

## Foundation Medium Term Plan 2021/2022 Summer 2

Under and Over the Sea-Would you rather be a pirate or a landlubber?

Vocabulary	Gospel Values	Cultural Capital	Progressive and Sequenced	Know more Remember More	Confidence and Readiness for the next stage		
	Week 1 6/6	Week 2 13/6	Week 3 20/6	Week 4 27/6	Week 5 4/7 (Sports day-Tues)	Week 6 11/7	Week 7 18/7
Challenge Question/hook	What does a pirate ship need?  Large boxes to make own pirate ship in role play area and outside	Did pirates visit Plymouth?	Will it float or sink?  Be a pirate for the day-dress up and stay and play session with parents-Thurs	What other transport can I use?  Children arrive in school to discover Naughty Bus has made a mess!	What type of bus is Naughty Bus and what is it like there?  Bike/scooter day-Fri	Where will the map take us?  Trip to see the sea at Mutton Cove then lunch in the Devonport Live cafe-Thurs to be confirmed	What is it like in Year 1?  Moving up morning
Outcome	Pirate ship created by class to use for role play	Non fiction writing	Foil boats	Oral story telling (Naughty Bus)	Story map	Assessed writing-based on Naughty Bus	Writing about themselves
Key vocab	Parts of a pirate ship-crows nest, jolly roger, sails, bow, rigging pirate, landlubber	Pirate, past/present, the Hoe	Float, sink, experiment	Transport- bus, car, train, boat, ship, past, present	London, Plymouth, city, capital, buildings	Treasure, map, on top, underneath, in front, behind, next to, right, left, forwards, backwards	Foundation, Year 1, new teacher's name, classroom, playground, toilets
Gospel Value			Fortitude-keep on trying when we are making our boats.		Prudence- developing positive habits to keep healthy-focus on sports day/bike day. Kindness-to the new children when they come in to visit us over the next 2 weeks.	Humility- seeing life as a gift-talking about trip experience.	
PSED	Module 1 Unit 3- Emotional Wellbeing	Module 1 Unit 3-Emotional Wellbeing (3 of 3)- Let's get real	Module 1 Unit 4- Life cycles Assessment	Module 1 Unit 4- Life cycles (1 of 1)- Growing Up	Module 1 Unit 4- Life cycles (1 of 1)- Growing Up	I know and can talk about what I am proud of and what I have achieved.	I know about what I do well and what I would like to get better at.

	<p>(2of3)-Good feelings Bad feelings</p> <p>I know a language to describe my feelings.</p> <p>I know that everyone experiences different feelings.</p> <p>I know how to manage some of these feelings.</p>	I know some strategies for managing emotions.		I know the natural life stages from birth to death and what these are.	I know the natural life stages from birth to death and what these are.		
<b>CL</b>	<p>I know and can use new vocabulary.</p> <p>I know how to speak in sentences.</p> <p>I can ask questions.</p> <p>I can listen to and talk about a story.</p> <p>I can describe events in some detail.</p>	<p>I know and can use new vocabulary.</p> <p>I know how to speak in sentences.</p> <p>I can ask questions.</p> <p>I know how to engage with non fiction books.</p> <p>I know how to listen to and talk about non fiction to deepen my vocabulary and understanding.</p>	<p>I know and can use new vocabulary.</p> <p>I know how to speak in sentences.</p> <p>I can ask questions.</p> <p>I know how to Listen to and talk about stories.</p> <p>I can describe events in some detail.</p> <p>I know how to retell a story.</p> <p>I know how to engage with non fiction books.</p> <p>I know how to listen to and talk about non fiction to deepen my vocabulary and understanding.</p>	<p>I know and can use new vocabulary.</p> <p>I know how to speak in sentences.</p> <p>I can ask questions.</p> <p>I know how to engage with non fiction books.</p> <p>I know how to listen to and talk about non fiction to deepen my vocabulary and understanding.</p>	<p>I know and can use new vocabulary.</p> <p>I know how to speak in sentences.</p> <p>I can ask questions.</p>	<p>I know and can use new vocabulary.</p> <p>I know how to speak in sentences.</p> <p>I can ask questions.</p>	<p>I know and can use new vocabulary.</p> <p>I know how to speak in sentences.</p> <p>I can ask questions.</p>
<b>PD</b>	<p>I know how to hold a pencil correctly.</p> <p>I know how to form letters which are correctly formed..</p> <p>I know how to use tools and malleable materials with increasing control.</p>	<p>I know how to hold a pencil correctly.</p> <p>I know how to form letters which are correctly formed.</p> <p>I know how to use tools and malleable materials with increasing control.</p>	<p>I know how to hold a pencil correctly.</p> <p>I know how to form letters which are correctly formed.</p> <p>I know how to use tools and malleable materials with increasing control.</p>	<p>I know how to hold a pencil correctly.</p> <p>I know how to form letters which are correctly formed..</p> <p>I know how to use tools and malleable materials with increasing control.</p>	<p>I know how to hold a pencil correctly.</p> <p>I know how to form letters which are correctly formed..</p> <p>I know how to use tools and malleable materials with increasing control.</p> <p>I know and can talk about the different factors that support their overall</p>	<p>I know how to hold a pencil correctly.</p> <p>I know how to form letters which are correctly formed..</p> <p>I know how to use tools and malleable materials with increasing control.</p> <p>I can show accuracy and care hen drawing.</p>	<p>I know how to hold a pencil correctly.</p> <p>I know how to form letters which are correctly formed..</p> <p>I know how to use tools and malleable materials with increasing control.</p>

					health and wellbeing: - exercise.	I Know and can talk about the different factors that support their overall health and wellbeing: - being a safe pedestrian	
<b>Literacy</b>	<u>The Pirate Next Door/non fiction pirate books</u> I can demonstrate understanding of what has been read to me. I can anticipate key events in stories. I know how to read simple phrases and sentences, using phonic knowledge to decode words. I know some common exception words. I can write simple phrases and sentences using my phonic knowledge and some exception words. I am beginning to know about the corresponding capital letters to lower case letters. I can form letters correctly.	<u>Non fiction pirate books</u> I know how to read simple phrases and sentences, using phonic knowledge to decode words. I know some common exception words. I can write simple phrases and sentences using my phonic knowledge and some exception words. I am beginning to know about the corresponding capital letters to lower case letters. I can form letters correctly.	<u>Brilliant Boats</u> I know how to read simple phrases and sentences, using phonic knowledge to decode words. I know some common exception words. I can write simple phrases and sentences using my phonic knowledge and some exception words. I am beginning to know about the corresponding capital letters to lower case letters. I can form letters correctly.	<u>The Naughty Bus</u> I can demonstrate understanding of what has been read to me. I can anticipate key events in stories. I know how to read simple phrases and sentences, using phonic knowledge to decode words. I know some common exception words. I can write simple phrases and sentences using my phonic knowledge and some exception words. I am beginning to know about the corresponding capital letters to lower case letters. I can form letters correctly.	<u>The Naughty Bus/Mrs Armitage on Wheels</u> I can demonstrate understanding of what has been read to me. I can anticipate key events in stories. I know how to read simple phrases and sentences, using phonic knowledge to decode words. I know some common exception words. I can write simple phrases and sentences using my phonic knowledge and some exception words. I am beginning to know about the corresponding capital letters to lower case letters. I can form letters correctly.	<u>The Naughty Bus</u> I can demonstrate understanding of what has been read to me. I can anticipate key events in stories. I know how to read simple phrases and sentences, using phonic knowledge to decode words. I know some common exception words. I can write simple phrases and sentences using my phonic knowledge and some exception words. I am beginning to know about the corresponding capital letters to lower case letters. I can form letters correctly.	<u>Favourite stories from the year</u> I can demonstrate understanding of what has been read to me. I can anticipate key events in stories. I know how to read simple phrases and sentences, using phonic knowledge to decode words. I know some common exception words. I can write simple phrases and sentences using my phonic knowledge and some exception words. I am beginning to know about the corresponding capital letters to lower case letters. I can form letters correctly.
<b>Maths</b>	<u>Unit 16- Numerical Patterns</u> I can explore and represent patterns within numbers to 10, including evens and odds, double facts and how quantities can be distributed evenly. I can continue, copy and create repeating patterns.	<u>Unit 17-Composing and Decomposing Shapes</u> I can select, rotate and manipulate shapes in order to develop spatial reasoning skills. I know that a shape can have other shapes.	<u>Unit 18-Measure (Volume and Capacity)</u> I can compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as another. I can use a range of small tools. (PD)	<u>Unit 19- Sorting (Optional unit)</u> I can compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as another. I can use a range of small tools. (PD)	<u>Unit 20- Time (Optional unit)</u> I can express my ideas and feelings in full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from my teachers. (CL)	<u>Position and Direction</u> I can follow a simple map. (UW)	

					I know about some similarities and differences between things that have happened in the past and now, drawing on my own experiences and from reading books in class. (UW)		
UW		I know about some similarities and differences between things in the past and now.	I know and can talk about some different processes and changes.	I know about some similarities and differences between things in the past and now.	I know about some similarities and differences between the natural world around me and contrasting environments.	I can find out information from a simple map. I know how to create my own simple maps.	
EAD	I know how to use props and materials when I am retelling a story.	I know how to use props and materials when I am retelling a story.	I know how to safely use and explore a variety of tools, materials and techniques.	I know how to retell a story.	I know how to create my own story.	I know how to create my own story.	
RE	<u>Reconciliation-Inter-relating (Friends) Explore</u> I know what a friend is. I know how to make friends and that sometimes friendships go wrong.	<u>Reconciliation-Inter-relating (Friends) Reveal</u> I know that Christians show love for one another because Jesus asked them to.	<u>Reconciliation-Inter-relating (Friends) Reveal</u> I know and can talk about Jesus' rule for friends and to 'love one another.'	<u>Reconciliation-Inter-relating (Friends) Respond</u> I know what a friend is. I know that Christians show love for one another because Jesus asked them to. I know and can talk about Jesus' rule for friends and to 'love one another.'	<u>Universal Church-World Explore</u> I can talk about what I know and understand about our world- what I love and wonder about.	<u>Universal Church-World Reveal</u> I know that God gave us this wonderful world.	<u>Universal Church-World Respond</u> I know and can remember what I love and wonder about the world that God has given me.