



Our curriculum at Meadowbank Primary School is designed collaboratively between children and the teaching team. Children are taught skills to access, process and express their knowledge within a learning environment where independence and thinking skills are developed.

Teaching Phase: Foundation Stage

Year Group: FS1

Teachers: Miss Walsh

Date: January 2024

Big Question: What makes you a superhero?

Connected Concepts: Cause and Effect

### Prime Area:- In Communication and Language we are learning to...

- \*Read frequently to children, and engage them actively in stories, non-fiction, rhymes and poems, and then provide them with extensive opportunities to use and embed new words in a range of contexts.
- \*Through conversation, story-telling and role play, children will share their ideas with adult support, modelling and sensitive questioning, that invites them to elaborate and use a rich range of vocabulary and language structures.
- \*SMILE time. Sharing wider experiences and achievements using items posted on Class Dojo as an aid. Children to use 'why' and 'when' questions when listening to each other.
- \*Use a variety of questions to find out about what makes a super hero.
- \*Use a wide range of vocabulary, including our WOW words of the week.
- \*Continue to develop Makaton as a tool to support our communication.
- \*Evaluate how our connected concepts link together to develop an answer to our 'big question'.

### Prime Area:- In Personal, Social and Emotional Development we are learning to...

- \*Strong, warm and supportive relationships with adults enable children to learn how to understand their own feelings and those of others. Children will be supported to manage emotions, develop a positive sense of self, set themselves simple goals, have confidence in their own abilities, to persist and wait for what they want and direct attention as necessary.
- \*Through adult modelling and guidance, children will learn how to look after their bodies, including healthy eating, and manage personal needs independently. Through supported interaction with other children they will learn how to make good friendships, co-operate and resolve conflicts.
- \*PSHEE Jigsaw - Dreams and Goals: Challenge; Never Giving Up; Setting a Goal; Obstacles and Support; Flight to the Future.
- \*Think Equal Programme. Demonstrate a positive sense of identity; Develop self-confidence and self-esteem; Recognise and value similarities and differences between themselves and others; Begin to connect emotions and emotion-words to feelings.

### Prime Area:- In Physical Development we are learning to...

- \*By creating games and providing opportunities for play both indoors and outdoors, adults will support children to develop their core strength, stability, balance, spatial awareness, co-ordination and agility.
- \*'Squiggle whilst you Wiggle' to develop fine and gross motor skills - 'The Hump', 'Split the Hump', 'Move the Hump', 'The Under Hump', 'Split the Under Hump', 'Move the Under Hump'.
- \*In our physical development sessions we are following GetSet4PE's:
  - Games: Unit 1 - Develop running and stopping; throwing and keeping score; playing group games; following instructions safely in tagging games; working co-operatively and urn taking.
  - Gymnastics: Unit 1 - Copy and create shapes with our bodies; create shapes whilst on apparatus; develop balancing and taking weight on different body parts; developing jumping and landing safely; developing rocking and rolling, and copying and creating short sequences by linking actions together.



## Specific Area:- In Literacy we are learning to...

- \*Book studies: - Hey There What's Your Superpower? My Mum is a Superhero, A Superhero Like You, Emergency!, Animal Superheroes and Supertato.
- \*Success for All Phonics: Rhythm and Rhyme, and Alliteration.
- \*During Tales Toolkit, children will begin to tell stories independently, using the symbols to represent a story structure, using adjectives to add further detail.
- \*Experience an increasing range of fiction and non-fiction books, noticing and exploring the differences.
- \*Model and share reading and writing secret messages using symbols.
- \*Visit the library for group and independent reading opportunities. Choose a book to take home!

## Specific Area:- In Mathematics we are learning to...

- \*Compare two small groups of up to three objects, saying when there are the same number of objects in each group.
- \*Notice numerals in the environment.
- \*Link numerals and amounts: for example, showing the right number of objects to match the numeral.
- \*Say one number for each item in order: 1,2,3, 4, 5.
- \*Develop fast recognition of up to 3 objects, without having to count them individually ('subitising').
- \*Combine shapes to make new ones.
- \*Copy and extend ABAB patterns.
- \*Begin to anticipate times of the day such as mealtimes or home time.
- \*Explore differences in size, length and weight.

## Specific Area:- In Understanding the World we are learning to...

- \*Be researchers by finding out the answers to the children's questions through using non-fiction books, devices and the internet.
- \*Explore special stories.
- \*Explore the similarities and differences between themselves and others; and among families, communities, cultures and traditions, through: - our learning within school and by sharing experiences outside of school.
- \*Begin to make sense of their own life story and family's history.
- \*Explore different occupations.
- \*Explore and talk about the different forces they can feel.
- \*Explore differences between materials and changes noticed.
- \*Plant seeds and care for plants.

## Specific Area:- In Expressive Arts and Design we are learning to...

- \*Explore and create art in response to David Hockney's artwork: Self Portrait 1954, Hollywood Bowl 1965, Apples, Pears and Grapes 1986, Sun 1973, Raun 1973, Lightening 1973.
- \*Create closed shapes with continuous lines and begin to use these shapes to represent objects.
- \*Explore different materials freely, to develop their ideas about how to use them and what to make.
- \*Charanga - Everyone.
- \*Tap out simple repeated patterns using body percussion.
- \*Explore and learn how sounds and movements can be changed.
- \*Sing to self and make up simple songs.
- \*Listen to music by composers from the 'Romantic' era.

## Home School Learning...

Share your adventures on your child's portfolio on class dojo so that we can celebrate together your child's achievements and interests outside of school. This is also an opportunity for children to develop their speaking and listening skills as they talk to their peers.

## Special events for children...

- \*Friends of Meadowbank Cinema Night 18.01.24 from 3.30-5.00
- \*Big Garden Birdwatch 26.01.24
- \*Visit from the Fire Service W/B 29.01.24
- \*NSPCC Charity Event 02.02.24
- \*Children's Mental Health Week W/B 05.02.24
- \*National Online Safety Day 06.02.24

## Events for parents in school...

- \*Early Years Mathematics Work shop. Come along and find out how we teach maths fluency and mastery, followed by a visit to the classroom. 10.01.24
- 9.00-10.15 Beginning of the week/Fulltime children
- 2.00-3.15 End of the week/Fulltime children.
- \*Nursery Rhyme Time.

## Additional Information...

\*Children will go to the library each Tuesday and Friday and will choose a book to bring home. For the children who attend FS1 at the beginning of the week/all week, library books should be returned the following Tuesday. For children who attend at the end of the week, books should be returned by the following Friday.