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**St Joseph’s Catholic Primary School**

**2024-2025 Foundation - Long Term Plan**

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| **Foundation** | **Autumn 1**  04.09.25 - 24.10.25  (7 Weeks) | **Autumn 2**  04.11.25 -19.12.25  (7 Weeks) | **Spring 1**  05.01.26 - 13.02.26  (6 Weeks) | **Spring 2**  24.02.26- 02.04.26  (6 Weeks) | **Summer 1**  20.04.26 - 22.05.26  (5 Weeks) | **Summer 2**  02.06.26 - 22.07.26  (8 Weeks) |
| **Themes**  **And**  **Outcomes** | **All About Me**    **Own Timeline and Self Portrait** | **Let’s Celebrate**    **Nativity Performance and Christmas Cards** | **Zoom, zoom, zoom, We’re flying to the moon**  **Starry Night Inspired Art and Space Vehicle(junk modelling)** | **How do we care for new life?**  **Bread, Mother’s Day Card and Easter Card** | **We’re going on a minibeast hunt**  **Fruit Salad, Life Cycle of a Caterpillar and Minibeast Sculpture** | **All around the world**  **Fathers Day Card and Self Portrait** |
| **Potential School Trips / Essential Learning Experiences** | Visit to the Cathedral (with Canon to talk about Mass and Baptism)  Plant Bulbs | Visit from the library  Local area walk  The Travelling Crib  Advent Afternoon - Nativity with linked activities, families invited | Visit to the immersive dome at the Market Hall (Space Theme) | Visit from the library  Local area walk  Eggs/Chick Experience  Plant Beans | Visit the Forest School at St Joseph's  Caterpillars Experience | Visit to the library  Visit the Pizza Express  Local area walk |
| **Literacy** | Name reading/writing.  Mark making.  Begin to learn sounds through RWInc (to be continued throughout the year and into KS1). | Read and write words.  Introduce and understand new vocabulary.  Experience both fiction and non-fiction texts, understanding the key differences. | Read and write simple captions/labels.  Introduce and understand new vocabulary.  Experience both fiction and non-fiction texts, understanding the key differences. | Read and write simple captions/labels.  Introduce and understand new vocabulary.  Experience both fiction and non-fiction texts, understanding the key differences. | Read and write sentences/labels.  Introduce and understand new vocabulary.  Experience both fiction and non-fiction texts, understanding the key differences. | Read and write sentences/labels.  Introduce and understand new vocabulary.  Experience both fiction and non-fiction texts, understanding the key differences. |
| **English (Pathways to Write)** | Peace at Last by Jill Murphy | Festivals by Jane Bingham | Naughty Bus by Jan and Jerry Oke | Sunny and the birds by Wendy Meddour | Clem and Crab by Fiona Lumbers | The Sea Saw by Tom Prercival |
| **Key Texts** | The Colour Monster and Colour Monster Goes to School by Anna Llenas  Super Duper You by Sophie Henn  Families, Families, Families! By Anne and Max Long | We’re Going on a Bear Hunt by Micheal Rosen  Jesus Christmas Party by Nicholas Allen  The Longest Wait by  Alison Brewis  Joy to the World!-Christmas around the Globe by Kate DePalma | Look Up by Nathan Bryon  There’s an Alien in your book by Tom Fletcher  I love Chinese New Year by Eva Wong Nava and Li Xin  The Big Red Umbrella by Amy and Juniper Bates | The Little Red Hen  Jack and the Beanstalk  Mama Panya’s Pancakes by Mary and Rich Chamberlin | The Very Hungry Caterpillar by Eric Carle  Tasty Poems by Jill Bennett  The Perfect Picnic by Jill Bennett | Seaside Holidays Then and Now by Claire Hibbert  The Adventures of Scout Stop Dropping Litter by Nick,Jon and Matt |
| **Maths**  **(Mastering Number)** | Pupils will build on previous experiences of  number from their home and nursery  environments, and further develop their subitising and counting skills. They will explore the composition of numbers within 5. They will begin to compare sets of objects and use the language of comparison.  Finish with Powermaths Unit on Shape. | | Pupils will continue to develop their subitising  and counting skills and explore the composition of numbers within and beyond 5. They will begin to identify when two sets are equal or unequal and connect two equal groups to doubles. They will begin to connect quantities to numerals.  Finish with Powermaths Unit on Space. | | Pupils will consolidate their counting skills,  counting to larger numbers and developing a  wider range of counting strategies. They will  secure knowledge of number facts through  varied practice.  Finish with Powermaths Unit on Measure. | |
| **RE** | Creation and Covenant | Prophecy and  Promise | Galilee to Jerusalem | Desert to Garden | Ends of the Earth | Dialogue and Encounter |
| **Personal, Social and Emotional Development** | Belonging/  Relationships | Created to love others- Personal relationships/  Keeping safe | Created to love others- Keeping safe | Created to live in Community- Living in the wider world | Created and loved by God- Me, my body, my health | Created and loved by God- Emotional wellbeing/  Lifecycles |
| **Communication & Language** | Learn Vocabulary  Listen and take turns speaking | Learn new vocabulary  Speak in sentences  Using non fiction books | Learn Vocabulary  Using non fiction books  Explain ideas | Learn new vocabulary  Listen to and retell stories | Learn Vocabulary  Explain  Use non fiction books  Ask questions | Learn new vocabulary  Use non fiction books  Ask questions |
| **Understanding the World** | Looking at similarities, differences, patterns, and change  People and Communities - talking about the past and present events in their lives and the  lives of their family. | Talk about features of their immediate environment and how it might differ from other environments  Make observations about plants and animals - seed planting. | Explain similarities and differences between this life in this country and that in another country (Asia focus)  Recognise physical and human geographical features  Know about similarities and differences between themselves and others  Exploring space, planets, the moon and gravity. | Explain why some things occur - looking at stars and linking to nursery rhyme Twinkle, twinkle little star.  Recognising people in the community who help and  support us. | Talk about change - how does food change from one form to another eg from a potato to a crisp.  Talk about how some  things occur- talking about hot and cold food.  Make observations about plants and animals - where does our food come from? | Make observations about plants and animals; talk about the features of their immediate environment - focus on animals native to our area and their habitats.  Children to make observations about themselves using a mirror. |
| **Expressive Arts and Design** | Singing  Create simple representations of events, people and objects.  Self portraits | Colour Mixing-linked to Autumn leaves  Performing-Nativity songs  Artist-Kandinsky-linked to shape learning | Artist study-Van Gough (Starry Night)  Music-The Planets by Holst  Explore different instruments and the sounds they make | Explore and refine different techniques  Artist-Van Gogh-the sunflower | Explore, use and refine a variety of artistic effects to express their ideas and feelings.  Talk about creations  Artist-Henri Matisse-The  Snail  Sculpture-Andy Goldsworthy-making minibeasts (transient art) | [Celebration music](https://www.kapowprimary.com/subjects/music/eyfs-music/eyfs-units/celebration-music/)  Self portraits |
| **Physical Development**  **PE Passport** | Fine and Gross motor skills  PE Passport: Fundamental Movement Skills | Fine and Gross motor skills  PE Passport: Dance - Nursery Rhyme | Fine and Gross motor skills  PE Passport: Invasion Games | Fine and Gross motor skills  PE Passport: An adventure with the Emergency Services | Fine and Gross motor skills  PE Passport: Athletics | Fine and Gross motor skills  PE Passport: Net and Wall game skills |

* No break time EYFS
* Rolling snack area - doesn’t disrupt flow
* RWI 11am
* Maths 3 I can per week – TA’s to tick off
* 1 x writing per week.
* Re floor book
* Lines of enquiry
* Paediatric first aid training?
* Floor books – ordered.

Tuesday 15th no Bex no Tess

RBA assessments

RWI assessments