



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: October 2023

Big Question: Where does colour come from?

Key Concepts: Colour, Emotions, Light and Dark, Celebration

Connected Concepts: Significance, Appreciation, Cause & Effect and 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.
- \*Tales Toolkit. Children to lead their story telling by selecting their own objects to represent the character, setting, problem and solution.
- \*SMILE time. Sharing wider experiences and achievements using items posted on Class Dojo as an aid. Children to connect one idea or action to another using a range of connectives, for example and, and because.
- \*Describe and recall past events in some detail.
- \*Ask questions to find out more.

### 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 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.
- \*PSHE Jigsaw SOW- Celebrating Difference
  - What am I good at? I'm special, I'm me; Houses and Homes; Making friends; Standing up for myself.
- \*Think Equal Programme. Performing acts of kindness; Naming emotions; Naming Senses; Recognising that we can all express our feelings; Experiencing empathy and the perspective of another.

### 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 Phonics formation, Pen Disco' and 'Squiggle whilst you Wiggle' to develop fine and gross motor skills.
- \*During adult led daily sessions, develop the key fundamental skills of:-
  - Balancing using wide arms.
  - Running and stopping by bending knees.
  - Changing direction.
  - Jumping.
  - Hopping.
  - Travelling on equipment in different ways.
- \*Traditional and modern circle games.
- \*Collaborating with others to move large equipment safely.
- \*Develop fine motor skills so that children can use a range of tools competently, safely and confidently.



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

- \*Book studies:- The Black Book of Colours; Wow! Said the Owl; The Colour of Happy; The Light in the Night; Luna Loves Art, Jesus' Xmas Party; Little Robin Red Vest.
- FFT Success for All Phonics.
- \*Phase 1 oral blending and segmenting
- \*Phase 2 grapheme phoneme correspondences. Consolidation of prior learning plus h,b,f,ff l,ll,ss j,v,w x,y,z zz,qu,ch
- \*Letter formation of phase 2 graphemes using writing phrases.
- \*Messaging Centre. Writing secret messages using grapheme phoneme correspondences.
- \*Link sounds to letters during independent reading and writing activities and adult led opportunities when experiencing writing lists, labels and captions.

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

- \*Show interest in numbers and counting through play based activities and imaginative play.
- \*Counting on and back from a given number to and from 10.
- \*Subitise objects to 5.
- \*Begin to conceptually subitise smaller numbers in 5.
- \*Understand the 'one more than/one less than 'principal to 5 +/- 1 within 5.
- \*Link the number symbol with the cardinal number value.
- \*Shape, Space and Measure:-
  - Compare length, weight and height using non-standard measurements.
  - Recall a sequence of events in everyday life and stories.
  - Name 2d and 3d shapes and use mathematical language to describe regular and irregular shapes.

## 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: -What times are special and why? What special times have you had? What happens at Diwali/Bonfire Night/Christmas?
- \*Compare and contrast characters from stories, including figures from the past:- Louis Braille, Guy Fawkes and Father Christmas.
- \*Describe what we can see, hear and feel whilst outside.
- \*Understand the effect of changing seasons on the natural world around us.

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

- \*Create representations of events, people and objects.
- \*Artist Study - Olka Prinku
- \*Experience textured and tactile art through natural resources and materials found outside.
- \*Explore how colour can be used to represent and evoke feelings
- \*Explore mixing primary colours to create secondary colours.
- \*Using black and white to create shades of colour.
- \*Develop storylines in pretend play.
- \*Listen to and echo repeated rhythmic patterns using non-tuned percussion instruments.
- \*Sing in a group or on their own, increasingly matching the pitch and following the melody.
- \*Listen to and appraise music from the Classical 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...

- \*World Nursery Rhyme Week 13.11.23
- \*World Kindness Day 14.11.23
- \*Children in Need 17.11.23
- \*Save the Children Christmas jumper day 08.12.23
- \*Christmas Dinner 13.12.23
- \*Team Member for the Day 18.12.23
- \*Santa Dash! 20.12.23

## Events for parents in school...

- Parent Consultation Meetings 01.11.23 and 02.11.23 3.30 - 5.50pm
- Parent Forum 08.11.23 9.00-10.00am
- Foundation Stage Christmas Performance 13.12.23 9.30am or 14.12.23 December 2.30pm

## Additional Information...

- \*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.
- \*Reading books will be changed on a Monday and Thursday.