

Foundation 2 Medium Term Plan

Lent 1

Sacred Heart Catholic Voluntary Academy

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| **Teacher:**  **F2 Miss Chisholm** | | | **Curriculum Driver: The World Around Us** | | | | | | | | | | **Term: Lent 2 2025** | | | | | | | | | | | | | |
|  | **Week 1** | | **Week 2** | | | **Week 3** | | | **Week 4** | | | | **Week 5** | | | | | | | | | | | | | **Week 6** |
| **Book Focus** | Whatever Next | | Pete the Cat – Out of this world | | | Moons First Friends | | | Supertato | | | | Heroes who help us around the world | | | | | | | | | | | | | One day on our blue planet in Antartica |
| **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**  **RED Programme** |  | |  | | |  | | |  | | | |  | | | | | | | | | | | | |  |
| **PSHE:**  **TenTen** | **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.** | Know what they want to do in their play and how they want to go about it. | | | | | Know what they want to do in their play and how they want to go about it. | | | Show independence, and perseverance in the face of  challenge not necessarily of their choosing. | | | | Show independence, and perseverance in the face of  challenge not necessarily of their choosing. | | | | | Show independence, and perseverance in the face of  challenge not necessarily of their choosing. | | | | | | | Show independence, and perseverance in the face of  challenge not necessarily of their choosing. | |
| **PSHE: Building Relationships.** | Usually play cooperatively and take turns with others.    Know that other children may have a different likes and dislikes. | | | | | Usually play cooperatively and take turns with others.    Know that other children may have a different likes and dislikes. | | | | Usually play cooperatively and take turns with others.    Know that other children may have a different likes and dislikes. | | | | Usually play cooperatively and take turns with others.    Know that other children may have a different likes and dislikes. | | | | | | | Usually play cooperatively and take turns with others.    Know that other children may have a different likes and dislikes. | | | | | |
| **PSHE: Self-Regulation.** | Talk to others, include them in play and are willing to try new things. | | | | | Be able to manage their feelings and tolerate situations in which their wishes cannot be met. | | | Be able to manage their feelings and tolerate situations in which their wishes cannot be met. | | | | See themselves as valuable individuals.  Give attention to what the teacher says, responding  appropriately even when engaged    in activity. | | | | See themselves as valuable individuals.  Give attention to what the teacher says, responding  appropriately even when engaged    in activity. | | | | | | See themselves as valuable individuals.  Give attention to what the teacher says, responding  appropriately even when engaged    in activity. | | | |
| **Communication and language: Listening, Attention And Understanding.** | ***Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.***  Listen and respond to ideas expressed by others in conversations or discussions. | | | | | | | | ***Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.***  Listen and respond to ideas expressed by others in conversations or discussions. | | | | ***Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.***  Listen and respond to ideas expressed by others in conversations or discussions. | | | | | | ***Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.***  Listen and respond to ideas expressed by others in conversations or discussions. | | | | | | | |
| **Speaking** | Extend their vocabulary, using it throughout the day.  Use new vocabulary in different contexts.  Use talk to organise, sequence and clarify thinking, ideas, feelings and events. | | | | | Extend their vocabulary, using it throughout the day.  Use new vocabulary in different contexts.  Use talk to organise, sequence and clarify thinking, ideas, feelings and events. | | | Connect one idea or action to another using a range of conjunctions.  Use talk to help work out problems and organise thinking and activities explaining how things work and why things might happen.  Articulate their ideas and thoughts in well-formed sentences. | | | | Connect one idea or action to another using a range of conjunctions.  Use talk to help work out problems and organise thinking and activities explaining how things work and why things might happen.  Articulate their ideas and thoughts in well-formed sentences. | | | | | | Connect one idea or action to another using a range of conjunctions.  Use talk to help work out problems and organise thinking and activities explaining how things work and why things might happen.  Articulate their ideas and thoughts in well-formed sentences. | | | | | | | |
|  | Literacy | | | | | | | | | | | | | | | | | | | | | | | | | |
| **Literacy: WordReading** | Read a few common exception words matched to the school’s phonic programme. | | | Read a few common exception words matched to the school’s phonic programme. | | | Read a few common exception words matched to the school’s phonic programme. | | | | Read a few common exception words matched to the school’s phonic programme. | | | | | | Read a few common exception words matched to the school’s phonic programme. | | | | | | | | | |
| **Literacy: Writing** | Create my own story maps, writing captions and labels, using short simple sentences.  Write short sentences with words with known letter-sound correspondence using a capital letter and full stop. | | | Form lower-case and capital letters correctly.  Write short sentences with words with known letter-sound correspondence using a capital letter and full stop. | | | . Create my own story maps, writing captions and labels, using short simple sentences.  Write short sentences with words with known letter-sound correspondence using a capital letter and full stop. | | | | Write and use some of the tricky words such as I and The.  Re-read what they have written to check that it makes sense. | | | | | | Write and use some of the tricky words such as I and The.  Re-read what they have written to check that it makes sense. | | | | | | | | | |
| **Literacy: Comprehension** | Retell a story with actions and or picture prompts as part of a group.  Use story language when acting out a narrative. | | | Retell a story with actions and or picture prompts as part of a group.  Use story language when acting out a narrative. | | | Re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment. | | | | Re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment. | | | | | | Re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment. | | | | | | | | | |
| **Literacy: Phonics.** | Week 1  Review Phase 3: ai ee igh oa oo ar or ur **oo** ow oi ear | | | Week 2  Review Phase 3: er air words with double letters longer words | | | Week 3  Words with two or more digraphs | | | | Week 4  Longer words words ending in –ing compound words | | | | | | Week 5  Longer words  words with s in the middle /z/ s words ending –s  words with –es at end /z/ | | | | | | | | | |
| **Maths: Master the Curriciulum** | Length, height and time -  Week 1  Session 1:Explore length  Session 2: Compare length  To know how to approach addition to find the total number of items in two groups by counting all of them and starting to use ‘counting on’. | | Length, height and time -  Week 2  Session 3 – explore height  Session 4 – compare height  To begin to use the vocabulary involved in adding and subtracting including counting on and back. | | | Length, height and time -  Week 3  Session 5 – talk about time  Session 6 – order and sequence  To know number bonds for numbers 0-10 by automatic recall. Ongoing. | | | Building 9 and 10  Session 1 – Find 9 and 10  Session 2 – Compare numbers to 10  Session 3 – represent 9 and 10  To know number bonds for numbers 0-10 by automatic recall. Ongoing. | | | | | | | | | | Building 9 and 10  Session 4- conceptual subitising to 10  Session 5 – 1 more  Session 6 – 1 less | | | | | | | |
| **Maths – Number** | **Compare length, weight and capacity.**   * Explore length and height | | **Compare length, weight and capacity.**   * Explore length and height | | | **Automatically recall number bonds 0-5 and some to 10.**   * Bonds to 10 * Make arrangements of 10 * Understand bonds to 10 * Understand doubles to 10 * Explore odd and even | | | **Count objects, actions and sounds; Subitise; Link the number symbol (numeral) with its cardinal number value; Compare numbers**   * **Find 9 and 10** * Compare numbers to 10 * Represent 9 and 10 | | | | | | | | | | **Subitise**   * Conceptual subitising to 10   **Understand the ‘one more than/one less than’ relationship between consecutive numbers.**  **Explore the composition of numbers to 10.** | | | | | | | |
| **Maths: Numerical Patterns** | **Continue, copy and create repeating patterns**  Copy and continue patterns | | | Identify more complex patterns | | | Identify more complex patterns | | | | Identify and name the sequence of patterns within the environment beginning to identify the ‘pattern rule’ | | | | | | Identify and name the sequence of patterns within the environment beginning to identify the ‘pattern rule’ | | | | | | | | | |
| **Maths: Shape, Space and Measure** | **Select, rotate and manipulate shapes to develop spatial reasoning skills Compose and decompose shapes so that children recognise a shape can have other shapes within it, just as numbers can**   * Recognise and name 3d shapes within the environment | | | | | **Select, rotate and manipulate shapes to develop spatial reasoning skills Compose and decompose shapes so that children recognise a shape can have other shapes within it, just as numbers can**  Recognise and name 3d shapes within the environment | | | **Select, rotate and manipulate shapes to develop spatial reasoning skills Compose and decompose shapes so that children recognise a shape can have other shapes within it, just as numbers can**  Recognise and name 3d shapes within the environment | | | | Find 2d shapes within 3d shapes  Use 3d shapes for tasks | | | | | Find 2d shapes within 3d shapes  Use 3d shapes for tasks | | | | | | | Find 2d shapes within 3d shapes  Use 3d shapes for tasks | |
| Revisit -   * Recalls sequence of events in everyday lives and stories * Be increasingly able to order and sequence events using everyday language related to time | |
| **Physical Development: Gross Motor Skills** | Develop confidence, competence, precision and accuracy when engaging in activities that involve use of equipment e.g. a ball. | | Develop confidence, competence, precision and accuracy when engaging in activities that involve use of equipment e.g. a ball. | | | Develop confidence, competence, precision and accuracy when engaging in activities that involve use of equipment e.g. a ball. | | | Climb stairs, steps and move across climbing equipment using alternate feet.  walk down steps or slopes whilst carrying a small object, maintaining balance and stability. | | | | | | Climb stairs, steps and move across climbing equipment using alternate feet.  walk down steps or slopes whilst carrying a small object, maintaining balance and stability. | | | | | | | | | | | Climb stairs, steps and move across climbing equipment using alternate feet.  walk down steps or slopes whilst carrying a small object, maintaining balance and stability. |
| **Physical Development: Fine Motor Skills.** | Use a pencil and hold it effectively to form recognisable letters, most of which are correctly formed. | | | | Use a pencil and hold it effectively to form recognisable letters, most of which are correctly formed. | | | Use a pencil and hold it effectively to form recognisable letters, most of which are correctly formed. | | | | Use a pencil and hold it effectively to form recognisable letters, most of which are correctly formed. | | | | Use a pencil and hold it effectively to form recognisable letters, most of which are correctly formed. | | | | | | Use a pencil and hold it effectively to form recognisable letters, most of which are correctly formed. | | | | |
| Understanding the World | | | | | | | | | | | | | | | | | | | | | | | | | | |
| **UTW – Seasonal Changes** | Know the signs of change between winter and spring | | | Know the signs of change between winter and spring | | | Know the signs of change between winter and spring | | | | Know the signs of change between winter and spring | | | | | | Know the signs of change between winter and spring | | | | | | | Know the signs of change between winter and spring | | |
| **Understanding**  **the world: Past and Present** | * ***Comment on images of familiar***   ***situations in the past.*** | * ***Comment on images of familiar***   ***situations in the past.*** | | | | * ***Comment on images of familiar***   ***situations in the past.*** | | | * ***understand the  past through settings, characters and events***   ***encountered in books read in class  and storytelling.*** | | | | * ***understand the  past through settings, characters and events***   ***encountered in books read in class  and storytelling.*** | | | | | | | * ***understand the  past through settings, characters and events***   ***encountered in books read in class  and storytelling.*** | | | | | | |
| **UTW: People, Culture and Communities.** | Make comparisons of settings and fictional settings.  Explain some similarities and  differences between life in this country and other countries, drawing on knowledge from   stories, non-fiction texts and, when appropriate, maps | | Make comparisons of settings and fictional settings.  Explain some similarities and  differences between life in this country and other countries, drawing on knowledge from   stories, non-fiction texts and, when appropriate, maps | | | Make comparisons of settings and fictional settings.  Explain some similarities and  differences between life in this country and other countries, drawing on knowledge from   stories, non-fiction texts and, when appropriate, maps | | | Make comparisons of settings and fictional settings.  Explain some similarities and  differences between life in this country and other countries, drawing on knowledge from   stories, non-fiction texts and, when appropriate, maps | | | | Make comparisons of settings and fictional settings.  Explain some similarities and  differences between life in this country and other countries, drawing on knowledge from   stories, non-fiction texts and, when appropriate, maps | | | | | | | Make comparisons of settings and fictional settings.  Explain some similarities and  differences between life in this country and other countries, drawing on knowledge from   stories, non-fiction texts and, when appropriate, maps | | | | | | |
| **UTW: The Natural World.** | Know some similarities and  differences between the natural world around me and  contrasting environments, drawing on experiences and what has been read in class. | | | Know some similarities and  differences between the natural world around me and  contrasting environments, drawing on experiences and what has been read in class. | | | Know some similarities and  differences between the natural world around me and  contrasting environments, drawing on experiences and what has been read in class. | | | | Know some similarities and  differences between the natural world around me and  contrasting environments, drawing on experiences and what has been read in class. | | | | | | Know some similarities and  differences between the natural world around me and  contrasting environments, drawing on experiences and what has been read in class. | | | | | | | Know some similarities and  differences between the natural world around me and  contrasting environments, drawing on experiences and what has been read in class. | | |
| **Expressive Art and Design: Creating with materials.** | Independently        select additional       tools (stamps,       rollers etc.) to       improve my       painting. | | | | Create patterns or       meaningful       pictures       when printing. | | | Explore, use and refine a variety of artistic effects to express their ideas and feelings. | | | | Return to and build on my previous learning, refining ideas and developing ability to represent        them. | | | | Create collaboratively       sharing ideas,       resources and       skills. | | | | | | Create collaboratively       sharing ideas,       resources and       skills. | | | | |
| **EAD: Being imaginative and expressive.** | Develop storylines in pretend play. | | | | Develop storylines in pretend play. | | | Develop storylines in pretend play. | | | | Listen attentively, move to, and talk about music, expressing  feelings and  responses. | | | | Listen attentively, move to, and talk about music, expressing  feelings and  responses. | | | | | | Listen attentively, move to, and talk about music, expressing  feelings and  responses. | | | | |
| **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 |