

Foundation 1 Medium Term Plan

Lent 1

Sacred Heart Catholic Voluntary Academy

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| **Teacher:**  **F1 Mrs Cairns** | | **Curriculum Driver: The World Around Us** | | | | | | | | | | **Term: Lent 2 2024** | | | | | |
|  | **Week 1** | **Week 2** | | | **Week 3** | | | | **Week 4** | | | **Week 5** | | | | | **Week 6** |
| **Book Focus** | **Space dinosaurs** | | **How to Catch a star – Oliver Jeffers** | | | | **Walking through the jungle \_ Julia Lacome** | | | | **The Smartest Giant in town –Julia Donaldson.** | | | **How to catch a star.** | **If you lived here – GIles Laroche** | | |
| **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.D RE** | Desert to Garden session 1 | | Desert to Garden session 2 | | | | Desert to Garden session 3 | | | | Desert to Garden session 4 | | | Desert to Garden session 5 | Desert to Garden session 6 | | |
| **PSHE:**  **Ten**  **Ten** | **Module 2 Unit 3 –**  Playing online  Children will learn:  About safe and unsafe situations online.  That they can ask for help from their special people. | | | **Module 2 Unit4 -**  **Safe, inside and out**  Children will learn:  About safe and unsafe situations outdoors and indoors.  That they can ask for help from their special people. | | | | **Module 2 Unit 4 -**  **My body, My rules**  Children will learn:  That they are entitled to bodily privacy  That they can and should be open with ‘special people’ they trust if anything troubles them  That there are different people we can trust for help, especially those closest to us who care for us, including our teachers and our parish priest | | **Module 2 Unit 4 -**  **Feeling poorly**  Children will learn:  Medicines should only be taken when a parent or doctor gives them to us.  Medicines are not sweets.  We should always try to look after our bodies, because God created them and gifted them to us. | | | **Module 2 Unit 4-**  **People who help us**  Children will learn:  There are lots of people who do jobs to help us  That in an emergency, they (or an adult) should call 999 and ask for ambulance, police and/or fire brigade  Paramedics help us in a medical emergency  First Aid can be used in non-emergency situations, as well as whilst waiting for an ambulance | | | **Module 3 Unit 1 God is love**  Children will learn:  That God is love: Father, Son and Holy Spirit  That being made in His image means being called to be loved and to love others | |
| **PHSE: Managing Self.** | Understand what being healthy is. | | Understand what being healthy is. | | | | Show confidence in new social situations | | | | Behave appropriately in different situations e.g whole school assembly. | | | Develop appropriate ways of being assertive. | Develop appropriate ways of being assertive. | | |
| **PSHE: Building Relationships.** | Seek adult support with friendship issues. | | Seek adult support with friendship issues. | | | Seek adult support with friendship issues. | | | | | Play with one or more children, extend and elaborate ideas. | | | Play with one or more children, extend and elaborate ideas. | Play with one or more children, extend and elaborate ideas. | | |
| **PSHE: Self-Regulation.** | Be able to follow rules and can understand         why   they are important. | | Be able to follow rules and can understand         why   they are important. | | | Be able to follow rules and can understand         why   they are important. | | | | | Use visual supports to follow   the routine of the day. | | | Use visual supports to follow   the routine of the day. | Use visual supports to follow   the routine of the day. | | |
| **Communication and language**  **Listening, attention and understanding.** | Begin to understand “how “questions. | | Understand simple concepts of a new thing e.g. full and empty. | | | | Understand simple concepts of a new thing e.g. full and empty. | | | | Understand simple concepts of a new thing e.g. full and empty. | | | Know many rhymes, talk about familiar books and tell a long story. | Know many rhymes, talk about familiar books and tell a long story. | | |
| **Speaking** | Use talk to organise themselves and their play. “You go on a bus…you sit there… I’ll be the driver.” | | Use talk to organise themselves and their play. “You go on a bus…you sit there… I’ll be the driver.” | | | | Express a point of view, debating when disagree with an adult or friend using words as well as actions. | | | | Express a point of view, debating when disagree with an adult or friend using words as well as actions. | | | Start a conversation with an adult or a friend and continue it for many turns. | Start a conversation with an adult or a friend and continue it for many turns. | | |
| **Literacy: Reading** | Name the picture linked to each letter in the phonics scheme. | | Name the picture linked to each letter in the phonics scheme. | | | | Name the picture linked to each letter in the phonics scheme. | | | | Name the picture linked to each letter in the phonics scheme. | | | Name the picture linked to each letter in the phonics scheme. | Name the picture linked to each letter in the phonics scheme. | | |
| **Comprehension** | Suggest how the story         might end. | | Suggest how the story         might end. | | | | Suggest how the story might end. | | | | Suggest how the story might end. | | | Suggest how the story might end. | Suggest how the story might end. | | |
| **Literacy: Writing** | Imitate adults’ writing by making continuous lines of shapes and symbols (early writing) from left to right | | Imitate adults’ writing by making continuous lines of shapes and symbols (early writing) from left to right | | | | Imitate adults’ writing by making continuous lines of shapes and symbols (early writing) from left to right | | | | Begin to write some letters. | | | Begin to write some letters. | Begin to write some letters. | | |
| **Little Wandle: Foundations for phonics** | e | | u | | | | r | | | | h | | | b | f  l | | |
| **Maths: Master the curriculum** | Week 7  Consolidation 1-5   * Counting consolidation * Numerals consolidation * Subitising consolidation | | Week 8  Number 6   * Counting 6 * Counting 6 * 6 on a ten frame | | | | Week 9  Length and height   * Tall and short * Long and short * Length and height | | | | Week 10  Mass   * Balance scales * Balance scales * Balance scales Numicon | | | Week 11  Capacity   * Full and empty * Nearly full and nearly empty * More & less | Week 12  Consolidation   * Capacity * Length and height * Mass | | |
| **Numerical Patterns** |  | |  | | | |  | | | |  | | |  |  | | |
| **Shape, space and measure** | Make comparisons between objects relating to size, length, weight and capacity. | | Compare height using vocabulary tall or short. | | | | Compare length using vocabulary long or short | | | | Introduce balance scales – use the words heavier and lighter | | | Explore containers use the vocabulary full or empty | Consolidation -  Length  Mass  Capacity | | |
| **Number** | Subitise 5 | | Introduce and explore ten frames | | | | Recite numbers past 5. | | | | Know that the last number reached when counting a small set of objects tells you how many there are in total (‘cardinal principle’). | | | Count 6 objects with one-to-one correspondence | Link numerals and amounts: for example, showing the right number of objects to match the numeral, up to 5. | | |
| **Physical Development: Gross Motor Skills** | Match their developing physical skills to tasks and activities in the setting. E.g. they decide whether to crawl, walk or run across a plank, depending on its length and width. | | Match their developing physical skills to tasks and activities in the setting. E.g. they decide whether to crawl, walk or run across a plank, depending on its length and width. | | | | Match their developing physical skills to tasks and activities in the setting. E.g. they decide whether to crawl, walk or run across a plank, depending on its length and width. | | | | Go up steps and stairs, or climb up apparatus, using alternate feet. | | | Go up steps and stairs, or climb up apparatus, using alternate feet. | Go up steps and stairs, or climb up apparatus, using alternate feet. | | |
| **Physical Development: Fine Motor Skills.** | Be able to take shoes and socks off and put them back on independently. | | Be able to take shoes and socks off and put them back on independently. | | | | Be able to take shoes and socks off and put them back on independently. | | | | Show increasing control when threading, cutting, drawing. | | | Show increasing control when threading, cutting, drawing. | Show increasing control when threading, cutting, drawing. | | |
| **UTW: People, Culture and Communities.** | Know how people in their local area travel. | | Follow a simple map | | | | Know that there are different countries in the world. | | | | Know the different ways to travel between countries. | | | Explore different sources to find out about different countries including stories, non-fiction resources, introduce atlases and globes as representations of the world. | Talk about the  differences they have experienced or seen in photos. | | |
| **UTW: The Natural World.** | Talk about what they see, feel, smell, hear, taste using a wide      topic related vocabulary. | | Talk about what they see, feel, smell, hear, taste using a wide      topic related vocabulary. | | | | Talk about what they see, feel, smell, hear, taste using a wide      topic related vocabulary. | | | | Talk about what they see, feel, smell, hear, taste using a wide      topic related vocabulary. | | | Talk about what they see, feel, smell, hear, taste using a wide      topic related vocabulary. | Talk about what they see, feel, smell, hear, taste using a wide      topic related vocabulary. | | |
| **UTW: Past & Present** | Know different methods of travel/transport today and in the past. | | Know different methods of travel/transport today and in the past. | | | | Know different methods of travel/transport today and in the past. | | | | Be aware of recent historical figures linked        to the topic and characters in stories. | | | Be aware of recent historical figures linked        to the topic and characters in stories. | Be aware of recent historical figures linked        to the Topic and characters in stories. | | |
| **Expressive Art and Design: Creating with materials.** | Use drawing to represent ideas like movement or loud noises. | | Create collages using mixed media. | | | | Create collages using mixed media. | | | | Safely use and explore a variety of materials tools and techniques. | | | Draw with increasing complexity and  detail, such as  representing a  face with a  circle and  including  details. | Show different emotions in my drawings (happiness, sadness, fear etc.) | | |
| **EAD: Being imaginative and expressive.** | Play instruments with increasing control to express  feelings and ideas. | | Play instruments with increasing control to express  feelings and ideas. | | | | Play instruments with increasing control to express  feelings and ideas. | | | | Make imaginative and complex 'small worlds' with blocks and construction kits, such as a city with different buildings and a park. | | | Make imaginative and complex 'small worlds' with blocks and construction kits, such as a city with different buildings and a park. | Make imaginative and complex 'small worlds' with blocks and construction kits, such as a city with different buildings and a park. | | |
| **Special Events**  **British/ Values** | 17th February – Random acts of kindness day | 1st March – St Davids Day | | | 7th March – World Book Day  10th March – Start of Ramadam  10th March – Mothers Day | | | | 17th March – St Patricks Day | | |  | | | | | 31st march – Easter Sunday  29th March Good Friday |