



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

Teacher: Miss Walsh

Date: June 2024

Big Question: What lies beneath the sea?

Coonected Concepts: Cause and Effect, Power, Significance, Influence

### 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. Encourage children to ask who, where what, when, how and why questions.
- \*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 key concepts link together to develop an answer to our 'big question'.
- \*Explore our 'Question of the Week', using retrieval methods to recall key knowledge and vocabulary

### 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 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 - Changing Me: My Body, Respecting My Body, Growing Up, Fun and Fears.
- \*Think Equal Programme. Think about being inclusive and kind to others who might be different to them; Understand that kind actions make a positive difference; -Learn to apologise sincerely and offer help to another; Say how it feels on the inside to forgive someone.

### 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 - A Gentle Wave (up/down), A Horizontal Wave (left/right/crossing over), The Laid Down 8, The Stand Up Straight 8 (left/right), The Straight Line Celebration (left/right), The Straight Line Robot (left/right).
- \*In our physical development sessions we are following GetSet4PE's: -Ball Skills - Unit 1: Develop rolling a ball to a target; stopping a rolling ball; throw with accuracy to a target; bouncing and catching a ball; dribbling a ball with your feet. -Dance - Unit 1: Explore different parts of our bodies and how they move; remember and repeat actions; communicate ideas through movement exploring directions and levels; create movements & adapt and perform simple dance patterns; copy and repeat actions showing confidence and imagination.



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

- \*Book studies:- On the Seashore, Sharing a Shell, Someone Swallowed Stanley, The Big Book of Blue, Tiddler, Super Submarines, Incredible You.
- \*Success for All Phonics: Oral Segmenting and Blending.
- \*Introduce GPC's - s,a,t,p, i,n,m,d g,o,c,k ck,e,u,r.
- \*Children to tell stories independently, using the Tales Toolkit symbols to represent a story structure. Children to use illustrations and mark making to communicate meaning and to perform the story!
- \*Experience an increasing range of fiction and non-fiction books, noticing and exploring the differences.
- \*Explore our 'Book Talk' questions.

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

- \*Show interest in numbers and counting through play based activities and imaginative play.
- \*Develop fast recognition of up to 3-5 objects, without having to count them individually ('subitising')
- \*Begin to recognise numerals 0 to 10.
- \*Begin to recognise that each counting number is one more than the one before.
- \*Through play and exploration, beginning to learn that numbers are made up (composed) of smaller numbers.
- \*Experiment with their own symbols and marks as well as numerals.
- \*Explore differences in size, length, weight and capacity and make comparisons between objects.

## 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.
- \*Remember and talk about significant places we have been to visit.
- \*Begin to understand the need to respect and care for the natural environment and all living things.
- \*Know that there are many countries in the world and talk about some of the similarities and differences.

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

- \*Explore and create our own responses to Georgio Morandi's artwork - 'Still Life 1960', 'Still Life 1956', 'Flowers 1942', 'Natura Morta 1946', 'Botles 1956', 'Natura Morta 1957' and 'Still Life 1919'.
- \*Music - Charanga - Big Bear Funk.
- \* Listen and respond to music from the 'Pop Synth' genre.
- \*Develop their own ideas and then decide which materials to use to express them.
- \*Explore different materials freely, to develop their ideas about how to use them and what to make.
- \*Use movement and sounds to express experiences, ideas and feelings.
- \*Sing to self and make up simple songs.

## 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...

- \*Careers Week 24.06.24
- \*Friends of Meadowbank Summer Fair 28.06.24
- \*Visit Sea Life Manchester 03.07.24

## Events for parents in school...

- \*Parents Coffee Morning-Mental Health support 08.07.24 9.00 am
- \*Sports Day 10.07.2024 9.15 am
- \*Transition Welcome Meeting with Foundation Stage registration teachers and visit FS2 learning environment 19.06.24 5.30 pm

## 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.