

Foundation 2 Medium Term Plan

Sacred Heart Catholic Voluntary Academy

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| **Teacher:**  **F2 Miss Chisholm** | | **Curriculum Driver: Celebrations** | | | | | | | | | | | | | **Term: Advent 2 2024** | | | | | | | |
|  | **Week 1** | **Week 2** | | | | **Week 3** | | | | **Week 4** | | | | | **Week 5** | | | | | | | **Week 6** |
| **Book Focus** | **Rama & Sita the story of Diwali** | **The Best Diwali Ever** | | | | **Eight Nights, Eight Lights** | | | | **Mogs Birthday** | | | | | **The Best Eid Ever** | | | | | | | **The Nativity** |
| **R.E**  **RED Trial** | **Advent is a time to get ready for Christmas.**  **WHAT**  **Hear** – (LK 2:4-7) The Nativity .  **Believe** - Name the parts of the Advent Wreath   * Hope – purple * Love – purple * Joy – pink * Peace – purple   Christmas day – white  **Celebrate -** Gather daily to light the Advent candle and reflect.  **Live -**  **Key words / questions -** How do you get ready for Christmas?  How do you feel having to wait?  **Dialogue & Encounter**  How do you get ready for Christmas?  How do you feel having to wait?  **HOW-** Make an Advent wreath using handprints.  How do we prepare during Advent?  Class Advent Calendar  **CST:** Make Advent promise(s) as a class to help others during this time of year.  Invite people from/ visit the parish to talk about how they prepare for Advent /  Children to make a decoration with their families at home to hang on a communal Christmas tree (representing them) | **The angel visited Mary with an important message**  **WHAT**  **Hear -** The Annunciation (LK 1:26-31, 38) Retell: His name will be Jesus (LK 1:26-31, 38)  **Song: Magnificat** *(Mary’s song of praise to God for choosing her as the holy person to have the baby Jesus)*  **Believe -** Mary was chosen by God. Mary believed in and trusted God.  The Angel told Mary that her baby would be called Jesus and that He would be the Son of God.  **Celebrate -**  Hail Mary  Pray to God giving thanks for sending Jesus to Earth.  **Live -** God sent Jesus to love us all  **Dialogue & Encounter**  How do you think Mary felt hearing the news?  How did my family prepare for my birth?  Why do we celebrate birthdays?  Home link- what are my family’s birthday traditions?  **HOW-**  Listen to and appreciate the song, discuss the meaning of key words, record Lectio Divina style.  images of Mary and Angel Gabriel- art work  Photos of children as babies, birthday celebrations.  Hail Mary with actions – T4W style  Role play- birthday celebrations, party. | | | | **Mary and Joseph travelled to Bethlehem.**  **WHAT -**  **Hear** (LK 2: 4-7) The Nativity   **Song: When love was born**  **Believe**  Mary and Joseph had to travel to Bethlehem.  Quiet reflection to think how Mary and Joseph must have felt on their journey  **Celebrate**  Quiet reflection to think how Mary and Joseph must have felt on their journey  **Live**  Have you ever been on a long journey? How did you travel? What would it have been like to travel on a donkey?!  **Dialogue & Encounter**  How might Mary feel on this journey?  How might Joseph feel?  What might they be thinking about?  **HOW**  **Hear -**  [The Christ Child: A Nativity Story | #LightTheWorld - YouTube](https://www.youtube.com/watch?v=yXWoKi5x3lw)  **Believe**  Small world, fabric and figures for children to tell story.  **Celebrate**  circle time/meditation, mindmap words to say how they felt.  Little Donkey Song  **Live**  Role play  **Dialogue & Encounter**  Travelling nativity for children to welcome Mary and Joseph on their Journey (take it home). | | | | **Jesus was born in the stable WHAT**  **HEAR** - (LK 2: 4-7) The Nativity  *(Last week, they travelled, now they have arrived and are preparing the manger for the baby to be born)*  **Believe**  **Celebrate**  God gave us the gift of his Son Jesus  **Live/ Dialogue & Encounter**  Reflect: Do they think it was right that God’s Only Son was about to be born in an animal’s stable? What does this say to us about him? (Introduction to how he lived his live – humble, came to serve, one of us)  What was special about Baby Jesus? (God’s Son, Light of the World)  How do Mary and Joseph feel *now*?  **HOW**  **HEAR -** Away in a manger song- learn actions and words.  **Believe**  Children create stable images/drawings  Role play with small world in tuff tray in continuous provision.  Costumes in role play area.  **Celebrate**  Write prayers of thanks for God’s gift  **Live / Dialogue & Encounter**  Mindmapped in floor book. | | | | | **The angels told the shepherds to visit Jesus.**  **WHAT**  **HEAR**  (LK 2:8-20) The Shepherds visit the manger  **Believe**  Angel Gabriel appeared to the shepherds in the fields in the distance and told them to go to Bethlehem  **Celebrate**  **Live**  Visitor to bring new baby to the class – how will we prepare? (quiet, gentle)  **Dialogue & Encounter**  Talk about how the shepherds felt when the angel appeared to them  **HOW**  **HEAR** Songs about the shepherds (e.g. While shepherds watch their flocks by night)  **BELIEVE -**  Act out this part of the story in small groups.  “Go to Bethlehem to see the new-born King”.  **CELEBRATE**  Liturgy: give thanks for God’s gift of Baby Jesus – use prayers from last week as a focus | | | | | | | **The shepherds visit the manger.**  **WHAT**  **HEAR** - (LK 2:8-20) The Shepherds visit the manger  **Believe** The shepherds were amazed and told everyone. They praised God.  **Celebrate**  **Live**  **CST:** God made each of us, so each one of us is very special. We must treat others in a caring way because God made them too.  **Dialogue & Encounter**  How do we feel when we meet a new baby?  Link back to the photos the children brought in earlier in the unit.  **HOW**  **HEAR -**  Sequence simple pictures of the nativity story.  **BELIEVE \**  Act out in role play area.  **CELEBRATE**  Role play the whole story (tableau: small groups to act out different parts of the story)  **LIVE**  Make cards to give to the community to spread the news of Jesus’ birth (Christmas Cards)  **Dialogue & Encounter**  **CST:** Visitors to talk they celebrate Christmas in different cultures demographic dependent e.g. How is Christmas celebrated in Polish communities? How is this similar/different to your family tradition? |
| **Intentional Vocabulary** | | | | | | | | | | | | | | | | | | | | | | |
|  | C and L - Good sitting, good looking, good listening, rhyme, turn taking, instructions, song of the week, storytime, tell us, sing. | PSED - Family, Celebrate, Baptise, Marry, Party, Birth, Birthday, Christmas, Diwali, Remembrance, Bonfire, Fireworks,Tradition, Celebrate, Enjoy, Happy, Together. | | | | Literacy - Draw, paint, tell me, book, title, author, front cover, pages, hold, words, pictures, tell me | | | | **Maths -** shapes, Circle, Square, Triangle, Rectangle, sides, corners, straight, flat, round, edge, bigger, smaller, pattern, stripey, spotty, lines, shapes, dots. | | | | | EAD - Colours, make, mix, listen, hear, sounds like, sing, decorate, lights, celebrate, gifts | | | | | | | Diwali, Christmas, Bonfire Night, Fireworks, Remembrance Day, birthdays, weddings, celebrations, traditions. |
| **PSHE:**  **TenTen** | Session 1 [I Am Me](https://www.tentenresources.co.uk/programmes/life-to-the-full-primary/eyfs/m-1/eyfs_1_created-and-loved-by-god/u-2/eyfs_1-2_me-my-body-my-health/s-1/i-am-me/) | Session 2 [Heads, Shoulders, Knees and Toes](https://www.tentenresources.co.uk/programmes/life-to-the-full-primary/eyfs/m-1/eyfs_1_created-and-loved-by-god/u-2/eyfs_1-2_me-my-body-my-health/s-2/heads-shoulders-knees-and-toes/) | | | | Session 3 [Ready Teddy?](https://www.tentenresources.co.uk/programmes/life-to-the-full-primary/eyfs/m-1/eyfs_1_created-and-loved-by-god/u-2/eyfs_1-2_me-my-body-my-health/s-3/ready-teddy/) | | | | Session 1 [I Like, You Like, We All Like!](https://www.tentenresources.co.uk/programmes/life-to-the-full-primary/eyfs/m-1/eyfs_1_created-and-loved-by-god/u-3/eyfs_1-3_emotional-well-being/s-1/i-like-you-like-we-all-like/) | | | | | Session 2 [All the Feelings!](https://www.tentenresources.co.uk/programmes/life-to-the-full-primary/eyfs/m-1/eyfs_1_created-and-loved-by-god/u-3/eyfs_1-3_emotional-well-being/s-2/all-the-feelings/) | | | | | | | Session 3 [Let's Get Real](https://www.tentenresources.co.uk/programmes/life-to-the-full-primary/eyfs/m-1/eyfs_1_created-and-loved-by-god/u-3/eyfs_1-3_emotional-well-being/s-3/lets-get-real/) |
| **PHSE: Managing Self.** | Assert their own ideas. | Plan and complete an activity of their own choice independently. | | | | Know right from wrong | | | | Talk about why keeping healthy, both mentally and physically, is important. | | | | | Manage their own personal hygiene needs. | | | | | | | Feed themselves with a fork and spoon. |
| **PSHE: Building Relationships.** | Develop particular friendships with other children. | | | | | Take turns and share with others. | | | | | | | | | | | | | | | | |
| **PSHE: Self-Regulation.** |  | | | | | | | | | | | | | | | | | | | | | |
| Identify and moderate their own feelings socially and emotionally. | | | | | Express their feelings and consider the needs of others. | | | | | | | | | Enjoy a sense of belonging through being involved in daily tasks. | | | | | | | |
| **Communication and language: Listening, Attention And Understanding.** | Listen to familiar stories with increasing attention and recall.  Understand how to listen carefully and know why listening is important. | | | | | | | | | Listen to familiar stories with increasing attention and recall.  Understand how to listen carefully and know why listening is important. | | | Engage with non-fiction books.  Understand how to listen carefully and know why listening is important. | | Engage with non-fiction books. | | | Listen to familiar stories with increasing attention and recall. | | | | Listen to familiar stories with increasing attention and recall. |
| Speaking | Develop the use of social phrases e.g. to say hello without prompts from an adult.  Describe events in some detail. | | | | | Develop the use of social phrases e.g. to say hello without prompts from an adult.  Join in with repeated refrains and anticipate key events and phrases in rhymes and stories. | | | | Develop the use of social phrases e.g. to say hello without prompts from an adult.  Describe events in some detail. | | | | | Recite poems and rhymes confidently to a familiar audience.  Develop the use of social phrases e.g. to say hello without prompts from an adult.  Describe events in some detail. | | | | | | | |
| **Literacy** | | | | | | | | | | | | | | | | | | | | | | |
| **Literacy: Reading** | | | | | | | | | | | | | | | | | | | | | | |
|  | Read individual letters by saying the sounds for them. | | | | Read individual letters by saying the sounds for them. | | | | Read individual letters by saying the sounds for them. | | | | Read individual letters by saying the sounds for them. | | | Read individual letters by saying the sounds for them. | | | | Read individual letters by saying the sounds for them. | | |
| **Literacy: Writing** | | | | | | | | | | | | | | | | | | | | | | |
|  | Write name correctly.  Begin to draw/write some of the main events of a story using initial sounds.  Draw pictures of characters/ events/ settings in a story which may include labels, sentences or captions. | | | | Write name correctly.  Begin to draw/write some of the main events of a story using initial sounds.  Draw pictures of characters/ events/ settings in a story which may include labels, sentences or captions. | | | | Write name correctly.  Begin to draw/write some of the main events of a story using initial sounds.  Draw pictures of characters/ events/ settings in a story which may include labels, sentences or captions. | | | | Write name correctly.  Begin to draw/write some of the main events of a story using initial sounds.  Draw pictures of characters/ events/ settings in a story which may include labels, sentences or captions. | | | Write name correctly.  Begin to draw/write some of the main events of a story using initial sounds.  Draw pictures of characters/ events/ settings in a story which may include labels, sentences or captions. | | | | Write name correctly.  Begin to draw/write some of the main events of a story using initial sounds.  Draw pictures of characters/ events/ settings in a story which may include labels, sentences or captions. | | |
| **Literacy – Comprehension** | | | | | | | | | | | | | | | | | | | | | | |
|  | Retell stories related to event  through acting/role play and images.  Create story maps and retell stories.  Sequence a story using the following vocabulary: beginning, middle and end.  Draw pictures of characters/ events/ settings in a story which may include labels, sentences or captions. | | | Retell stories related to event  through acting/role play and images.  Create story maps and retell stories.  Sequence a story using the following vocabulary: beginning, middle and end.  Draw pictures of characters/ events/ settings in a story which may include labels, sentences or captions. | | | | Retell stories related to event  through acting/role play and images.  Create story maps and retell stories.  Sequence a story using the following vocabulary: beginning, middle and end.  Draw pictures of characters/ events/ settings in a story which may include labels, sentences or captions. | | | | Retell stories related to event  through acting/role play and images.  Create story maps and retell stories.  Sequence a story using the following vocabulary: beginning, middle and end.  Draw pictures of characters/ events/ settings in a story which may include labels, sentences or captions. | | | | | Retell stories related to event  through acting/role play and images.  Create story maps and retell stories.  Sequence a story using the following vocabulary: beginning, middle and end.  Draw pictures of characters/ events/ settings in a story which may include labels, sentences or captions. | | | | Retell stories related to event  through acting/role play and images.  Create story maps and retell stories.  Sequence a story using the following vocabulary: beginning, middle and end.  Draw pictures of characters/ events/ settings in a story which may include labels, sentences or captions. | |
| **Literacy: Phonics.** | | | | | | | | | | | | | | | | | | | | | | |
|  | Writing -  Begin writing their name with confidence without name card template. | | | | Writing -  Writing simple words in our daily phonics sessions and we will develop rhyming skills and the ability to continue a rhyming string. | | | | Writing -  We will write lists/captions/labels/letters and cards. | | | | Writing -  **Begin to write cvc words with support.** | | | | | Writing -  **Write cvc words independently.** | | | | |
| **Week 1 -**  ff ll ss j  Tricky words -  **as** | | | | **Week 2 -**  v w x y  Tricky words -  And has his her | | | | **Week 3 -**  z zz qu words with s /s/ added at the end (hats sits) ch  Tricky words -  Go no into to | | | | **Week 4 -**  sh th ng nk  Tricky words -  she push\* he of | | | | | **Week 5 -**  words with s /s/ added at the end (hats sits) • words ending s /z/ (his) and with s /z/ added at the end (bags)  Tricky words  We me be | | | | |
| **Maths** | | | | | | | | | | | | | | | | | | | | | | |
| **Number** | **Count objects, actions and sounds;**   * Count out up to 5 objects from a larger group   **Link the numeral with its cardinal number value**   * Recognise and count the numerals/amounts 4 and 5. * Record using numerals up to 5 | **Subitise 4 and 5.** | | | | **Understand the ‘one more than/one less than’ relationship between consecutive numbers.**    **Compare numbers**   * Order numerals up to 5 and say which number comes before or after * Be able to partition numbers * Know number bonds to 5 | | | | Understand the composition of 4 and 5. | | | | **Count objects, actions and sounds;**   * Count out up to 5 objects from a larger group   **Link the numeral with its cardinal number value**   * Recognise and count the numerals/amounts 4 and 5. * Record using numerals up to 5 | | | | | **Explore the composition of numbers to 10.** | | | |
| **Units** | **Circles and Triangles**  Session1 – identify and name circles and triangles  Session 2 – compare circles and triangles  Session 3 – shapes in the environment | **Circles and triangles**  Session 4 – describe position  **1,2,3,4,5**  Session 1  Find 4 and 5  Session 2 -  Subitise 4 and 5 | | | | **1,2,3,4,5**  **Session 3 represent 4 and 5**  **Session 4 – one more**  **Session 5 – One Less**  **Session 6 – composition of 4 and 5.** | | | | **1,2,3,4,5**  **Session 7 – composition of 1-5**  Shapes with 4 sides  **Session 1 – identify and name shapes with 4 sides**  **Session 2 – combine shapes with 4 sides**  **Session 3 – shapes in the environment** | | | | | | | | | **Session 4 – my day and night.** | | | |
| **Maths: Numerical Patterns** | ***Extend and create ABAB patterns – stick, leaf, stick, leaf.***    **Say some number names in sequence to 5.** | ***Extend and create ABAB patterns – stick, leaf, stick, leaf.***    **Say some number names in sequence to 5.** | | | | ***Extend and create ABAB patterns – stick, leaf, stick, leaf.***    **Say some number names in sequence to 5.** | | | | Predict what will come next in the pattern  Describe ABC patterns.  **Notice and correct errors in a repeating pattern.** | | | | | Predict what will come next in the pattern  Describe ABC patterns.  **Notice and correct errors in a repeating pattern.** | | | | Predict what will come next in the pattern  Describe ABC patterns.  **Notice and correct errors in a repeating pattern.** | | | |
| **Maths: Shape, Space and Measure** |  | | | | |  | | | |  | | | | |  | | | | | | | |
| **Physical Development: Gross Motor Skills** | balance on one foot or in a squat momentarily, shifting body weight to improve stability.  ***progress towards a more fluent style of moving, with developing control and grace***  further develop spatial awareness. | ***progress towards a more fluent style of moving, with developing control and grace*** | | | | ***progress towards a more fluent style of moving, with developing control and grace***  further develop spatial awareness. | | | | further develop spatial awareness. | | | | | | | | | | | | further develop spatial awareness. |
| **Physical Development: Fine Motor Skills.** | ***Develop their small motor skills so that they can use a range of tools competently, safely and confidently.***  Manipulate a range of tools and equipment in one hand. | | | ***Develop their small motor skills so that they can use a range of tools competently, safely and confidently.***  Manipulate a range of tools and equipment in one hand. | | | | ***Develop their small motor skills so that they can use a range of tools competently, safely and confidently.***  Manipulate a range of tools and equipment in one hand. | | | | ***Develop their small motor skills so that they can use a range of tools competently, safely and confidently.***  Manipulate a range of tools and equipment in one hand. | | | | | ***Develop their small motor skills so that they can use a range of tools competently, safely and confidently.***  Manipulate a range of tools and equipment in one hand. | | | | ***Develop their small motor skills so that they can use a range of tools competently, safely and confidently.***  Manipulate a range of tools and equipment in one hand. | |
| **Understanding**  **the world: Past and Present** | know that God created us all to be like him but also unique.  ***compare and contrast characters from stories, including figures from the past.*** | | | | | ***compare and contrast characters from stories, including figures from the past.*** | | | | ***compare and contrast characters from stories, including figures from the past.*** | | | | | ***compare and contrast characters from stories, including figures from the past.*** | | | | | | | |
| **UTW: People, Culture and Communities.** | ***know that their community is made up of many different people with different roles.e.g. within the parish and other places of worship*** |  | | | | ***talk about some of the similarities and differences in family groups.*** | | | | Know that unique means distinctive and your differences can make you unique.  understand that some places are special to members of their community. | | | | | ***recognise that people have different beliefs and celebrate special times in different ways.*** | | | | | | | |
| **UTW: The Natural World.** |  | | | | | | | | | | | | | | | | | | | | | |
| **Expressive Art and Design: Creating with materials.** |  | | | | | | | | | | | | | | | | | | | | | |
| Join items in a        variety of ways        (sellotape,        masking        tape, string and        split pins). | | Join items in a        variety of ways        (sellotape,        masking        tape, string and        split pins). | | | | Join items in a        variety of ways        (sellotape,        masking        tape, string and        split pins). | | | | Join items in a        variety of ways        (sellotape,        masking        tape, string and        split pins). | | | | | Join items in a        variety of ways        (sellotape,        masking        tape, string and        split pins). | | | | Join items in a        variety of ways        (sellotape,        masking        tape, string and        split pins). | | |
| **EAD: Being imaginative and expressive.** | Watch and talk  about dance and  performance art,  expressing  feelings and  responses.  Listen to music and say what they do or don’t like.  Sing a range of well-known  nursery rhyme  and songs.  Make music and  move to music. | | | | Watch and talk  about dance and  performance art,  expressing  feelings and  responses.  Listen to music and say what they do or don’t like.  Sing a range of well-known  nursery rhyme  and songs.  Make music and  move to music. | | | | Watch and talk  about dance and  performance art,  expressing  feelings and  responses.  Listen to music and say what they do or don’t like.  Sing a range of well-known  nursery rhyme  and songs.  Make music and  move to music. | | | | Watch and talk  about dance and  performance art,  expressing  feelings and  responses.  Listen to music and say what they do or don’t like.  Sing a range of well-known  nursery rhyme  and songs.  Make music and  move to music. | | | Watch and talk  about dance and  performance art,  expressing  feelings and  responses.  Listen to music and say what they do or don’t like.  Sing a range of well-known  nursery rhyme  and songs.  Make music and  move to music. | | | | Watch and talk  about dance and  performance art,  expressing  feelings and  responses.  Listen to music and say what they do or don’t like.  Sing a range of well-known  nursery rhyme  and songs.  Make music and  move to music. | | |
| **Special Events**  **British/ Values** | Voting for our story some days. Ongoing  31st Halloween  st November All Saints  2nd November All Soul’s. | 5th November Bonfire Night  11th November Remembrance Day | | | | 13th World Kindness Day  18th World Youth Funday | | | |  | | | | |  | | | | | | | 25th October Diwali  Christmas Jumper Day  6th December Nativity  13th December F1 and F2 Trip to see ‘Santa Saves Christmas’ at Mansfield Museum. |