



Foundation 1 Long Term Plan

St Margaret Clitherow Academy

	Advent 1	Advent 2	Spring 1	Spring 2	Pentecost 1	Pentecost 2
	Autumn Walk / Investigating signs of autumn Baseline Planting Bulbs Harvest Judaism Myself Play -Treasure Island	Bonfire Night / Diwali /Judaism/ Birthdays / Christmas Pantomime at School Remembrance Day Myself and My family Autumn/Winter	Pancake Day Chinese New Year Valentine's Day Growing/Planting Winter/Spring	World Book Day Visit from Author – TBA Mother's Day Growing Animals – Pets Spring	Dinosaurs Spring/Summer	Our World Food from different countries Summer
R.E Come and See Programme	Myself , Myself, children understand that their name is important to them. How they feel when people say their name. Welcome / Baptism. Children will be able to talk of our experiences of feeling welcome and how they can welcome others. Recognise some of the signs of baptism	Welcome – Children know they are part of a family / class / school. Explore what it is to welcome and be welcomed. Baptism – know that this sacrament is a welcome to God's family. Birthdays - Children know how birthdays are celebrated in their homes. Children understand how we feel waiting for a birthday.	Celebrating – Children will have experienced celebration at home. Understand how the Parish family celebrated, for example: weddings. Gathering – Children know and understand how and why people gather together. Children experience the joy of gathering in school to celebrate mass	Growing / Lent – is a time to grow in love and to be more like Jesus and to understand why we look forward to Easter.	Good News – Pentecost (not done Children will know and understand that everyone has good news to share. Understand that Pentecost is a celebration of the Good News of Jesus. Friends - Children know that they can make friends, understand that Jesus had good friends, and learn that Jesus tells us about	Review Good News – Pentecost tell story. What good news do we/ can we share? What is a friend? Our World Children know and understand what we love and wonder about our world. Children know and understand that God gave us this wonderful world.

		Advent – looking forward to Christmas and Jesus birthday.				
Communication and language	<p>Use different languages for greetings starting with the languages spoke by the children.</p> <p>All areas to have photographs.</p> <p>Modelling how to use classroom areas independently.</p> <p>Use a wider range of vocabulary.</p> <p>Enjoy listening to longer stories and model remembering much of what happens.</p> <p>Play games to support listening skills to develop.</p> <p>Puppet play</p> <p>Talk about what they have observed</p>	<p>Enjoy listening to longer stories and discussing much of what happens in the book.</p> <p>Play games to support listening skills to develop.</p> <p>Sing a wider variety of songs</p> <p>The story of Christmas.</p> <p>Christmas songs and poems.</p> <p>Talk about celebrations we experience including birthdays and Christmas.</p>	<p>Enjoy listening to longer stories remembering much of what happens.</p> <p>Play games to aid listening skills.</p> <p>Role-play, child initiated presentation.</p> <p>Puppet play.</p> <p>Listening attentively to stories and each other and responding.</p> <p>Following two part instructions to carry out activities.</p> <p>Use of past, present and future forms of tense.</p> <p>Use a wider range of vocabulary</p> <p>Understand why questions</p> <p>Use longer sentences off four to six words.</p> <p>Start a conversation with an adult or friend and continue it for many turns.</p>	<p>Listen attentively in a range of situations.</p> <p>Give our attention to what others say and respond appropriately.</p> <p>To answer why questions about our own experiences. (staff to model).</p> <p>Accurately using correct tense when talking about events that have happened.</p> <p>Following two part instructions to carry out activities</p> <p>Use a wider range of vocabulary</p> <p>Understand why questions.</p> <p>Use longer sentences of four to six words.</p>	<p>Know many rhymes, be able to talk about familiar books and be able to tell a long story.</p> <p>Pay attention to more than one thing at a time.</p> <p>Sing a wide variety of songs.</p> <p>To be able to express a point of view and debate when they disagree with an adult or friend, using words as well as actions.</p> <p>Answer open ended questions.</p>	<p>Know many rhymes, be able to talk about familiar books and be able to tell a long story. Pay attention to more than one thing at a time.</p> <p>Use a wide range of vocabulary.</p> <p>Use future and past tense.</p> <p>Use joining words in their sentences like ‘because’, ‘or’, ‘and’.</p> <p>Is asking and responding to why questions.</p>
Literacy	Share stories that reflect the diversity of our class – culture/race and gender.	Engage in extended conversations about stories, learning new vocabulary.	Engage in extended conversations about stories, learning new vocabulary.	Engage in extended conversations about stories, learning new vocabulary.	Engage in extended conversations about stories, learning new vocabulary.	Engage in extended conversations about stories, learning new vocabulary.

	<p><u>Myself, school and it's grounds/ people who help me/ Autumn.</u></p> <p>Understand print has meaning and different purposes.</p> <p>Engage in extended conversations about stories, learning new vocabulary. All are Welcome, Tree, Room on the Broom,</p> <p>All about me.</p> <p>Nursery rhymes. Incy Wincy Spider, Miss Polly has a Dolly.</p> <p>Phase 1 phonics. Hearing sounds, listening, copying sounds.</p> <p>Planting bulbs for patio display. Role-play, puppet play and small world play.</p>	<p><u>Myself and my family. Autumn/Winter</u></p> <p>Understand print has meaning and different purposes. Understand the names of different parts of a book.</p> <p>Write names in Christmas cards. Understand celebratory words. Write labels for Baptism. Write invitations (emergent writing) Letters to Santa. Winter books/ Christmas books. Story fiction/non fiction Sequencing the Christmas story.</p> <p>Leaf Man, We're going on a leaf hunt, Stick Man. The Gruffalo.</p> <p>Nursery Rhymes</p>	<p><u>Growing and Planting/Winter/Spring</u></p> <p>Understand the names of different parts of a book. Understand we read English text from left to right and from top to bottom.</p>	<p><u>Animals Pets/ Spring/ Growing</u></p> <p>Understand we read English text from left to right and from top to bottom.</p> <p>Count and clap syllables in words – simple pets e.g. cat, dog, rabbit, hamster.</p> <p>World Book Day/Week – The Tiger who came to tea. (have a tea party, make cakes/biscuits, act out story, sequence story. Writing and mark making in role-play. Read fiction and non-fiction books, talk about the difference.</p> <p>Books- Katie McGinty wants a pet, Dear Zoo.</p>	<p><u>Dinosaurs</u></p> <p>Non-Fiction. Write their name as a dinosaur.</p> <p>Write own name. Label body parts of dinosaurs.</p> <p>Spot and suggest rhymes (Rhyme Crime)</p> <p>Count and clap syllables in a word – names, colours, animals with more syllables crocodile.</p>	<p><u>Our World and food from different countries.</u></p> <p>Follow instructions for making pizza wraps, rice salad, fruit kebabs, Jerk Chicken, American pancakes.</p> <p>Write some letters accurately</p> <p>Use some of their print knowledge in early writing – writing a shopping list.</p>
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Maths

Number songs
 5 currant buns in the bakers shop
 5 little speckled frogs
 1 2 3 4 5 once I caught a fish alive
 5 fat sausages
 5 little speckled frogs
 5 little ducks

Colours
 Exploring colours with counting objects, small world toys, rainbows, mixing paint to find out what colours they can make. Looking for colours in nature, classroom environment, on them, counting colours they can see.

Matching
 Objects, shapes, numicon, socks- talk about colour, size, patterns. Building towers that match using construction. They may be the same height but are they exactly the same?

Sorting
 Collections using colour, size, shape. Consider what is the same about all the objects in one set. Sorting duplo, small parts, Can they sort the objects in a different way? What rules can we use? Finding the odd one out.

Compare amounts
 Taller/ shorter
 Sorting into sets - which has most/fewer/equal
 Count using five frames, encouraging 1:2:1 correspondence. Sharing fairly.

Compare size, mass, capacity.
 Long and short, Tall and short. Using boxes and a range of animals, what would be best for different animal? Building long and short roads using construction.

Children identify representations of 1, 2, 3. They subitise or count to find out how many and make their own collections of 1, 2 or 3 objects. They match the number names to quantities and numerals. They touch count in different arrangements and recognise the final number is the quantity of the set.

Number blocks
 Counting to 1
 Finding 1 object
 Representing 1 on a 5 frame
 A circle – 1 sides shape (including in the environment)
 1 action e.g. 1 hop, 1 jump, 1 clap
 What is 1 made of 1 nose, 1 mouth, 1 body
 Exploring different varieties of circles
 1 being the first number, its position

Children count on and back to 4. They subitise sets of up to 4 objects to find out how many make their own collections of objects. They match the number to numerals and quantities and are able to say which sets have more and fewer items. When counting they continue to learn that the final number they say names the set.

Counting to 4
 Finding 4 objects
 Representing 4 on a 5 frame
 Squares and rectangles, 4 sided shapes including in the environment
 4 actions e.g. 4 hops, 4 jumps, 4 claps
 Composition of 4 (2 is a part of me, 2 is a part of me and the whole of me is 4; 3 is a part of me, 1 is a part of me and the whole of me is 4)

Numberblocks episodes 11-15. Different ways of arranging blocks to 5. Conservation of number – different arrangement of blocks but the number remains the same. Introducing the part-part-whole model. Four can be partitioned into 2 and 2, 1 and 1 and 1 and 1. Addition and subtraction of numbers 1 to 5.

The children will use real objects to see that the quantity of a group can be changed by adding more. The first, then, now structure can be used to create mathematical stories in meaningful contexts. Children continue to count, subitise and compare as they explore one more and one less. Prompt children to see the link between counting forwards and the one more pattern and back and the one less pattern.

The primary focus in relation shapes should

Children talk about night and day and order key events in their daily routines, such as waking up, coming to school, dinner, bed time.

They use language to describe when things happen e.g. day, night, morning, afternoon, before after, today, tomorrow. Encourage the vocabulary of first, next, then and possibly last.

Children explore measuring time

Encourage children to build on their understanding of full and empty
 Provide opportunities to explore capacity with different materials such as water, sand, rice and loose parts
 Initially children should be exposed to the comparison of full, half full, empty using the same container.
 Provide different sized and shaped containers to investigate,

Using construction what is best for building a tall or short tower?
Encourage language big, little, small, large, tall, short, long.

on a number line, ordinal numbers
Numicon 1
Dice 1
Subitising 1
The numeral and formation of 1
Number 1 in the environment
Representing 1 using marks, pictures and finger
Matching numeral to quantity

Children may already have experience of weight through carrying heavy and light items. Encourage them to make direct comparisons holding items to estimate which feels the heaviest then use the balance scales to check. Prompt them to use the language heavy, heavier than, heaviest, light, lighter than, lightest to compare items starting with items that have an obvious difference in weight.

4 being the fourth number, its position on a number line, ordinal numbers
Numicon 4
Dice 4
Subitising 4
The numeral and formation of 4
Number 4 in the environment
Representing 4 using marks, pictures and finger
Matching numeral to quantity

Children begin by using language to describe length and height e.g. the tree is tall the pencil is short. When making direct comparisons they may initially say something is bigger than something else. Encourage them to use more specific mathematical vocabulary in relation to
Length - longer, shorter
height – taller, shorter

be on the properties of shapes.
For example, children should be encouraged to notice and describe shapes in the environment and talk about the properties using words such as 'straight/flat/round/curved'.
When teaching the names of shapes, wherever possible, real life shapes in the environment should be used.
Note that only flat surfaces should be referred to as faces. Include sorting of natural shapes; the children may sort stones, for example, into sets that have straight edges, sets that have curved edges etc.

When comparing capacities directly children can pour from one container to another to find which holds more or less water.

Children need opportunities to be exposed to and to use the language of position and direction; *Position: 'in', 'on', 'under'. Direction: 'up', 'down', 'across'*
Children also need opportunities to use terms which are relative: *'in front of, 'behind', 'on top of'*. Create as many opportunities as possible to explore this language such as hunting for hidden objects with some prompts (e.g. look behind the shed).

			<p>Avoid common misconception that bigger items are always heavier by providing some small heavier items and some large lighter ones</p> <p>heavy, heavier than, heaviest, light, lighter than, lightest</p> <p>Number blocks Counting to 2 Finding 2 objects Representing 2 on a 5 frame A semi circle – 2 sides shape (including in the environment) 2 actions e.g. 2 hops, 2 jumps, 2 claps What 2 is made of 1 is a part of me, 1 is a part of me and the whole of me is 2</p> <p>2 being the second number, its position on a number line, ordinal numbers Numicon 2 Dice 2 Subitising 2 The numeral and formation of 2</p>	<p>Breadth – wider, narrower</p> <p>The children should then move on to finding objects that are longer/shorter than a given item. They should be encouraged to utilise strategies such as direct comparison (e.g. placing objects side by side to determine which is longer).</p> <p>Encourage them to use more specific mathematical vocabulary in relation to Length - longer, shorter height – taller, shorter Breadth – wider, narrower</p> <p>Children continue to subitise up to 5 items and to count forwards and backwards to 5 accurately using the counting principles. They represent up to 5 items on a five frame.</p>		

			<p>Number 2 in the environment Representing 2 using marks, pictures and finger Matching numeral to quantity</p> <p>Counting to 3 Finding 3 objects Representing 3 on a 5 frame A triangle – 3 sides shape (including in the environment) 3 actions e.g. 3 hops, 3 jumps, 3 claps What is 3 made of - 2 is a part of me, 1 is a part of me and the whole of me is 3. Exploring different varieties and orientations of triangles.</p> <p>3 being the third number, its position on a number line, ordinal numbers Numicon 3 Dice 3 Subitising 3 The numeral and formation of 3</p>	<p>Counting to 5 Finding 5 objects Representing 5 on a 5 frame Pentagons, 5 sided shapes including in the environment 5 actions e.g. 5 hops, 5 jumps, 5 claps Composition of 5 (3 is a part of me, 2 is a part of me and the whole of me is 5; 4 is a part of me, 1 is a part of me and the whole of me is 5) 5 being the fifth number, its position on a number line, ordinal numbers Numicon 5 Dice 5 Subitising 5 The numeral and formation of 5 Number 5 in the environment Representing 5 using marks, pictures and finger Matching numeral to quantity</p> <p>Numberblocks episodes 6-10</p>		
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			<p>Number 3 in the environment Representing 3 using marks, pictures and finger Matching numeral to quantity</p> <p>Counting up to 3, comparing numbers using smaller and bigger, ordering numbers to 3.</p> <p>Numberblocks episodes 1-5.</p>			
<p>PSED</p>	<p>Introduce vocabulary of sharing and taking turns. Give the children responsibilities. Talk about sharing and respecting others. Use different languages for greetings. Become independent for Meeting their own care needs – using the toilet, starting washing and drying their hands thoroughly.</p>	<p>Firework safety. Personal experience of celebrations How to take care of ourselves, keeping warm. Encourage the children to look after their belongings – hats, gloves, and scarves etc. Use different languages for greetings. Meeting their own care needs – washing and drying their hands thoroughly. Putting on their coat independently and</p>	<p>Use different languages for greetings. Meeting their own care needs – starting brushing their teeth. Talk about their feelings using words like ‘happy’, ‘sad’, ‘angry’, ‘worried’ Increased confidence in using a knife and fork. Select and use activities and resources, with help when needed. Weaving for Mother’s Day Give children jobs for developing their</p>	<p>Use different languages for greetings. Increasingly follow rules, understanding why they are important. Understand how others might be feeling. Meeting their own care needs – increased confidence in brushing their teeth. Independently doing their zip up on their coat and do buttons up. Show more confidence in new</p>	<p>Review our class rules- Remember rules without an adult reminding them. Talk with others to solve conflicts.</p> <p>Make healthy choices about food, drink, activity and toothbrushing.</p>	<p>Find solutions to conflicts and rivalries.</p>

	Select and use activities and resources, with help when needed. Hammering golf tees into squash and pumpkins. Show more confidence in new social situations – Autumn Walk.	continue to zip up their zip. Start eating independently and learning how to use a knife and fork. Play with one or more other children.	sense of responsibility and community.	social situations – Spring Walk		
Physical Development	Using outdoor equipment, bikes, climbing frames etc. for motor skills. Go up steps and stairs, or climb up apparatus using alternate feet. Handling a pencil correctly. Painting, cutting and sticking – collage work. Multi-skills – Small and large movements. Start to show a preference for a dominant hand. Use one handed tools and equipment.	Pencil control – Start to show preference for a dominant hand. Use one handed tools and equipment. Outdoor activities -, use playground markings, bikes climbing frames etc. Use large muscle movements to wave flags and streamers. Special awareness Gymnastic type activities. Dance – move freely to music. Skip, hop, stand on one leg and hold a pose.(musical statues)	Handling equipment and tools, including for writing, painting spring flowers, scissors and cutting. Gymnastics Be increasingly independent as they get dressed and undressed. Use a comfortable grip with good control when holding pens and pencils.	Showing increased control over an object when pushing, throwing, catching etc. Be increasingly independent as they get dressed and undressed. Use a comfortable grip with good control when holding pens and pencils.	Working in pairs – cooperating. Teamwork challenges. Explore riding bikes, trikes and scooters around the playground. Increasingly able to use and remember sequences and patterns of movements. Start to take part in group activities which they make up themselves or in teams.	Athletics and sports Increasingly able to use and remember sequences and patterns of movements, Start to take part in group activities which they make up themselves or in teams.
Understanding the world	Using different languages for greetings.	Autumn - Christmas – how is this celebrated and why.	Baking Freezing and melting/Winter	Go on a spring walk to the park. Plant seeds and care for growing plants.	Explore how things work – wind up toys, pulleys, cogs.	Go on a summer walk, look at all the different flowers we see. Talk about what

	<p>Continue developing positive attitudes about the differences between people. – Judaism, Myself and Families. Investigate signs of autumn. Make observations of items bought back from autumn walk, e.g. conkers, leaves etc. Use all their senses in hands on exploration of natural materials, what floats and sinks from Autumn walk.– Autumn walk, talk about what they see using a wide vocabulary. Show interest in different occupations. (Doctors, Teachers, TA, Midday Supervisor, Nurse, Fireman, Police) Plant seeds.</p>	<p>Show care and concern for living things in the environment. Look closely at similarities, patterns and change autumn to winter. Talk about the difference in materials and changes they notice – ice melting, it’s not cold enough to freeze overnight we have to put it in the freezer.</p> <p>Explore collections of materials with similar and/or different properties – Story of a cardboard box, looking objects we can recycle and which we can’t. Recycle box and composting in home corner.</p> <p>Begin to make sense of their own life story and family’s history. Developing positive attitudes about the differences between people.</p> <p>Know that there are different countries in the world and talk</p>	<p>Take photographs and look for signs of Winter. Talk about the difference in materials and changes they notice – ice melting, it’s cold enough to freeze overnight. (Floating and sinking, melting ice, shadows and shining light through some materials) Talk about what they see, using a wider vocabulary.</p>	<p>Understand key features of the life cycle of a plant and animal. Begin to understand the need to respect and care for the natural environment and all living things. Use all their senses in hands on exploration of natural materials – things from spring walk and bulbs, seeds, plants etc. Explore collections of materials with similar and/or different properties – how are the things we have from our spring walk different to our autumn objects? Show interest in different occupations – vet, zoo keeper.</p>	<p>Explore and talk about the different forces they can feel.</p> <p>Show interest in different occupations – palaeontologist, archaeologist, museum worker, researcher.</p>	<p>they see using a wide vocabulary. Use all their senses in hands on exploration of natural materials. Begin to understand the need to respect and care for the natural environment and all living things.</p>
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		about the differences they have experienced or seen in photos.				
<p style="text-align: center;">Expressive Art and Design</p>	<p>Paint own faces. Individual photographs for class display</p> <p>Taking part in pretend play – using an object to represent something else even though they are not similar.</p> <p>BBC Ten Pieces – listen and decide if they like it or not. Remember and sing entire songs. Begin to sing the pitch of a tone sung by another person. Sing the melodic shape of familiar songs.</p> <p>Introduce children to the work of artists from across times and cultures- Artist of the Month. (Kandinsky, Mondrian)</p> <p>Remember and sing songs.</p>	<p>Firework pictures.</p> <p>Draw with increasing complexity and details – representing a face with a circle and including details. Begin to show different emotions in their drawings and paintings.</p> <p>Explore materials to develop their own ideas and what to make. Develop own ideas and then decide which materials to use to express them. (Story of a cardboard box)</p> <p>Baptism role-play. Parties and games. Design party hat.</p> <p>BBC Ten Pieces – listen and decide if they like it or not. Remember and sing entire songs. Begin to sing the pitch of a tone sung by another person. Sing the</p>	<p>Show different emotions in their drawings and paintings.</p> <p>BBC Ten Pieces – listen and decide if they like it or not. Listen with increased attention to sounds.</p> <p>Introduce children to the work of artists from across times and cultures- Artist of the Month. (Van Gogh, George Seurat)</p> <p>Explore colour mixing.</p> <p>Remember and sing songs. Play instruments with increasing control.</p>	<p>Making Easter cards, hats and an Easter garden. Observational drawings and paintings of signs of spring.</p> <p>Show more confidently different emotions in their drawings and paintings.</p> <p>BBC Ten Pieces – listen and decide if they like it or not. Listen with increased attention to sounds.</p> <p>Introduce children to the work of artists from across times and cultures- Artist of the Month. (Claude Monet, Andy Warhol)</p> <p>Remember and sing whole songs. Play instruments with increasing control to express their feelings.</p>	<p>Role play and dressing up linked to stories. Using different techniques: printing, painting etc.</p> <p>Listen with increased attention to sounds.</p> <p>Introduce children to the work of artists from across times and cultures- Artist of the Month. Gustav Klimt, Jackson Pollock)</p> <p>Begin to make complex stories using small world equipment like animal sets, dolls and dolls houses.</p> <p>Make imaginative and complex ‘small worlds’ with blocks and construction kits like a city with different buildings and a park.</p> <p>Use drawing to represent ideas like movement or loud</p>	<p>Listen with increased attention to sounds.</p> <p>Introduce children to the work of artists from across times and cultures- Artist of the Month. (Georgia O’Keefe. Esther Mahlangu</p> <p>Begin to sing the pitch of a tone sung by another person.</p> <p>Sing the melodic shape of familiar songs.</p> <p>Remember and sing whole songs. Play instruments with increasing control to express their feelings and ideas.</p>

	<p>Play instruments with increasing control.</p>	<p>melodic shape of familiar songs.</p> <p>Introduce children to the work of artists from across times and cultures- Artist of the Month. (Yayoi Kusama, Matisse)</p> <p>Play instruments with increasing control.</p>			<p>noises (Dinosaur pictures).</p> <p>Remember and sing whole songs.</p> <p>Play instruments with increasing control to express their feelings and ideas.</p>	
<p>British/ Human Values</p>	<p>Celebrate the diverse culture we have in class. Show respect to others. Giving to people in need. Voting for our story each day.</p>	<p>Remembrance Day Celebrations traditions and values. Collecting for victims of war. Voting for our story each day.</p>	<p>Lenten Promises. Love one another as Jesus taught us Voting for our story each day.</p>	<p>Voting for our favourite book – democracy. Voting for our story each day.</p>	<p>Reinforcement of right and wrong – rule of law Understanding that the rules apply to everyone. Voting for our story each day. Looking at cultural diversity – Hinduism/ Sikhism, Islam.</p>	<p>Reinforcement of right and wrong – rule of law Understanding that the rules apply to everyone. Voting for our story each day. Appreciating food from different cultures.</p>