God knows my name and loves me. | | | | | | Myself – Reveal  God knows and loves each person. | | | | | | Respond – Celebrating and exploring the importance of names | | | | | | Welcome -  Explore  What it is to be welcome and welcomed | | | | | | | Welcome – Reveal  Baptism a welcome to Gods Family | | | | | |
|  | **PHSE: Managing Self.** | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
|  | Begin to  recognise the impact of their actions. | | | | | | | | Explore feelings through role play. | | | | | | Enjoy trying new healthy snacks at snack time from our self selection snack bar. | | | | | | To independently be able to:  • Use the toilet  • Wash hands  • Put coat on  • Change shoes into wellington boots/trainers for forest school or PE. | | | | | | | | | | | | |
| **PHSE: Building Relationships** | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
|  | Build relationships with familiar adults to gain confidence to speak to others in their class and to adults. | | | | | | | | Play with other children during playtime and inside. | | | | | | | | | | | | | | | To play with children who are playing the same activity. | | | | | | | | | |
| **PSHE: Self-Regulation.** | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
|  | Show attention to the teacher usually respond appropriately.  To recognise different emotions. | | | | | |  | | | Show an understanding of their  own feelings.  To focus for short periods of time during class input | | | | | | To follow one step instructions. | | | | Show an understanding of their own feelings and the feelings of others. | | | | | |  | | | | | | |  |
| **Communication and language: Listening, Attention and Understanding.** | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |  | |
|  | Enjoys listening to longer stories and to others in one-to-one or small groups, when the conversation is of interest to them. | | | | | Listens carefully to rhymes and songs, paying attention to how they sound. | | | | | Engage in story times, showing enthusiasm. | | | | | | | | Ask questions to find out more and to check they understand what has been said to them. | | | | Retell the story, once they have developed a deep familiarity with the text; some as exact repetition and some in their own words | | | | | | | Connect one idea or action to another using a range of connectives. E.g. ‘and, so, because, apart from’.  Learn new vocabulary. | | | |
| **Speaking** | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |  | |
|  | Beginning to learn new vocabulary and use it in their sentences and play with others.  To use talk to communicate their needs, feelings and ideas. | | | | Learn rhymes, poems and songs. | | | | | | | | Develop social phrases.e.g.  Say hello in response to an adult. In the morning as they walk into school say Good morning.  To talk infront of a small group. | | | | | | Develop social phrases-  ‘Please can I have a turn?’  ‘Please can I have …. For lunch’  ‘Please can you help me with this?’  Say hello in response to an adult. In the morning as they walk into school say Good morning. | | | | | | To talk to their teacher and peers. | | | | | | | | |
| **Literacy** | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |  | |
| **Word reading** | Word Reading  Introduce Little Wandle phase 2 single sounds, linking the sounds to letters.  Be able to recognise the initial sounds. | | | | Word Reading  Introduce Little Wandle phase 2 single sounds, linking the sounds to letters.  Be able to recognise the initial sounds. | | | | | | | | Word Reading  Introduce the reading scheme books.  Blend sounds into words, so that they can read short words made up of known letter– sound correspondences. | | | | | | Word Reading  Explore a range of books in the reading areas. Handling them carefully and correctly. To talk about their selection of book and why they like it. | | | | | | Word Reading  Blend sounds into words, so that they can read short words made up of known letter– sound correspondences. | | | Word Reading  Blend sounds into words, so that they can read short words made up of known letter– sound correspondences.  Recognise words with the same initial sound. | | | | | | |
| **Comprehension** | Comprehension  Join in with rhymes and show interest in stories with repeated refrains.  Read -   * Owl babies * Brown bear,brown bear * Were going on a bear hunt | | | | Comprehension  Sequence familiar stories using pictures.  To independently look at a book, holding it the correct way and turning pages carefully. | | | | | | | | Comprehension  Draw pictures of characters, events and settings in stories. | | | | | | Comprehension  Sequence familiar stories using cutting and sticking activity. | | | | | | Comprehension  To share their favourite books, seeking them out, to share with an adult, with another child, or to look at alone. | | | Comprehension  To share their favourite books, seeking them out, to share with an adult, with another child, or to look at alone. | | | | | |
| **writing** | Writing  Give meaning to marks whilst holding my pencil in a tripod grip. | | | | Writing  To use a variety of different media to create recognisable marks with a purpose. | | | | | | | | Writing  Draw pictures of themselves. Write their first name – using name progress at the beginning of their writing books.  To copy recognisable letters with confidence. | | | | | | Writing  Write recognisable letters with greater confidence. | | | | | | Writing  Write simple 2 and 3 letter words by identifying the sounds and writing the letters. | | | Writing  Write simple 2 and 3 letter words by identifying the sounds and writing the letters. | | | | | |
|  | **Intentional Vocabulary** | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| **HEART VALUES -** Be kind, be safe, be driven, resilience, perseverance  **Family** -Mother, father, sister, brother, grandparent, friend  **Favourite Rhyme**- song, poem  **Senses** – see,hear,smell,taste,touch  **Emotions** – sad, happy, confused, scared, love, care, anxious, unsure, nervous  **Questions** - Why, what, when, how, what if, I wonder, curious, knowledge  **Weather and Seasons**: sun, rain, cloud, snow, wind, hail, fog, summer, autumn, winter, spring, leaves, falling  **Colours**: black, white, red, yellow, blue, orange, green, purple, light, dark, mix  **Maths** – Subitise, count, number, total, object, order, same, different, more than, less than, equal, the same as, shape, pattern, repeated, now,soon, later, big, small, size, morning, afternoon, night, what comes next? sum, one, two, three to twenty and beyond, how long, next, before, after, order, count on, count back, split, group, share, measure, half full, full, empty, container, scales, weigh, heavy/er, light/er, how long, under, over, next to, between, behind, in front, inside, tall/er, short/er, long/er, days of the week, birthdays, holiday.  **Basic geography**: map, Nottingham, Carlton, England, land, sea  **Ourselves/body parts**: hair/eye/skin colour, arm, leg, hand, fingers, thumb, elbow, knee, foot, toes, back, neck, shoulders  **Create**: Shape, texture, tone, colour, mix, Sellotape, masking tape, scissors, construct, modelling, design, glue tape, string, join, connect | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
|  | **Songs and Rhymes** | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
|  | **Poetry:**   * Chop, Chop * Wise Old Owl * Falling Apples * A Basket of Apple * Leaves are Falling * Breezy Weather   **Songs:**   * Pat-a-cake * 1, 2, 3, 4, 5, Once I Caught a Fish Alive * This Old Man * Five Little Ducks * Name Song * Things For Fingers | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| **Literacy- Phonics Following the Little Wandle Programme** | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |  | |
|  | Week 1 -  S a t p | | | | Week 2 -  I n m d | | | | Week 3 -  G o c k  Tricky words - is | | | | Week 4 -  Ck e u r  Tricky word - I | | Week 5 -  H b f l   Tricky word - the | | | | Week 6 -  Consolidation and LW assessment | | | | | | | | | | | | | | |
| **Maths: White Rose** | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |  | |
|  | **Week 1 -**  **Getting to know you** | | **Week 2 -**  **Match, Sort and Compare**  **Lesson 1 – match objects**  **Lesson 2 – Match pictures and objects**  **Lesson 3 – Identify a set** | | | | | | **Week 3**  **Match, sort and compare**  **Lesson 4 – Sort objects to a type**  **Lesson 5 – Explore sorting techniques**  **Lesson 6 – Create sorting rules**  **Lesson 7 – Compare amounts** | | | | **Week 4**  **Talk about measure and patterns**  **Lesson 1 – Compare size**  **Lesson 2 – Compare mass**  **Lesson 3 – Compare capacity**  **Lesson 4 – Explore simple patterns** | | **Week 5**  **Talk about measure and patterns**  **Lesson 5 – copy and continue simple patterns**  **Lesson 6 – Create simple patterns**  **Its me 1,2,3**  **Lesson 1**  **Find 1,2,3** | | | | | | **Week 6**  **Its me 1,2,3**  **Lesson 2**  **Subitise 1,2 and 3**  **Lesson 3 Represent 1,2,3**  **Lesson 4 – 1 more** | | | | | | | **Week 7 -**  **Its me 1,2,3**  **Lesson 5 – 1 less**  **Lesson 6 – Composition of 1,2,3** | | | | | |
| **Maths: Number** | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |  | |
|  | Develop the key skills of counting objects including saying the numbers in order and matching one number name to each item. | | Joins in and sings counting songs and number rhymes. Listen to and enjoy stories that involve counting. | | | | | | To recognise numbers 1-5. | | | | | | To begin to subitise to 3. | | | | | | | To find one more of numbers to 5. | | | | | | To find one less of numbers to 5.  Begin to explore mathematical problems using +,- and =. | | | | | |
| **Maths: Numerical Patterns** | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |  | |
|  | Begin to use mathematical vocabulary such as ‘more than’ ‘less than’.  Count objects, actions and sounds. | | | | To identify which group of objects has more. Count up to 5 objects by touching each object and saying one number for each item. | | | | | | | | To identify which group of objects has less. | | | | | | To count forward to 5 and then to 10. | | | | | | To count backward from 5 to 0 and then 10 to 0. | | | | | | | To order numbers to 5. | |
| **Maths: Shape, Space and Measure** | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |  | |
|  | To recognise, create and describe patterns | | | | | | | |  | | | | | | To use familiar objects and common shapes to create and recreate patterns and build models. | | | | | |  | | | | | | | | | | | | |
| **Physical Development: Gross Motor Skills** | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |  | |
|  | Develop the skills they need to manage the school day successfully: - lining up and queuing at mealtimes, sitting on the carpet with crossed legs, understanding no running inside. | | Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor. | | | | | | Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor. | | | | | | Revise and refine the fundamental movement skills they have already acquired: rolling, crawling, walking, jumping, hopping. | | | | | | | | | | Know and talk about the different factors that support their overall health and wellbeing: - regular exercise - healthy eating | | | | | | Know and talk about the different factors that support their overall health and wellbeing: - toothbrushing - having a good sleep routine - being a safe pedestrian | | |
| **Physical Development: Fine Motor Skills.** | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |  | |
|  | Show a preference for a dominant hand. | Learn how to draw a line and circle with control. | | | | | | | | Using a variety of equipment to develop fine motor skills: tweezers, threading, pegs, pincer activities. | | | | | | Using a variety of equipment to develop fine motor skills: tweezers, threading, pegs, pincer activities. | | | | Using scissors to snip and follow a line. | | | | | | Join and pull apart small construction resources. | | | | | | | |
| **Understanding**  **the world: Past and Present** | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |  | |
|  | To know that some people were born before them so they are older than them.  To know that some people were born after them so they are younger than them. | | | | | | | To be able to discuss 1-1/in a small group significant or important events from their past.  Use the show and tell boxes to talk about things they have done in the past. (Note in for parents asking for specific past items). | | | | To be able to identify how they have changed from when they were a baby.  Create a timeline of baby photos (up to 5) sent from parents. | | | | | To be able to identify how they have changed from when they were a baby. | | | | Compare characters from stories and figures from the past.  e.g. Rosa Parks Little People, Big Dreams book. | | | | | | | | Compare characters from stories and figures from the past.  e.g. Rosa Parks Little People, Big Dreams book. | | | | |
| **UTW: People, Culture and Communities.** | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |  | |
|  | Talk about members of their immediate family and community.  Children to discuss their immediate and wider family-who is in your family? Houses-draw family inside. | | Name and describe people who are familiar to them. | | | | | | Discuss family traditions and learn about others.  To be able to talk about their own lives – my family, my school, my world. | | | | | | Know about significant individuals – link to Rosa Parks.  To listen carefully to stories about different places and is beginning to recognise that different places have different features, e.g. recognising the difference between life in this country and other countries. | | | | | | Draw information from a simple map of the school grouds. Where is our playground, where is our classroom?  To know the name of the town where they live – Carlton, Nottingham. | | | | | | | | | | | | |
| **UTW – The Natural World.** | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
|  | Recognise some environements that are different to the one in which they live. | | | | To be able to explore the natural world around them with awe and wonder. | | | | | | | | To describe what they can see, hear, smell and feel when they are outside. | | | | | | To collect natural materials from outdoors and create something with them. | | | | | | To identify and recognise the features of Autumn. | | | To identify and recognise the features of Autumn.  Begin to talk about the four seasons.  Start with Autumn. | | | | | |
|  | **Expressive Art and Design: Creating with materials.** | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
|  | begin to draw self portraits, landscapes and buildings. | | | Build models which replicate those in real life, using a variety of resources.  To explore, use and refine a variety of artistic effects to express their ideas and feelings. | | | | | | | | | | To name colours. | | | | To create simple representations of people and objects. | | | | | | To explore different techniques for joining materials. | | | | To draw and colour with pencils and crayons. | | | | | |
|  | **EAD: Being imaginative and expressive.** | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| To experiment with different instruments and their sounds. | | | | To talk about whether they like/dislike a piece of music. | | | | | | | | Sing in a group by themselves, increasingly matching melody. | | | | | | Sing a range of nursery rhymes and songs. | | | | | | | | Explore and engage with music and dance, performing solo or in groups. | | | | | | |
| **Special Events**  **British/ Values** | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |  | |
|  |  | |  | | | | | | September 15th International Day of Democracy | | | | | |  | | | | | | *Black history month 1st October* | | | | World Space Week (4th Oct to 10th Oct | | |  | | |  | | |