

Foundation 1 Medium Term Plan

Lent 1

Sacred Heart Catholic Voluntary Academy

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| **Lent 1**  **Teacher: F1**  **Mrs Cairns** | | **Curriculum Driver:**  **What’s the Weather** | | | | | | | | | | | | | | | |  | |  |
|  | **Week 1** | **Week 2** | | | | | **Week 3** | | | | **Week 4** | | | | | | | **Week 5** | | **Week 6** |
| **Book Focus** | **Leaf Man By Lois Ehlert** | **Katie Who Tamed the Wind – Liz Garton Scalon** | | | | | **The Fog – Kyo Maclear** | | | | **A thing called snow – Yuval Zommer** | | | | | | | **I Love Chinese New Year** by Eva Wong Nava & Li Xin | | **Sharing a shell – Julia Donaldson** |
| **R.E**  **RED** | **Objective 1**  Know the wise men visited Jesus. | **Objective 2**  Know the wise men gave Jesus gifts. | | | | | **Objective 3**  Know that Jesus welcomes everyone. | | | | **Objective 4**  Know that Jesus takes care of everyone. | | | | | | | **Objective 5**  Know that Jesus wants us to care for other people.  what we have with others. | | **Objective 6**  Know that Jesus teaches us that we should share |
| **PSHE:**  **TenTen** | **Module 2 Unit 1 –**  **Role models**  Children will learn that:  We are part of God’s family  Jesus cared for others and wanted them to live good lives like Him  We should love other people in the same way God loves us | **Module 2 Unit 2 –**  **Whos who?**  Children will learn:  To identify special people (e.g. parents, carers, friends) and what makes them special  The importance of the nuclear family and of the wider family  The importance of being close to and trusting ‘special people’, and telling them when something is troubling them | | | | | **Module 2- Unit 2**  **You’ve got a friend in me**  Children will learn:  How their behaviour affects other people and that there is appropriate and inappropriate behaviour  The characteristics of positive and negative relationships  About different types of teasing and that all bullying is wrong and unacceptable | | | | **Module 2 Unit 2 –**  **Forever friends**  Children will learn:  To recognise when they have been unkind to others and say sorry  That when we are unkind, we hurt God and should say sorry  To recognise when people are being unkind to them and others and how to respond  That we should forgive like Jesus forgives | | | | | | | **Module 2 Unit 3 –**  **What is the internet?**  Children will learn:  That the internet connects us to others  That the internet helps us in lots of ways  Only Jesus can help us with everything | |  |
| **PHSE: Managing Self.** | Show more confidence in new social situations | | | | Increasingly follow rules, understanding why they are important. | | | | Increasingly follow rules, understanding why they are important. | | Remember rules without needing an adult to remind them. | | | | |  | | | | *Become more outgoing with*  *unfamiliar people, in the safe context of the setting.* |
| **PSHE: Building Relationships.** | Play with one or more other children, extending and elaborating play ideas | | | | Play with one or more other children, extending and elaborating play ideas | | | | Show more confidence in new social situations. | | Develop appropriate ways of being assertive. | | | | |  | | | | Sometimes manage to share and take turns. |
| **PSHE: Self-Regulation.** | Be increasingly able to talk about and manage their emotions. | | | | Safely explore emotions beyond their normal range through play and stories | | | | Talk about their feelings using words like ‘happy’, ‘sad’, ‘angry’ or ‘worried’. | | Develop appropriate ways of being assertive. | | | | |  | | | | Develop appropriate ways of being assertive. |  |
| **Communication and language:**  **listening** | Understand and act on longer sentences like ‘make teddy jump’ or ‘find your coat’ | | | | Understand simple questions about ‘who’, ‘what’ and ‘where’ | | | | To understand ‘why’ questions, like: “Why do you think the caterpillar got so fat?” | | To understand a question or instruction that has two parts, such as “Get your coat and wait at the door”. | | | | |  | | | | ***Listen to longer stories and remember most of what happens.*** |
| **Speaking** | To know how to start a conversation with an adult or a friend and continue it for many turns. | | | | To know how to use a wider range of vocabulary. | | | | To know how to use a wider range of vocabulary. | | Use talk to organise themselves and their play: “Let’s go on a bus... you sit there... I’ll be the driver.” | | | | |  | | | | Start a conversation with an adult or a friend. |
| **Literacy: Reading** | Blending games done at morning starter time taken from little wandle – Can you touch your h-ea-d? Developing phonological awareness, so that they can: - spot and suggest rhymes - count or clap syllables in a word - recognise words with the same initial sound, such as money and mother | | | | Blending games done at morning starter time taken from little wandle – Can you touch your h-ea-d? Developing phonological awareness, so that they can: - spot and suggest rhymes - count or clap syllables in a word - recognise words with the same initial sound, such as money and mother | | | | Clap the syllables in the pictures of the week | | Develop phonological awareness, so that pupils can: - spot and suggest rhymes - count or clap syllables in a word - recognise words with the same initial sound, such as money and mother | | | | |  | | | | Develop phonological awareness, so that pupils can: - spot and suggest rhymes - count or clap syllables in a word - recognise words with the same initial sound, such as money and mother |
| **Literacy: Writing** | Mark making in continuous provision | | | Give some meaning to the marks theyre making. | | | | Use some of their print and letter knowledge in their early writing. For example: writing a pretend shopping list that starts at the top of the page; write ‘m’ for mummy. | | | | Use some of their print and letter knowledge in their early writing. For example: writing a pretend shopping list that starts at the top of the page; write ‘m’ for mummy. | | |  | | | | | Write some or all of their name. |
| **Literacy: Phonics.** | **F1- m**  What’s in the box? – with objects that start with different sounds  Teach children to identify initial sounds of words and names of objects. Teach children to distinguish different sounds. | | | **F1- d**  What’s in the box? – with objects that start with different sounds  Teach children to identify initial sounds of words and names of objects. Teach children to distinguish different sounds. | | | | **F1- g**  What’s in the box? – with objects that start with different sounds  Teach children to identify initial sounds of words and names of objects. Teach children to distinguish different sounds. | | | | **F1- o**  What’s in the box? – with objects that start with different sounds  Teach children to identify initial sounds of words and names of objects. Teach children to distinguish different sounds. | | | **F1- c** | | | | | **F1- k**  What’s in the box? – with objects that start with different sounds  Teach children to identify initial sounds of words and names of objects. Teach children to distinguish different sounds. |
| **Maths: Number** | Number 3 Subitising | | Number 3  3 Little pigs 1:1 counting Numerals/Triangles | | | Number 4 1:1 counting Numerals Squares/rectangles | | | | | | | Number 4  Composition of 4 | | | |  | | | Consolidation activities |
| **Maths:**  **Shape , space and measure** | Understand position through words alone – for example, “The bag is under the table,” – with no pointing. | | Understand position through words alone – for example, “The bag is under the table,” – with no pointing. | | | Select shapes appropriately: flat surfaces for building, a triangular prism for a roof, etc. | | | | | | | Combine shapes to make new ones – an arch, a bigger triangle, etc. | | | |  | | | Make comparisons between objects relating to size, length, weight and capacity. Provide experiences of size changes. |
| **Physical Development:**  **Gross Motor Skills** | Start taking part in some group activities which they make up for themselves, or in teams. | | Start taking part in some group activities which they make up for themselves, or in teams. | | | Increasingly able to use and remember sequences and patterns of movements which are related to music and rhythm. | | | | | | | Increasingly able to use and remember sequences and patterns of movements which are related to music and rhythm. | | | |  | | | Continue to develop their movement, balancing, riding (scooters, trikes and bikes) and ball skills. |
| **Physical Development: Fine Motor Skills.** | Use a comfortable grip with good control when holding pens and pencils. | | Show a preference for a dominant hand. | | | Activities for building on fine motor – threading, malleable materials, beads | | | | | | | Activities for building on fine motor – threading, malleable materials, beads | | | |  | | | Be increasingly independent as they get dressed and undressed, for example, putting coats on and doing up zips. |
| **Understanding**  **the world: Past and Present** | To Know how to recognises and describe special times or events for family or friends. | | To Know how to recognises and describe special times or events for family or friends. | | | Begin to make sense of their own life-story and family’s history. | | | | | | | Show interest in different occupations. | | | |  | | | Show interest in different occupations. |
| **UTW: People, Culture and Communities.** | Continue developing positive attitudes about the differences between people. | | Continue developing positive attitudes about the differences between people. | | | Make connections between the features of their family and other families. | | | | | | | Make connections between the features of their family and other families. | | | |  | | | Notice differences between people |
| **UTW: The Natural World.** | Look at real objects and photos of things made from different materials. Discuss why they have used these materials  Go on a hunt around the environment to find objects made from different materials | | Revisit the objects and phots from last week. Find words to describe the different materials-hard, soft, shiny. Sort the objects into groups with the same properties. | | | Look at the different between liquids and solids. How can we describe the different liquids and solids. | | | | | | | Investigate liquids through water play and describe solid objects.  Investigate floating and sinking. | | | |  | | | Investigate floating and sinking. Look at a range of objects and predict whether they will float or sink. Investigate and test predictions. |
| **Expressive Art and Design: Creating with materials.** | Independently select additional tools (stamps, rollers etc.) to  improve my painting, printing, collage etc.... | | Explore different materials freely, in order to develop their ideas about how to use them and what to make. | | | Join different materials and explore different textures. | | | | | | | Create closed shapes with continuous lines, and begin to use these shapes to represent objects. | | | |  | | | Make simple models which express their ideas. |
| **EAD: Being imaginative and expressive.** | • Begin to develop complex stories using small world equipment like animal sets, dolls and dolls houses etc. | | • Take part in simple pretend play, using an object to represent something else even though they are not similar. | | | Make imaginative and complex ‘small worlds’ with blocks and construction kits, such as a city with different buildings and a park. | | | | | | | Remember and sing entire songs. | | | |  | | | Remember and sing entire songs.  Name a variety of instruments. |
| **Special Events**  **British/ Values** | 6th January  Feast of the Epiphany |  | | | | |  | | |  | | | |  | | | | |  |  |