



Foundation 1 Long Term Plan

St Margaret Clitherow Academy

	Advent 1	Advent 2	Spring 1	Spring 2	Pentecost 1	Pentecost 2
Overarching topics	Colours School and it's grounds Nursery Rhymes Birthdays	Autumn	Winter	Spring Teeth Life cycles Pets Superheroes	Spring Dinosaurs Julia Donaldson books	How things work Traditional Tales Food around the world Summer
General Themes	Baselines Making friends Learning colours Autumn Walk / Investigating signs of autumn Planting Bulbs Harvest Judaism Myself Trip to Tiny Town Adventures	Bonfire Night / Diwali /Judaism/ Birthdays / Christmas Play at Mansfield Theatre Remembrance Day	Pancake Day Chinese New Year Valentine's Day Winter Walk	World Book Day Visit from Author – TBA Mother's Day Life Cycles – butterfly, frog. Spring Walk	Other faith	Summer Walk Sports Day
R.E Come and See Programme	Myself Children understand that their name is important to them. How they feel when people say their name.	Welcome Children know they are part of a family / class / school. Explore what it is to welcome and be welcomed.	Celebrating Children will have experienced celebration at home. Understand how the Parish family	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 Children will know and understand that everyone has good news to share. Understand that Pentecost is a	Other Faith To look at, discover and respect another faith. Our World Children know and

	<p>Welcome Children will be able to talk of their experiences of feeling welcome and how they can welcome others.</p> <p>Recognise some of the signs of baptism</p>	<p>Baptism – know that this sacrament is a welcome to God’s family.</p> <p>Other Faith – Judaism To look at discover and respect Judaism</p> <p>Birthdays - Children know how birthdays are celebrated in their homes.</p> <p>Children understand how we feel waiting for a birthday.</p> <p>Advent – looking forward to Christmas and Jesus birthday.</p>	<p>celebrated, for example: weddings.</p> <p>Gathering Children know and understand how and why people gather together.</p> <p>Children experience the joy of gathering in school to celebrate mass</p>		<p>celebration of the Good News of Jesus.</p> <p>Friends Children know that they can make friends, understand that Jesus had good friends, and learn that Jesus tells us about</p>	<p>understand what we love and wonder about our world. Children know and understand that God gave us this wonderful world.</p>
<p>Communication and language</p>	<p>Use different languages for greetings starting with the languages spoke by the children. All areas to have photographs. Modelling how to use classroom areas independently. Use a wider range of vocabulary. Enjoy listening to longer stories and model remembering</p>	<p>Enjoy listening to longer stories and discussing some of what happens in the book. Talk about what changes happen in Autumn. Play games to support listening skills to develop. The story of Christmas. Naming the characters in the Christmas story.</p>	<p>Sharing news from home about weekends/holidays. Use new vocabulary we have looked at. Talk about what happens in Winter – that some animals sleep, some birds fly to warmer places, the weather is cold. Use repeated word and phrases from familiar stories.</p>	<p>Use new vocabulary we have looked at. Using puppets and toys to start to tell parts of a story. Understand why questions. Understand instructions that have two parts.</p>	<p>Use new vocabulary we have looked at. Using vocabulary to start to describe characters. Begin to ask and respond to why questions. Beginning to understand some similarities and differences between people and talk about them.</p>	<p>Talking about their families, where they are from and food they eat. Use vocabulary from well known stories. Role play parts of a well known story. Dressing up/masks to role play. Ask questions about familiar books. Tell a long story.</p>

	<p>much of what happens. Play games to support listening skills to develop.</p> <p>Puppet play</p>	<p>Christmas songs and poems. Talk about celebrations we experience including birthdays and Christmas.</p>				
<p style="text-align: center;">Literacy</p>	<p>Share stories that reflect the diversity of our class – culture/race and gender.</p> <p><u>Myself, school and it's grounds/ people who help me/ Autumn.</u></p> <ul style="list-style-type: none"> • Know that print has a meaning. • Know how to sit and listen to a story • Know to pay attention to a story and respond to the pictures or the words in the book <p><u>Books</u> All are Welcome, The story of the Kindness Elves, How do you make a rainbow?</p>	<p>Engage in conversations about stories, learning new vocabulary.</p> <p><u>Myself and my family. Autumn/Winter</u></p> <ul style="list-style-type: none"> • Know that we read English text from left to right and from top to bottom. • Know about page sequencing. <p><u>Books</u> Leaf Man, We're going on a leaf hunt, Stanley's Stick,</p>	<p>Engage in conversations about stories, learning new vocabulary.</p> <p><u>Growing and Planting/Winter/Spring</u></p> <ul style="list-style-type: none"> • Know that print can have different purposes • Enjoy sharing books with an adult. • Know favourite books and seek them out, to share with an adult, with another child, or to look at alone. • Repeat words and phrases from a familiar stories. <p><u>Books</u> Goodbye Autumn, Hello Winter by Kenard Pak. Winter by Gerda Muller. Robin's</p>	<p>Engage in conversations about stories, learning new vocabulary.</p> <p><u>Animals Pets/ Spring/ Growing</u></p> <ul style="list-style-type: none"> • Know how to make comments and shares their own ideas about a familiar story. • Develop play around favourite stories using props using some key words and phrases from the book in play. <p><u>Books</u> Goodbye Winter, Hello Spring. Up in the Garden and Down in the Dirt.</p>	<p>Engage in extended conversations about stories, learning new vocabulary.</p> <p><u>Dinosaurs</u></p> <ul style="list-style-type: none"> • To engage in extended conversations about stories, learning new vocabulary. • Know some names of the different parts of books <p>Non-Fiction. Write their name as a dinosaur.</p> <p><u>Books</u> The Tiny Seed by Eric Carle Rumble, Rumble, Dinosaur by Katrina</p>	<p>Engage in extended conversations about stories, learning new vocabulary.</p> <p><u>Our World and food from different countries.</u></p> <ul style="list-style-type: none"> • To repeat words and phrases from many familiar books and join in during story time • Begin to know how to ask questions about a familiar book <p><u>Books</u> How things Work CBeebies programme The Three Little Pigs The Three Billy Goats Gruff</p>

	<p>Topsy and Tim go to the doctors. Topsy and Tim had a birthday. I like Myself All about me.</p> <p>Nursery rhymes. Incy Wincy Spider, Miss Polly has a Dolly.</p> <p>Phase 1 phonics. Aspects 1.1 and 1.2</p> <p>Planting bulbs for walkway to gate. Role-play, puppet play and small world play.</p>	<p>The life of a cardboard box, Tree, The Gingerbread Man</p> <p>Trace or write names in Christmas cards. Understand celebratory words. Letters to Santa post them at postbox. Christmas books.</p> <p>Phase 1 phonics. Aspects 1.2 and 1.3</p>	<p>Winter Song by Suzanne Barton. Jack Frost by Kazuno Kohara Winter Sleep by Sean Taylor and Alex Moss. Over and Under the snow. Poles Apart by Jeanne Willis and Jarvis. The Big Dark by John Prater.</p> <p>Phase 1 phonics. Aspects 1.4</p>	<p>Why should I brush my teeth? We're going to the Dentist. Doing the Garden Oliver's Vegetables The Very Hungry Caterpillar The Amazing Life Cycle of Butterflies. Katie McGinty wants a Pet. Hairy McClary Rumpus at the Vets. That's Not My Lamb Supertato Kindness is my Superpower</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>Phase 1 phonics. Aspects 1.5</p>	<p>Charman and Nick Sharratt. Harry and the Bucketful of Dinosaurs. The Dinosaur who lost it's roar by Russell Punter and Andy Elkerton Treats for a T.Rex by Adam and Charlotte Guillain. The Gruffalo by Julia Donaldson Monkey Puzzle by Julia Donaldson.</p> <p>Phase 1 phonics. Aspects 1.6</p>	<p>Food around the World Summer The Little Sunflower</p> <p>Phase 1 phonics Aspects 1.7</p>
<p>Maths</p>	<p><u>Number songs</u> 5 currant buns in the bakers shop</p>	<p><u>Sorting</u> Collections using colour, size, shape.</p>	<p><u>Number 1</u> Children identify representations of 1,</p>	<p><u>Number 3</u> Children identify representations of 1,</p>	<p><u>Number 5</u> Children continue to subitise up to 5 items</p>	<p><u>My Day</u> Children talk about night and day and</p>

	<p>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</p> <p><u>Colours</u> 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.</p> <p><u>Matching</u> 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?</p> <p>Number blocks counting to 5</p>	<p>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.</p> <p><u>Compare amounts</u> Taller/ shorter Sorting into sets - which has most/fewer/equal Count using five frames, encouraging 1:2:1 correspondence. Sharing fairly.</p> <p><u>Compare size, mass, capacity.</u> 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. Using construction what is best for building a tall or short tower?</p>	<p>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. <u>Weight</u> 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.</p> <p><u>Number 2</u> Children identify representations of 1, 2. They subitise or count to find out how</p>	<p>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.</p> <p><u>Length and Height</u> Children begin by using language to describe length and height e.g. the tree is tall the pencil is short. Make direct comparisons using the vocabulary Length - longer, shorter height – taller, shorter Breadth – wider, narrower</p> <p>Finding objects that are longer/shorter than a given item.</p> <p><u>Number 4</u></p>	<p>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><u>1 more and 1 less</u> The children will use real objects to see that the quantity of a group can be changed by adding more. Using the first, then, now structure. Continue to count, subitise and compare as they explore one more and one less.</p> <p><u>Shapes</u> The properties of shapes. For example, noticing and describing shapes in the environment and talking about the properties using words such as 'straight/flat/round/curved'.</p>	<p>order key events in their daily routines, such as waking up, coming to school, dinner, bed time.</p> <p><u>Capacity</u> Children to build on their understanding of full and empty When comparing capacities directly children can pour from one container to another to find which holds more or less water.</p> <p><u>Positional Language</u> Children to be exposed to and to use the language of position and direction; <i>Position: 'in', 'on', 'under'. Direction: 'up', 'down', 'across'</i> Children also need opportunities to use terms which are relative: <i>'in front of', 'behind', 'on top of'</i>.</p>
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<p style="text-align: center;">PSED Ten Ten</p>	<p><u>Health, including Mental Health and Well Being</u> Created and Loved by God <u>What will children learn?</u> <u>Handmade with Love</u> Children can express that:</p> <ul style="list-style-type: none"> • We are created individually by God as part of His creation plan • We are all God's children and are special • Our bodies were created by God and are good • We can give thanks to God 	<p><u>What will children learn?</u> <u>Me, my body, my health</u> Children can express that:</p> <ul style="list-style-type: none"> • We are each unique, with individual gifts, talents and skills • Whilst we all have similarities because we are made in God's image, difference is part of God's plan • That their bodies are good and made by God • The names of the parts of the body (not genitalia) • That our bodies are good and we need to look after them 	<p><u>What will children learn?</u> Children can express that:</p> <ul style="list-style-type: none"> • We are part of God's family. • Jesus cared for others and wanted them to live good lives like Him <p>We should love other people in the same way God loves us.</p>	<p><u>What will children learn?</u> Children are able to describe:</p> <ul style="list-style-type: none"> • 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 of 'special people' and telling them is something is troubling them • How their behaviour affects other people and that there is appropriate and inappropriate behaviour 	<p><u>What will children learn?</u> Children can express:</p> <ul style="list-style-type: none"> • 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 • What a community is, and that God calls us to live in community with one another <p>Some Scripture illustrating the importance of living in a community</p> <ul style="list-style-type: none"> • That no matter how small our offerings, they are valuable to God and He can use them for His glory 	<p><u>What will children learn?</u> Children can express:</p> <ul style="list-style-type: none"> • That they belong to various communities, such as home, school, parish, the wider local area, nation and the global community • That they should help at home with practical tasks such as keeping their room tidy, helping in the kitchen, etc. That we have a duty of care for others and for the world we live in (charity work, recycling, etc.) • About what harms and what improves the world in which they live

		<ul style="list-style-type: none"> • What constitutes a healthy lifestyle, including exercise, diet, sleep and personal hygiene 		<ul style="list-style-type: none"> • The characteristics of positive and negative relationships • Different types of teasing and that all bullying is wrong and unacceptable • When they have been unkind to others and say sorry • That when we are unkind, we hurt God and should say sorry • When people are being unkind to them and others and how to respond <p>That we should forgive like Jesus forgives</p>		
<p>Physical Development (P.E with Mr Bourne)</p>	<p><u>Introduction to P.E</u> *To be able to move and stop confidently, negotiating the space around them effectively. *Show good control over their bodies when exploring different skills.</p>	<p><u>Sending and Receiving</u> *To copy a ready position to receive objects. *To push, roll and throw items over small distances with confidence.</p>	<p><u>Small and large Movements</u> *Children can move confidently and safely in their own and general space. *To be able to jump and land upwards or downwards from a stationary position.</p>	<p><u>Movement to music</u> *To explore and copy basic body actions led by the teacher. *To show a degree of control and balance when moving.</p>	<p><u>Coordination/ Balance</u> *They move confidently in a range of ways, safely negotiating space. *Children can hold, 'freeze' or 'stop' in a position in order to show balance.</p>	<p><u>Athletics</u> *To be able to run with control and balance. *To negotiate space successfully and sensibly when playing racing and chasing games with other children, adjusting speed or changing direction.</p>
<p>Understanding the world</p>	<p>Using different languages for greetings. Continue developing positive attitudes about the differences between people. – Judaism, Myself and Families. Investigate signs of autumn. Make observations of items bought back</p>	<p>Christmas – how is this celebrated and why. Show care and concern for living things in the environment. Looks closely at similarities, patterns and change autumn to winter.</p>	<p>Baking Freezing and melting/Winter Take photographs and look for signs of Winter. Difference in materials and changes they notice. (Floating and sinking, melting ice, shadows and shining light through some materials)</p>	<p>Go on a spring walk to the park. What do plants need to grow? Plant seeds and care for growing plants. Understand key features of the life cycle of a plant and animal. (Bean plant, Butterfly and Frog)</p>	<p>Knows how to talk about what they see, using a wide vocabulary – Later Spring observations. Knows how to talk about significant events in their own experience</p>	<p>Knows about and is developing an understanding of growth, decay and changes over time. Go on a Summer walk. Our world RE topic Knows their own family's history – where are parents and grandparents from.</p>

	<p>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.(People who help us) Plant seeds.</p>	<p>Begin to make sense of their own life story and family's history.</p>	<p>Starting to talk about significant events in their own experience. Imitate everyday actions and events from own family and cultural background.</p>	<p>Begin to understand the need to respect and care for the natural environment and all living things.</p>		<p>Flags from these places and food from them.</p>
<p>Expressive Art and Design</p>	<p>Paint self portraits. 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</p>	<p>Firework pictures.</p> <p>Autumn patterns. Explore colour and colour mixing.</p> <p>Explore colour and colour mixing. Draw with increasing complexity and details – representing a face with a circle and including details. Explore materials to develop their own ideas and what to make.</p> <p>Baptism role-play. Parties and games. Design party hat.</p>	<p>Explore colours and how colours can be changed.</p> <p>BBC Ten Pieces – listen and decide if they like it or not. Listen with increased attention to sounds.</p> <p>Nursery Rhymes Wind the bobbin up It's raining, it's pouring Pat-a-cake Action Songs Teddy bear, teddy bear If you're happy and you know it...</p>	<p>Making Easter cards, hats and an Easter garden. Observational drawings and paintings of signs of spring. Role – play.</p> <p>BBC Ten Pieces – listen and decide if they like it or not. Listen with increased attention to sounds.</p> <p>Nursery Rhymes Polly put the kettle on Hey Diddle Diddle Jack and Jill Action Songs</p>	<p>Role play and dressing up linked to stories. Listen to a range of music from different countries.</p> <p>BBC Ten Pieces – listen and decide if they like it or not Listen with increased attention to sounds.</p> <p>Nursery Rhymes Little bo peep (first verse) Action Songs One finger one thumb</p> <p>Introduce children to the work of artists from across times and</p>	<p>Listen to a range of music from different countries. Use body parts to keep a beat.</p> <p>BBC Ten Pieces – listen and decide if they like it or not Listen with increased attention to sounds.</p> <p>Nursery Rhymes 1, 2, 3, 4, 5, Once I Caught a Fish Alive Action Songs Open shut them Here we go round the mulberry bush</p>

	<p>melodic shape of familiar songs.</p> <p>Nursery Rhymes Humpty Dumpty Baa Baa black sheep Row row row your boat Incy wincy Miss Polly had a Dolly</p> <p>Action Songs Twinkle twinkle Dingle Dangle Scarecrow</p> <p>Know how to create sounds by banging, shaking, tapping or blowing.</p> <p>Introduce children to the work of artists from across times and cultures- Artist of the Month. (Kandinsky, Mondrian) Know how to experiment with blocks, colours and marks.</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>Nursery Rhymes Old McDonald Hickory Dickory Dock Action Songs The grand old duke of York Clap your hands</p> <p>Introduce children to the work of artists from across times and cultures- Artist of the Month. (Yayoi Kusama, Matisse)</p>	<p>Introduce children to the work of artists from across times and cultures- Artist of the Month. (Van Gogh, George Seurat)</p>	<p>The wheels on the bus Sleeping bunnies</p> <p>Introduce children to the work of artists from across times and cultures- Artist of the Month. (Claude Monet, Andy Warhol)</p>	<p>cultures- Artist of the Month. Gustav Klimt, Jackson Pollock)</p>	<p>Show different emotions in their drawings and paintings.</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>British/ Human Values</p>	<p>Celebrate the diverse culture we have in class. Show respect to others. Giving to people in need.</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.</p>	<p>Reinforcement of right and wrong – rule of law Understanding that the rules apply to everyone. Voting for our story each day.</p>

	Voting for our story each day.				Looking at cultural diversity – Hinduism/ Sikhism, Islam. Appreciating dances from different cultures.	Appreciating food from different cultures.
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