Year Group: Foundation Stage Curriculum Planning Lent 2 2022 Teachers: SM/MB/KA/KA/NB/SM/AH/ES

Religious Education

Gathering
How and why do we gather as a family?
Growing
Recognise stories of Good Friday and Easter Sunday. Lent is a time for growing in love.

CENTRAL THEMES

Growing- plants

Personal social and emotional development
To develop appropriate ways of being assertive.
To talk with others to solve conflicts.
To talk about their feelings using words like 'happy', 'sad', 'angry' or 'worried'.
To show resilience and perseverance in the face of challenge.
To identify and moderate their own feelings socially and emotionally.
To think about the perspectives of others.

Communication and Language
To be able to express a point of view and to debate when they disagree with an adult or a friend, using words as well as actions.
To start a conversation with an adult or a friend and continue it for many turns.
To retell the story, once they have developed a deep familiarity with the text, some as exact repetition and some in their own words
To use new vocabulary in different contexts
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.
To spell words by identifying the sounds and then writing the sound with letter/s.
To form lower case and capital letters correctly.
To write short sentences with words with known sound-letter correspondences using a capital letter.

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 select shapes appropriately: flat surfaces for building, a triangular prism for a roof, etc.
To combine shapes to make new ones – an arch, a bigger triangle, etc
To compare numbers.
To compose and decompose shapes so that children recognise a shape can have other shapes within it, just as numbers can.
To automatically recall number bonds for numbers 0–5 and some to 10.

MFL
*Weather and recapping colours, linked to nature.
*Animal names.
*Emotions

Understanding the world.
To use all their senses to explore natural materials.
To talk about what they see using a wide vocabulary. To plant seeds and care for growing plants.
To understand the key features of the life cycle of a plant.
To begin to make sense of their own life story and their families history.
To learn new vocabulary.
To explore the natural world around them & draw information from a simple map.
To describe what they see, hear and feel whilst outside.
To understand the effect of changing seasons on the natural world around them.

Expressive Arts and Design
To create closed shapes with continuous lines and begin to use these shapes to represent objects.
To draw with increasing complexity and detail, such as representing a face with a circle and including details.
To use drawing to represent ideas like movement or loud noises.
To sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs.
To create collaboratively, sharing ideas, resources. and skills
To sing in a group or on their own, increasingly matching the pitch and following the melody.

Physical Development
To choose the right resources to carry out their own plan. For example, choosing a spade to enlarge a small hole they dug with a trowel.
To collaborate with others to manage large items, such as moving a long plank safely, carrying large hollow blocks.
To be increasingly independent as they get dressed and undressed, for example, putting coats on and doing up zips.
To further develop and refine a range of ball skills including: throwing, catching, kicking, passing, batting, and aiming.
To develop confidence, competence, precision and accuracy when engaging in activities that involve a ball.