



# Meadowbank Primary School

## Long Term Planning 2023 - 2024



FS2	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Big Question	What makes our family?	Where does colour come from?	What is in a story?	How do my actions have an impact on the world?	Why is our world a place of wonder?	What came before us?
Lit Genres	Fiction Non-Fiction Rhyme	Fiction Non-Fiction Rhyme	Fiction Non-Fiction Rhyme	Fiction Non-Fiction Rhyme	Fiction Non-Fiction Rhyme	Fiction Non-Fiction Rhyme
Book Studies	<ul style="list-style-type: none"> <li>-Together we can</li> <li>-More People to Love me</li> <li>-In every House in every Street</li> <li>-In My Heart</li> <li>-The Great Pet Sale</li> <li>-Real Superheroes</li> </ul>	<ul style="list-style-type: none"> <li>-The Black Book of Colours</li> <li>-Wow said the Owl</li> <li>-The Colour of Happy</li> <li>-Luna Loves Art</li> <li>-The Light in the Night</li> <li>- Little Robin Red Vest</li> <li>-The Nativity</li> <li>-Jesus' Christmas Party</li> </ul>	<ul style="list-style-type: none"> <li>-The Three Little Pigs</li> <li>-The True Story of the Three Little Pigs</li> <li>-Goldy Luck and the Three Panda's</li> <li>-Little Red Riding Hood (Traditional)</li> <li>-Little Red Reading Hood (Modern)</li> </ul>	<ul style="list-style-type: none"> <li>-The Little Gardener</li> <li>-Bees</li> <li>- Life cycle of bees</li> <li>-The water cycle</li> <li>-The Terrible Greedy Fossifoo</li> <li>-There's an Rangtan in my bedroom</li> </ul>	<ul style="list-style-type: none"> <li>-Here we are</li> <li>- What do we see in the countryside</li> <li>- Above and Below</li> <li>- Mountains of the World</li> <li>-We all went on Safari</li> <li>-Deep in the Ocean</li> </ul>	<ul style="list-style-type: none"> <li>-Stardust</li> <li>-The First Drawing</li> <li>-The Wonder</li> <li>-Lost in the Toy Museum</li> <li>-The Roots of my Family Tree</li> <li>-Incredible You</li> </ul>
CL - Listening, Attention & Understanding CL - Speaking	<p>The development of children's spoken language underpins all seven areas of learning and development. Children's <b>back-and-forth interactions</b> from an early age form the foundations for language and cognitive development. The number and quality of the conversations they have with adults and peers throughout the day in a <b>language-rich environment</b> is crucial. By commenting on what children are interested in or doing, and echoing back what they say with <b>new vocabulary added</b>, the Foundation Stage Team will build children's language effectively. <b>Reading frequently to children</b>, and <b>engaging them actively in stories</b>, non-fiction, rhymes and poems, and then providing them with extensive opportunities to use and <b>embed new words in a range of contexts</b>, will give children the opportunity to thrive. Through <b>conversation, story-telling and role play</b>, where children <b>share their ideas</b> with support and <b>modelling</b> from the adults, and sensitive questioning that invites them to elaborate, children become comfortable using a <b>rich range of vocabulary and language structures</b>.</p>					



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<p>PSED Self-Regulation Managing Self Building Relationships</p>	<p>Jigsaw - Being Me in My World Who...Me? How am I feeling today? Being at School Gentle Hands Our Rights Our Responsibilities Think Equal</p>	<p>Jigsaw - Celebrating Difference What am I good at? I'm Special, I'm Me! Families Houses and Homes Making Friends Standing up for Yourself Think Equal</p>	<p>Jigsaw - Dreams and Goals Challenge Never Giving Up Setting Goal Obstacles and Support Flight to the Future Footprint Awards Think Equal</p>	<p>Jigsaw - Healthy Me Everybody's Body We like to Move it, Move it! Food, Glorious Food Sweet Dreams Keeping Clean Stranger Danger Think Equal</p>	<p>Jigsaw - Relationships My Family and Me! Make Friends, Make Friends... Falling out and Bullying Being the Best Friends we can be Think Equal</p>	<p>Jigsaw - Changing Me My Body Respecting My Body Growing Up Fun and Fears Celebration Think Equal</p>
<p>PD - Gross Motor Skills PD - Fine Motor Skills</p>	<p>Get Set 4 P.E. Introduction to PE - Unit 2 Squiggle whilst you Wiggle</p>	<p>Get Set 4 P.E. Fundamentals - Unit 2 Success for All Phonics writing formation</p>	<p>Get Set 4 P.E. Games - Unit 2 Gymnastics - Unit 2 Success for All Phonics writing formation Balanceability</p>	<p>Get Set 4 P.E. Ball Skills - Unit 2 Gymnastics - Unit 2 Success for All Phonics writing formation Balanceability</p>	<p>Get Set 4 P.E. Games - Unit 2 Dance- Unit 2 Success for All Phonics writing formation Balanceability</p>	<p>Get Set 4 P.E. Ball Skills - Unit 2 Dance - Unit 2 Success for All Phonics writing formation Balanceability</p>
<p>L - Comprehension L - Word Reading L - Writing</p>	<p>Success for All Phonics Message Centre-Symbols and codes to write messages Tales Toolkit Book Talk</p>	<p>Success for All Phonics Message Centre-Symbols and codes to write messages Tales Toolkit Book Talk</p>	<p>Success for All Phonics Tales Toolkit Book Talk</p>	<p>Success for All Phonics Tales Toolkit Book Talk</p>	<p>Success for All Phonics Tales Toolkit Book Talk</p>	<p>Success for All Phonics Tales Toolkit Book Talk</p>



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<p>M - Number M - Numerical Patterns</p>	<p>Develop fast recognition of up to 3 objects, without having to count them individually ('subitising').</p> <p>Compare two small groups of up to five objects saying when there are the same number of objects.</p> <p>Recite numbers in order past 5</p> <p>Begin to recognise numerals to 10</p> <p>Know the last number reached when counting a small set of objects tells you how many there are in total (Cardinal principle)</p> <p>Begin to recognise that each counting number is one more than the one before.</p>	<p>Engage in subitising numbers to four and maybe five in a range of ways. For example including more than two parts and zero as a part.</p> <p>Estimate numbers of things, showing understanding of relative size</p> <p>Recite numbers from 0-10</p> <p>Link numerals and amounts: for example, showing the right number of objects to match the numeral, up to 5</p> <p>Understand the 'one more than/one less relationship between consecutive numbers (1-5).</p> <p><u>Toolkit - Odd One Out</u></p>	<p>Explore the composition and decomposition of numbers from 2 to 5, using the number bonds progression chart.</p> <p>Begin to conceptually subitise larger numbers by subitising smaller groups within the number.</p> <p>Recite numbers from 0-10 and beyond, and back from 10-0</p> <p>Count out up to 10 objects from a larger group</p> <p>Understand the 'one more than/one less relationship between consecutive numbers (1-10).</p> <p>Link the number symbol with its cardinal number value</p> <p><u>Toolkit - Correct or Not Correct</u></p>	<p>Show awareness that numbers are made up (composed) of smaller numbers, exploring partitioning in different ways with a range of objects and models. For example, using a tens frame, part, part, whole (6,7,8)</p> <p>Explore the composition and decomposition of numbers from 2 to 5 and then up to 10, using Meadowbank's number bonds progression chart. (6,7,8)</p> <p>Understand the 'one more than/one less relationship between consecutive numbers (1-20).</p> <p>Verbally count beyond 20, recognising the pattern of the counting system</p> <p><u>Toolkit - Part, Part, Whole</u></p>	<p>- Subitise (recognise quantities without counting) up to 5</p> <p>Show awareness that numbers are made up (composed) of smaller numbers, exploring partitioning in different ways with a range of objects and models. For example, using a tens frame, part, part, whole. (9, 10)</p> <p>Explore the composition and decomposition of numbers from 2 to 5 and then up to 10, using Meadowbank's number bonds progression chart. (9 and 10)</p> <p>Verbally count beyond 20, recognising the pattern of the counting system (odds/evens)</p> <p><u>Toolkit - Find a Pair</u></p>	<p>Have a deep understanding of number to 10, including the composition of each number.</p> <p>Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts.</p> <p>Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity;</p> <p>Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.</p> <p><u>Toolkit - Picture Maths</u></p>
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<p>Understanding the World Past and Present</p> <p>UW- People, Culture and Communities</p> <p>UW-The Natural World</p>	<p>Where do we belong? Families School/Local Community Seasons Seasonal Changes Celebrations- Birthdays/Harvest Computing Technology around us. Geography focus Where do we live? What does our community look like? Fieldwork - Look at different features of houses from the perimeter of school grounds. History Focus Talk about past and present events</p>	<p>Which times are special and why? Light/Dark Shadows Seasons Seasonal Changes Celebrations- Remembrance Day/Bonfire Night/Diwali/Christmas Computing Digital Painting History Focus Comment on images of familiar situations in the past</p>	<p>Which stories are special and why? Traditional stories from a range of cultures Materials Seasons Seasonal Changes Celebrations Chinese New Year/Lent Computing Programming beebots Geography Focus Where do stories take us? Fieldwork - Make a journey stick within school grounds. History Focus Compare and contrast character including figures from the past</p>	<p>Which people are special and why? Living things Life cycles Conservation Seasons Seasonal Changes Celebrations Mother's Day/Holi Easter/Ramadan Computing Creating media; non-Fiction History Focus Children to recall past events to enable them to connect to their wider community</p>	<p>Where do we belong? Environment Habitats Journeys Seasons Seasonal Changes Celebrations Eid Computing Technology around us Geography Focus Why is our world a place of wonder? Fieldwork - Nest in Woods; take photos of key features of a woodland. History Focus Understand the past through settings characters and events</p>	<p>Which places are special and why? Comparing people, places and objects from the past to the present Seasons Seasonal Changes Celebrations Father's Day Computing Creating Media-fiction History Focus Know some similarities and differences between things in the past and now.</p>
<p>EAD - Creating with Materials EAD - Being Imaginative &amp; Expressive Musician/Artist</p>	<p>Drawings Self-Portraits Artist Paul Klee</p>	<p>Paint-Mixing primary colours to make a secondary colour Textile artist inspired by nature</p>	<p>Exploring using paint to create different effects Artist Claude Monet</p>	<p>Observational representations of nature Artist Margaret Preston</p>	<p>Sculpting Artist Alberto Giacometti Composers and Music Rock 'n' Roll</p>	<p>Printing Artist Karen Lederer Composers and Music Synth Pop</p>



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	Charanga-Hey You! Pulse, rhythm and pitch Composers and Music from the Baroque Era DT - Templates and joining techniques	Olka Prinku Charanga- Rhythm In The Way We Walk & Banana Rap- Pulse, rhythm and pitch Composers and Music from the Classical Era DT - Templates and joining techniques	Charanga-In The Groove Pulse and rhythm Composers and Music from the Romantic Era DT - Baking	Charanga-Round and Round Pulse and rhythm Composers and Music Jazz/Swing DT - Structures	Charanga-Your Imagination Pulse and rhythm DT- Wheels and Axles	Charanga-Reflect, Rewind and Replay Pulse and rhythm DT - Wheels and Axles
Enrichment	Real life heroes Dental Nurse Nurse	Visit from textile artist	Hearing reading stories in languages CNY workshop Cheadle Library	Bee Keeper	Nest in the Woods	Saint Cuthbert's Church
Parental Engagement	Transition Visits Early reading workshop	Parents Consultation Meetings World Nursery Rhyme Week Christmas Performance	Early mathematics workshop Safer Internet The Big Breakfast	Parents Consultation Meetings PSHEE workshop/Think Equal Outdoor Nurture	Sports Day	DEAR Transition Meetings