



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: April 2024

Big Question: What is under our feet?

Connected Concepts: Cause and Effect, Significance, Power

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 use a wide range of vocabulary to ask questions and answer in detail.
- *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'.
- *Use daily retrieval methods to recall key knowledge and vocabulary learnt over the half term.

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 - My Family and Me; Make Friends, make Friends, Never Ever Break Friends; Falling Out and Bullying; Being the Best Friends we can be.
- *Think Equal Programme: Listen to others' words; Demonstrate compassion; Celebrate Diversity; Understand similarities and differences; Calm ourselves; Demonstrate self-confidence and esteem.

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: - 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:- The Very Hungry Caterpillar, Oliver's Vegetables, The Crunching Munching Caterpillar, One Little Seed, Cora Caterpillar, Oliver's Fruit Salad.
- *Success for All Phonics: Oral Segmenting and Blending.
- *Children to tell stories independently, using the Tales Toolkit symbols to represent a story structure and create our own illustrations.
- *Experience an increasing range of fiction and non-fiction books, noticing and exploring the differences.
- *Choose a library book to take home and share with our families.
- *Use our letter knowledge to create caterpillar diaries, which document changes over time.

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

- *Show interest in numbers and counting through play based activities and imaginative play.
- *Link numerals and amounts up to 5.
- *Begin to recognise that each counting number is one more than the one before.
- *Through play and exploration, begin to learn that numbers are made up (composed) of smaller numbers (up to 5).
- *Develop fast recognition of up to 5 objects, without having to count them individually ('subitising')
- *Show 'finger numbers' up to 5.
- *Talk about and explore 2D and 3D shapes.
- *Understand position through words alone.
- * Copy and extend ABAB patterns.

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.
- *Understand the key features of the life cycle of a caterpillar and plant.
- *Plant seeds and care for growing plants.
- *Know how to operate simple equipment and show an interest in technological toys, as well as real life technology and touch-screen devices.

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

- *Explore and create our own responses to Paul Cezanne's 'Forest 1890', 'Mont Saint Victorie 1895', 'Mont Saint Chateau Noir 1904', 'The Brook 1998', 'Pine and Aqueduct 1900', and 'In the Woods 1900'.
- *Develop own ideas and decide which materials to use to express them.
- *Charanga - Big Bear Funk.
- *Explore and learn how sounds and movements can be changed.
- *Use movement and sounds to express experiences, ideas and feelings.
- *Accompany familiar rhymes and songs with simple percussion instruments.
- *Join different materials and explore different textures when making models and creating art.

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...

- *Class Photographs 17.04.2024
- *Earth Day 22.04.2024
- *Creepy Crawly Show 01.05.2024

Events for parents in school...

- *Sports Day 22.05.2024
- Beginning of the week/full time children.

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.