

Foundation 1 Long-term Curriculum Plan

	Term 1 31 August – 17 December 2025 (14 weeks)		Term 2 12 th January – 16 th March 2026 (10 weeks)	Term 3 24th march – 25th June 2026 (14 weeks)	
<u>Themes</u>	<u>All About Me</u> - Me, My Family and Our Pets - My senses <u>Friendship</u> - Bucket Filler - Sharing a Shell <u>People Who Help Us</u> - Our School. - Medical Helpers, Police and EMS. - Superheroes <u>All Around the World</u> - Home Countries - International Week. (Traditional Clothing and Food - International Nursery Rhyme Week (10th – 14th November) <u>Qatar</u> - Buildings - Traditions and National Day		<u>Animals:</u> - Farm Animals. - Life Cycle (Farm Animal) - Qatar Animals. - Jungle Animals. - Animal Habitats - Life Cycle (Minibeast) <u>Transport:</u> - Land / Road - Water - Air - Space	<u>Ocean and Beach:</u> - Sea Creatures - Environmental Awareness - At the Beach - Pirates <u>Once Upon a Time:</u> - Goldilocks and the 3 Bears - Red Riding Hood - Billy Goats Gruff - Jack and the Beanstalk - Gingerbread Man 3 Little Sheep	
<u>Key Texts</u>	T4W: Introducing T4W actions. EAL Stories: - The Frog Family. - Marching Ants. - Hungry - Zoo - Archie and his Pony. - Archie and his Train. - Hide and Seek. - Cat and Mouse.	T4W: Big Bus. EAL Stories: - We build our House. - Volka and the Ducks. - Volka and the Pink Ball. - Thomas and his IPad - The Bear and His Teddy Bear. - Gerald the Giraffe.	T4W: Dear Zoo. Books: - Tiger Who Came to Tea. - The Lion Inside. - Giraffes Can't Dance. - I can Roar like a Dinosaur. - Mad About Minibeasts - What the Ladybird Heard - The Very Hungry Caterpillar.	T4W: Nemo Gets Lost. Books: - Be Brave Little Penguin. - Commotion in the Ocean. - The Snail and The Whale. - Sea, Sand and Me.	T4W: Sam and the 3 Aliens. Books: - The Little Red Hen. - Goldilocks and the 3 Bears. - Red Riding Hood. - Jack and the Beanstalk - Gingerbread man. - Billy Goats Gruff. - Three Little Sheep.

PSE D	• Talk about feelings e.g. happy and sad. • Identify feelings in others. • Select and use resources. • Develop a sense of community and responsibility. • Show increasing confidence in social situations.	• Solve conflicts. • Develop play with others. • Identify and discuss emotions. • Develop ways of being assertive. • Talk to resolve conflicts. • Show increasing confidence in social situations.	• Develop play with others. • Show increasing confidence in social situations. • Identify my own and others emotions. • Demonstrate developing confidence in new situations.	
CL	• Listening to stories. • Developing listening skills. • Asking and answering questions. • Sing Songs and Talk about familiar stories. • Developing vocabulary.	• Developing vocabulary. • Developing listening skills. • Asking and answering questions. • Developing sentence length.	• Express a point of view. • Use talk to organise ideas and play. • Confident in listening to others and responding. • Developing speaking audibly.	
PD	 Develop movement skills- gross motor, body control and strength. Develop fine motor skills- scissor skills, cutlery, preference for a dominant hand. Independent dressing and self-care- making healthy choices.			
Literacy	Understand the 5 key concepts about print. Phonics Phase 1 • Week 4 – Aspect 1 - Environmental Sounds. • Week 5 – Aspect 2 -Instrumental Sounds. • Week 6– Aspect 3 - Body Percussion. • Week 7- Aspect 4 - Rhythm and Rhyme. • Week 8 – Aspect 5 Alliteration.	Develop phonological awareness. • Week 9 – Aspects 6 - Voice Sounds • Week 10 and 11 - Aspect 7 - Oral Blending. • Week 12 and 13 – Assessment. • Week 14 – Revision Phase 1.	Engage in extended conversations about stories and develop vocabulary. Use some print knowledge in their early writing. Phase Phonics 2 • Week 1 – s and a • Week 2 – t and p • Week 3- i and n • Week 4 – Revision • Week 5 - m and d • Week 5 – g and o • Week 6 – c and k • Week 7 - Revision • Week 8 – ck and e • Week 9 – u and r • Week 10 – Assessment • Week 11 and 12 – Revision (Set 1, 2 and 3).	Write some or all of their name Write some letters accurately. Phase 2 Phonics • Week 1 – Revision (Set 1, 2, 3) • Week 2 – b and f • Week 3 – l • Week 4 – ss, ff and ll • Week 5 and Week 6– Revision Phase 2 (Set 4 and 5). • Week 7, Week 8 and Week 9 - Revision Phase 2 (Oral Blending, Blending and Segmenting). • Week 10 and Week 11 – Assessment.

<u>Maths</u>	- Recite numbers past 5. 2D Shapes and Colours. - Count to 5. - Link numerals and amounts to 5. - Subitise up to 3. - Sequencing (Meal times, Daily Routines, vocabulary of first, next, then.) - Experiment with their own symbols and marks. - Solve real world problems - Consolidation (to 5). - Measure (Size and vocabulary thereof.) - Measure (Weight and vocabulary thereof.) - Patterns (Seeing patterns in the environment.)	- One to One counting of objects. - Recite numbers to 10. - Count to 10 - Link numerals and amounts to 10 - Subitise up to 3 3D shapes - Capacity - Patterns (Create and extend ABAB patterns)	- Subitise up to 3. - Count to 10. - Solve real world problems. - Sequence (Meal times, Daily Routines, vocabulary of first, next, then.) - Comparisons between objects (Greater, less, more, fewer and the same.) - Capacity - Describe familiar routes (Meal times, Daily Routines, vocabulary of first, next, then.) - Patterns (Continue and create. Find the error.) 2D and 3D shapes
<u>Understanding the World</u>	- Begin to make sense of their own life story. - Show interest in different occupations. - Develop positive attitudes to people and their differences. - Use all their senses in hands on exploration.	- Explore collections of materials. - Talk about things using a wide vocabulary. - Know there are different places and countries in the world. - Use all their senses in hands on exploration. - Explore and talk about different forces.	- Key Features of animal life cycles. - Understand the need to care for and respect the environment. - Plant seeds and care for plants. - Key features of plant life cycles.
<u>Expressive Arts and Design</u>	- Self Portraits- showing emotions. - Colour awareness and mixing. - Listen to sounds. - Remember and sing entire songs. - Pitch match songs.	- Develop small world imaginative play. - Develop pretend play. - Develop small world imaginative play. - Develop pretend play.	- Play instruments. - Create their own songs and rhythms. - Develop pencil and tool control to create complex and detailed pictures.