Year Group: Foundation Stage Curriculum Planning Lent 1 2022 Teachers: SM/MB/KA/KA/NB/SM/AH/ES

Personal social and emotional development

Find solutions to conflicts and rivalries.
Remember rules without needing an adult to remind them.
Talk about their feelings using words like 'happy', 'sad', 'angry' or 'worried'.
Identify and moderate their own feelings socially and emotionally.
Think about the perspectives of others.
Show resilience and perseverance in the face

Religious Education

Celebrating
How we and the parish celebrate.
Visiting our local church.
Gathering
How and why do we gather as a family?

Understanding the world.

To understand the key features of the life cycle of a plant and an animal.
To explore and talk about different forces they can feel.
To know that there are different countries in the world and talk about the differences they have experienced or seen in photos.
To recognise that people have different beliefs and celebrate special times in different ways.
To explore the natural world around them.
To understand the effect of changing seasons on the natural world around them.

Communication and Language

To enjoy listening to longer stories and can remember much of what happens.
To use a wider range of vocabulary.
To understand 'why' questions.
To use longer sentences of four to six words.
To use new vocabulary throughout the day.
To use new vocabulary in different contexts.
To listen to and talk about stories to build familiarity and understanding.
To engage in non-fiction books.

Literacy

To understand the five key concepts about print.
To develop their phonological awareness.
To write some or all of their name.
To write some letters accurately.
To write simple words.
To read a few common exception words matched to the school's phonic programme.
Spell words by identifying the sounds and then writing the sound with letter/s.
To form lower case and capital letters correctly.

CENTRAL THEMES

Mini-beasts/ habitats

Expressive Arts and Design

To create closed shapes with continuous lines and begin to use these shapes to represent objects.
To explore colour and colour mixing.
To listen with increased attention to sounds.
To return to and build on their previous learning, refining ideas and developing their ability to represent them.
To listen attentively, move to and talk about music, expressing their feelings and responses.
To watch and talk about dance and performance art, expressing their feelings and responses.

MFL

- Body parts
- Numbers
- Greetings
- Colours

Mathematics

To show 'finger numbers' up to 5.
To link numerals and amounts: for example, showing the right number of objects to match the numeral, up to 5.
To make comparisons between objects relating to size, length, weight and capacity.
To compare numbers.
To understand the 'one more than/one less than' relationship between consecutive numbers.
To compare length, weight and capacity.

Physical Development

To skip, hop, stand on one leg and hold a pose for a game.
To start taking part in some group activities which they make up for themselves, or in teams.
To match their developing physical skills to tasks and activities in the setting.
To progress towards a more fluent style of moving, with developing control and grace.
To develop the overall body strength, co-ordination, balance and agility needed to engage successfully with future physical education sessions and other physical disciplines including dance, gymnastics, sport and swimming.
Develop overall body-strength, balance, co-ordination and agility.