



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: FS2

Teachers: Mrs Gudger, Miss Gill, Miss Carrington

Date: June 2024

Big Question: What came before us?

Connected 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.
- *Through a range of experiences, provide children with opportunities to listen attentively and respond to what they hear with relevant questions, comments and actions.
- *Children to participate in small group discussions, linked to the 'big question', offering their own ideas, using recently introduced vocabulary.
- *During SMILE time, children to be supported to express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions.

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 conflict.
- *PSHEE Jigsaw - Changing Me! My body-naming parts of the body; Respecting my body-naming some things they can do and foods they can eat to be healthy; Growing up-knowing and understanding that we all grow up from babies to adults; Fun and Fears-discussing and expressing how they feel about moving into Year 1.

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.
- *'Success for All' letter writing cues to support letter formation and develop fine motor skills.
- *During adult led daily sessions, develop the key fundamental skills of:-
 - Refin4 ball skills including: throwing, catching, rolling, kicking, passing and dribbling.
 - *Dance. Create shapes with body, considering level, shape and direction to represent a character. Combine different movements with ease and fluency; negotiating space and obstacles safely, with consideration for themselves and others.
 - *Hold a pencil effectively in preparation for fluent writing - using the tripod grip in almost all cases.
 - *Use a range of small tools, including scissors, paint brushes and cutlery.
 - *Hold and use scissors to snip, cut a straight line, wavy lines, zig zags and around simple shapes.



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

- *Book studies:- Stardust, The First Drawing, The Wonder, Lost in the Toy Museum, Me and my Family Tree and Incredible You.
- *FFT Success for All Phonics. Say it fast/Break it down/Stretch & Read.
- *Grapheme phoneme correspondences:- air, ure. and er.
- *Write short sentences with words with known sound-letter correspondences air, ure and er using a capital letter and full stop.
- *Create own stories with images and words, in print and digital formats.
- *Write simple phrases and sentences that can be read by others for a range of purposes.
- *Read aloud simple sentences and books that are consistent with phonic knowledge, including some common exception words.

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

- *Show interest in numbers and counting through play based activities and imaginative play.
- *Verbally count beyond 20, recognising the pattern of the counting system.
- *Automatically recall number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts.
- *Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.
- *Select, rotate and manipulate shapes to develop spatial reasoning skills and present in different orientations.
- *Discuss routes and locations using a range of positional and directional language.

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.
- *Know about similarities and differences between themselves and others; and among families, communities, cultures and traditions, through: - Knowing and understanding 'which places are special and why?' Where is a special place for Christians/Muslims to go? What makes a Church/Mosque special?
- *Understand the past through settings, characters, and events encountered in books read in class and storytelling- The first drawing, the beginning of the world, inventions and how toys have changed across the decades.

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

- *Create representations of events, people and objects.
- *Artist study Karen Lederer.
- *Explore printing using a range of equipment and techniques including rollers, shapes, tracing and mono printing.
- *Plan, design, create and evaluate a moving vehicle, using wheels and axis.
- *Sing a wide range of call and response songs to control vocal pitch.
- *Listen to and appraise music in the style of synth-pop.
- *Explore and engage in music making and dance, performing solo or in groups.
- *Improvising, composing and recording music using symbols to represent notation.

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 and learn to ask questions to find out more.

Special events for children...

- *Careers Week 24.06.24
- *Friends of Meadowbank Summer Fair 28.06.24
- *Visit to Saint Cuthbert' 02.07.24
- *Transition - Planning learning opportunities and experiences for Year 1 15.07.24

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
- *Meet and Greet meetings with Year 1 registration teachers 16.07.24

Additional Information...

*Reading books need to be in school every day and will be changed if signed on a Monday and Thursday.
*Children will go to the library each Wednesday and will choose a book, learn how to scan it out and will take it home to share with you. Library books should be returned the following Wednesday.