



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 and Miss Carrington

Date: February 2026

Big Question: What is above our heads?

Connected Concepts: Cause and Effect and Significance

### 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 a variety of who, what, where and why questions when listening to one another.
- \*Use a wide range of vocabulary, including our WOW words of the week.
- \*Use Makaton as a tool to support communication.
- \*Evaluate how our connected 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.
- \*Listen to songs and learn a rhyme in French.  
Brille brille petite étoile (Twinkle twinkle little star)

### 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 - Healthy Me - Everybody's Body, We Like to Move It Move It, Food Glorious Food, Sweet Dreams, Keeping Clean.
- \*Think equal programme: Learn to apologise sincerely; Understand similarities and differences among homes around the world; Identify strategies to help regulate emotions; Demonstrate a responsibility for Earth.

### 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 Hook Up (Left), The Hook Up (Right). The Downward Hook (Left), The Downward Hook (Right), The pre-cursive spiral down/up.
- \*In our physical development sessions we are following GetSet4PE:
  - 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 and adapt and perform simple dance patterns, copy and repeat actions showing confidence and imagination.



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

- \*Book studies:- The Little Raindrop, Blown Away, A Rainbow of my Own, The Stormy Day, The Sun Shines Everywhere.
- \*Success for All Phonics: Alliteration/Voice Sounds.
- \*Children begin to tell stories independently, using the Tales Toolkit symbols to represent a story structure, based on our favourite fictional characters.
- \*Experience an increasing range of fiction and non-fiction books, noticing and exploring the differences.
- \*Begin to recognise and write our names.
- \*Visit the library and choose a book to take home to share with our families.

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

- \*Show interest in numbers and counting through play based activities and imaginative play.
- \*Know that the last number reached when counting a small set of objects tells you how many there are in total ('cardinal principle').
- \*Begin to recognise that each counting number is one more than the one before.
- \*Through play and exploration, begin to know that numbers are made up (composed) of smaller numbers.
- \*Develop fast recognition of up to 4 objects, without having to count them individually ('subitising')
- \*Show 'finger numbers' up to 5.
- \*Toolkit - Cover Up.

## 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.
- \*Record the weather at the beginning of each day, observing how it changes over time.
- \*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.
- \*Comment and ask questions about our familiar world, such as the place where we live or the natural world.
- \*Talk about what we see using a wide vocabulary.

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

- \*Explore and create artwork with paints.
- \*Use paints to create different effects.
- \*Draw with increasing complexity and detail.
- \*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 'Jazz' era.
- \*Learn to sing and perform the following nursery rhymes: The wheels on the bus; The grand old duke of York; Row, row, row your boat; Polly put the kettle on; Little Miss Muffet.

## 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 Book Day 05.03.26
- \*National British Science Week 09.03.26
- \*Visit from Children's Eco Committee Week beginning 16.03.26
- \*Comic Relief Red Nose Day 20.03.26

## Events for parents in school...

- \*Book Fair 16.03-18.03.26 3.30-4.00
- \*Parent Consultation Meetings 17.03.26 and 18.03.26 from 3.40-5.50
- \*Find out how we teach 'Understanding the World' 25.03.26 9.00-10.00 Beginning of the week/Full time
- 25.03.26 2.00-3.00 End of the week/Full 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.