



F2 Medium Term Plan Advent 1

St Margaret Clitherow Academy

Teacher: Miss O'Neill

Topic: Marvellous Me

Term: Advent 1 2022

Throughout all learning, the Reception Team will ensure activities and interactions support the Characteristics of Learning:

Playing and exploring:

Children investigate and experience things, and 'have a go'. Children who actively participate in their own play develop a larger store of information and experiences to draw on which positively supports their learning

Active learning:

Children concentrate and keep on trying if they encounter difficulties. They are proud of their own achievements. For children to develop into self-regulating, lifelong learners they are required to take ownership, accept challenges and learn persistence.

Creating and thinking critically:

Children develop their own ideas and make links between these ideas. They think flexibly and rationally, drawing on previous experiences which help them to solve problems and reach conclusions

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7
Religious Education	Introducing collective worship and prayer	<u>Domestic Church – Family: Myself</u> Explore - Develop understanding of first and family names.	LF1: God knows and loves each one. God knows each person's name.	LF2: God knows and loves each person. Celebrate topic	<u>Baptism: Belonging – Welcome</u> Explore- Celebration of welcome into school, class or other setting.	LF1: How we welcome people into a family.	LF2: Welcome into God's family through Baptism. Celebration of topic
Communication and Language (CL)	<u>Listening, Attention and Understanding</u> Understand how to listen carefully and why listening is important. Understand a question or instruction that has two parts, such as: "Get your coat and wait at the door".						
	<u>Speaking</u> Develop social phrases. "Good morning, how are you?" Learn new vocabulary and use it throughout the day in different contexts.						
	Listening, Attention and Understanding Know the rules of the classroom	Listening, Attention and Understanding We know how to turn to listen to my friends or my teacher	Listening, Attention and Understanding We are able to listen carefully and understand why listening is important.	Listening, Attention and Understanding We can follow an instruction made up of two parts.	Listening, Attention and Understanding We are able to listen to stories and understand what is happening with the help of pictures and props	Listening, Attention and Understanding We engage in stories within the class	Listening, Attention and Understanding We listen carefully to rhymes and song, paying attention to how they sound
Speaking We know the names of my teachers and friends and can say them	Speaking We can participate in the register and start to develop social phrases, ie, Good Morning.	Speaking We can use a range of social phrases throughout the day, ie,	Speaking We can begin to start to link simple sentences using connectives.	Speaking We know how to and be able to explain in simple sentences, including	Speaking We are able to learn new vocabulary and use it	Speaking We can join in rhymes and song, paying attention to how they sound.	

			Good morning, Good afternoon		ordering, stating what happened		
Literacy	<p align="center">Word reading</p> <p align="center">Understand the five key concepts about print: Print has meaning; Print can have different purposes; we read English text from left to right and top to bottom; name of different parts of a book; page sequencing.</p> <p align="center">Comprehension</p> <p align="center">Ask questions about the book. Make comments and share their own ideas. Develop play around favourite stories using props.</p> <p align="center">Writing</p> <p align="center">Write some or all of their name. Write some letters accurately</p>						
	Possible Texts						
	The Colour Monsters Goes to School	Here We Are We All Belong	The Great Big Book of Families	From Head to Toe	My Big Book of Five Senses	My Big Book of Feelings	This is Our House
	Word Reading We can recognise our own name and the letters that make up our name (ongoing)	Word Reading We can understand that print in books have meaning and different books have different purposes	Word Reading We know that text in English move across the page (left to right)	Word Reading We can recognize words with the same initial	Word Reading We can read some individual letters by saying the sounds for them.	Word Reading We know the names of some of the different part of a book	Word Reading We know the names of some of the different part of a book
	Comprehension We can engage in story time	Comprehension We can make comments and express our ideas about a familiar book	Comprehension We can talk about events and characters in books	Comprehension We can follow directions from a book	Comprehension We can talk about events and characters in books and ask a question about a book	Comprehension We can use new vocabulary that we have learnt in a book	Comprehension We can develop play around our favourite books, stories and rhymes
	Writing We can make marks to represent our own name with some recognisable letters	Writing We can make marks to represent our own name with some recognisable letters	Writing We can write some or all of our name We can create marks to add labels and a caption	Writing We can write some or all of our name We can create marks to add labels and a caption	Writing We can write some or all of our name We can create marks to add labels and a caption	Writing We can write some or all of our name We can create marks and write some letters to add a caption	Writing We can write some or all of our name We can create marks and write some letters to add a caption
Phonics Focus Following Little Wandle		Baseline Assessment	s a t p letter formation Initial sounds Oral blending	i n m d letter formation Initial sounds Oral blending Teacher led blending	g o c k Tricky word – is letter formation Initial sounds Oral blending Teacher led blending	ck e u r Tricky word – l letter formation Initial sounds Oral blending Teaching led blending Independent reading	h b f l Tricky word – the letter formation Initial sounds Oral blending Teaching led blending Independent reading Spelling
	Guided reading in groups 3 x per week						
	<p align="center">Number</p> <p align="center">Develop fast recognition of up to 3 objects, without having to count them (subitising). Show 'finger numbers' up to 5. Link numerals and amounts, eg, showing correct number of objects to match numeral 5.</p> <p align="center">Numerical Patterns</p>						

	<p>Recite numbers past 5 and in order to 10. Say one number for each item in order: 1, 2, 3, 4, 5 (1:1 correspondence). Know that the last number reached when counting a small set of objects tells you how many there are in total (cardinal principle). Compare quantities using language: 'more than', 'fewer than'. Compare objects: weight, length, size and capacity.</p>						
Mathematics	Getting to Know You Number Sense Baseline Assessment	Getting to Know You Number Sense Baseline Assessment	Getting to Know You Number Sense Baseline Assessment	Phase 1 – Just like me Match and Sort	Phase 1 – Just like me Making comparisons of amounts	Phase 1 – Just like me Making comparisons of size, mass and capacity	Phase 1 – Just like me Exploring Patterns
Personal, Social and Emotional Development (PSED)	<p style="text-align: center;">Self-Regulation</p> <p>Talk about their feelings using words like 'happy', 'sad', 'angry' or 'worried'. Express feelings in an appropriate way. Accept the needs of others and know how to take turns and share resources, sometimes with support from others.</p> <p style="text-align: center;">Managing Self</p> <p>Become more outgoing with unfamiliar people and show more confidence in new social situations. Describe myself in positive terms and talk about my abilities and to understand that they are a valuable individual.</p> <p style="text-align: center;">Building Relationships</p> <p>Play with one or more other children, extending and elaborating play ideas.</p>						
	Self-Regulation We can discuss how we feel about being at school	Self-Regulation We will be aware of our feelings	Self-Regulation We will be aware of the feelings of others and know that our words can hurt others	Self-Regulation We will take turns and share with others	Self-Regulation We will learn we need to wait when playing with others	Self-Regulation We will continue to develop turn taking, sharing and waiting	Self-Regulation We will listen to our teacher and follow instructions even when engaged in our own play
	Managing Self We can discuss Why do we have rules? Create Class rules and promise.	Managing Self We will know we valuable individuals and talk about our own abilities in a positive way	Managing Self We will communicate freely about home and community.	Managing Self We will be confident to talk to other children when playing,	Managing Self We will ask adults for help with confidence when we need it	Managing Self We will recognise a range of feelings and identify when we feel this way	Managing Self We will try new activities with some confidence
	Building Relationships We can join in with group play with peers	Building Relationships We will initiate play with my friends and use some cues	Building Relationships We will recognise and demonstrate friendly behaviour	Building Relationships We will form bonds with our peers and adults	Building Relationships We can work together to create an exciting area of learning in the classroom.	Building Relationships We can listen to our friends to develop conversations	Building Relationships We will continue to build relationships with our peers and adults
<p>Ten Ten Units of Learning Module 1 – Handmade with Love Module 2 – Me, My Body and My Health</p>							
Physical Development (PD)	<p style="text-align: center;">Fine Motor Skills</p> <p>Show a preference for a dominant hand. Use one-handed tools and equipment, ie, making snips in paper with scissors.</p> <p style="text-align: center;">Gross motor Skills</p> <p>Start to eat independently and learning how to use a knife and fork. Develop skills they need to manage school day successfully: lining up and queuing; mealtimes; personal hygiene</p>						
	Fine Motor We can show a preference for a dominant hand.	Fine Motor We can show a preference for a dominant hand.	Fine Motor We can use a knife and fork to eat our lunch.	Fine Motor We can use a comfortable grip with good control.	Fine Motor We can use scissors correctly.	Fine Motor We can pick up small objects using good control.(pincer grip)	Fine Motor We can start to form some letters correctly.
	Gross Motor We will develop the skills we need to manage the school day effectively – toileting and meal times	Gross Motor We will develop the skills we need to manage the school day effectively – toileting, meal times and lining up	Gross Motor We will show increasing control over an object in pushing, patting	Gross Motor We will show increasing control over an object in kicking it	Gross Motor We will show increasing control over an object in throwing,	Gross Motor We will practise catching a large ball	Gross Motor We will stand momentarily on one foot when shown.

Understanding the World	<p align="center">Past and Present Begin to make sense of their own life story and family's history. People, Culture and Communities . Talk about members of their immediate family and community. Name and describe people who are familiar to them.</p> <p align="center">The Natural World Explore the natural world around them. Describe what they see, hear and feel whilst outside. Know there are different countries in the world and talk about the differences they have experienced or seen in photos.</p>						
	Past and Present We can talk about ourselves	Past and Present We can talk and remembers significant events in my own experience.	Past and Present We understand that we belong to a family of different generations	Past and Present We know that we were once babies who will grow into adults			Past and Present We can recognise how our local area has changed.
	People, Culture and Community We know that are joining a new school community.	People, Culture and Community We can talk about the similarities and differences between myself and my new friends	People, Culture and Community We can name and describe people who are familiar to them.	People, Culture and Community We know that our friends come from different communities from around the world.			People, Culture and Community We know the country linked to my family and some cultures we follow
	The Natural World We can explore our school environment	The Natural World We can ask questions about aspects of my familiar world such as the outside area.	The Natural World We can ask questions about aspects of my familiar world such as the place where I live		The Natural World We can describe what we can see, hear and feel (senses) whilst outside.	The Natural World We can show care and concern for living things and the environment	The Natural World We can describe what we can see, hear and feel (senses) in our local area
Expressive Arts and Design	<p align="center">Creating with Materials Make imaginative and complex models with construction kits. To use a range of materials in art to experiment with. Being Imaginative and Expressive Listen with increased attention to sounds. Respond to what they have heard, expressing their thoughts and feelings. Remember and sing entire songs</p>						
	Creating with Materials We can explore the materials in the art area and use a range of construction kits	Creating with Materials We can explore how to use wax crayons and the textures within in the environment.	Creating with Materials We can join construction pieces together to build and balance.	Creating with Materials We can explore how to use felt tips in our art work and develop continuous lines to represent objects.	Creating with Materials We can show different emotions in our drawings, such as happiness and sadness.	Creating with Materials We can stack blocks vertically and horizontally, making enclosures and creating spaces.	Creating with Materials We can use blocks and construction items to create different small worlds.
	Being Imaginative and Expressive We can listen to what we have heard, and respond in an expressive way.	Being Imaginative and Expressive We can take part in songs and create actions to go with them.	Being Imaginative and Expressive We understand that music can change the way that you feel.	Being Imaginative and Expressive We can engage in imaginative role-play based on own first-hand experiences.	Being Imaginative and Expressive We can use available resources to create props to support role-play.	Being Imaginative and Expressive We can create our own songs or improvise ones that we know.	Being Imaginative and Expressive We can express our own thoughts about a piece of music we have heard.

Specific progression subjects for school curriculum continuation

Following Charanga Program of Study

Module 1 – Me!

Music		Focus Nursery Rhyme/Action Song Pat-a-cake	Focus Nursery Rhyme/Action Song 1, 2, 3, 4, 5, Once I Caught a Fish Alive	Focus Nursery Rhyme/Action Song This Old Man	Focus Nursery Rhyme/Action Song Five Little Ducks	Focus Nursery Rhyme/Action Song Name Song	Focus Nursery Rhyme/Action Song Things For Fingers
	Settling In Recap of Nursery Rhymes from F1	Listening and responding to different styles of music Learning to sing or sing along with nursery rhymes and action songs Improvising leading to playing classroom instruments Share and perform the learning that has taken place	Listening and responding to different styles of music Learning to sing or sing along with nursery rhymes and action songs Improvising leading to playing classroom instruments Share and perform the learning that has taken place	Listening and responding to different styles of music Learning to sing or sing along with nursery rhymes and action songs Improvising leading to playing classroom instruments Share and perform the learning that has taken place	Listening and responding to different styles of music Learning to sing or sing along with nursery rhymes and action songs Improvising leading to playing classroom instruments Share and perform the learning that has taken place	Listening and responding to different styles of music Learning to sing or sing along with nursery rhymes and action songs Improvising leading to playing classroom instruments Share and perform the learning that has taken place	Listening and responding to different styles of music Learning to sing or sing along with nursery rhymes and action songs Improvising leading to playing classroom instruments Share and perform the learning that has taken place
Computing	Know and to be able to show interest in technological items. Know and use a digital camera to document learning Increase control using a mouse Use MiniMash to create pictures based on topics						
P.E							
Special Events		13 th Sept – Roald Dahl Day	19 th Sept – Queen Elizabeth II Funeral 21 st Sept – Autumn Beginnings 21 st Sept – International Day of Peace Recycling Week		Black History Month begins 2 nd October – Grandparents day		
British Values	School Rules - Rules and Law Class debates – Democracy PSHE Topics - Individual Liberty Anti-Bullying Day- Individual Liberty						
Diversity Links	Diversity Library in the classroom – Children are encouraged to read and explore a range of books from other cultures and have main characters from minority ethnic backgrounds and authors. What is the same and different about me and my friends Promotion of ethnic minority in the classroom on displays Exploring how people, families and individuals are different in PSHE lessons Celebration of feast days, themed days and special days						