

**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 libraryLocal area walkThe Travelling CribAdvent Afternoon - Nativity with linked activities, families invited | Visit to the immersive dome at the Market Hall (Space Theme) | Visit from the libraryLocal area walkEggs/Chick ExperiencePlant Beans | Visit the Forest School at St Joseph'sCaterpillars Experience  | Visit to the libraryVisit the Pizza ExpressLocal 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 LlenasSuper Duper You by Sophie HennFamilies, Families, Families! By Anne and Max Long | We’re Going on a Bear Hunt by Micheal RosenJesus Christmas Party by Nicholas AllenThe Longest Wait byAlison BrewisJoy to the World!-Christmas around the Globe by Kate DePalma | Look Up by Nathan BryonThere’s an Alien in your book by Tom FletcherI love Chinese New Year by Eva Wong Nava and Li XinThe Big Red Umbrella by Amy and Juniper Bates | The Little Red HenJack and the BeanstalkMama Panya’s Pancakes by Mary and Rich Chamberlin | The Very Hungry Caterpillar by Eric CarleTasty Poems by Jill BennettThe Perfect Picnic by Jill Bennett | Seaside Holidays Then and Now by Claire HibbertThe Adventures of Scout Stop Dropping Litter by Nick,Jon and Matt |
| **Maths****(Mastering Number)** | Pupils will build on previous experiences ofnumber from their home and nurseryenvironments, 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 subitisingand 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 awider range of counting strategies. They willsecure knowledge of number facts throughvaried 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 VocabularyListen and take turns speaking | Learn new vocabularySpeak in sentencesUsing non fiction books | Learn VocabularyUsing non fiction booksExplain ideas | Learn new vocabularyListen to and retell stories | Learn VocabularyExplain Use non fiction booksAsk questions | Learn new vocabularyUse non fiction booksAsk questions |
| **Understanding the World** | Looking at similarities, differences, patterns, and changePeople 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 environmentsMake 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 featuresKnow about similarities and differences between themselves and othersExploring 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** | SingingCreate simple representations of events, people and objects.Self portraits | Colour Mixing-linked to Autumn leavesPerforming-Nativity songsArtist-Kandinsky-linked to shape learning | Artist study-Van Gough (Starry Night)Music-The Planets by HolstExplore different instruments and the sounds they make | Explore and refine different techniquesArtist-Van Gogh-the sunflower | Explore, use and refine a variety of artistic effects to express their ideas and feelings.Talk about creationsArtist-Henri Matisse-The SnailSculpture-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 skillsPE Passport: Fundamental Movement Skills | Fine and Gross motor skillsPE Passport: Dance - Nursery Rhyme | Fine and Gross motor skillsPE Passport: Invasion Games | Fine and Gross motor skillsPE Passport: An adventure with the Emergency Services | Fine and Gross motor skillsPE Passport: Athletics | Fine and Gross motor skillsPE 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