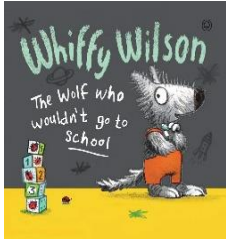
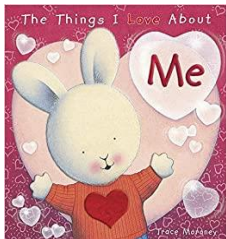
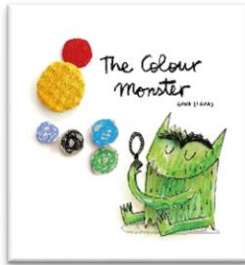
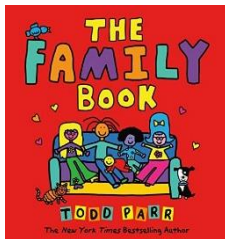




Meadowbank Primary School
Half Termly Knowledge and Skills Based Curriculum – Autumn 1 2026
Phase Foundation Stage Year Group Foundation Stage 1



Week 1 Wk Beg 31.08	Week 2 Wk Beg 07.09	Week 3 Wk Beg 14.09	Week 4 Wk Beg 21.09	Week 5 Wk Beg 28.09	Week 6 Wk Beg 05.10	Week 7 Wk Beg 12.10	Week 8 Wk Beg 19.10
Characteristics of Effective Teaching and Learning	Playing and Exploring - Engagement Finding out and exploring Playing with what they know Being willing to 'have a go'			Active Learning - Motivation Being involved and concentrating Keeping on trying Enjoying achieving what they set out to do		Creating and Thinking Critically - Thinking Having their own ideas (creative thinking) Making links (building theories) Choosing ways to do things (critical thinking)	
Big Question	Where do I belong?						
Connected Concepts	Structure	Appreciation	Cause and Effect	Structure Appreciation	Structure	Appreciation	Appreciation
Book Studies	Whiffy Wilson the Wolf who Wouldn't go to School 	The Things I Love About Me 	The Colour Monster 	The Family Book 	Home Sweet Home 	Jacob O'Reilly Wants a Pet 	Meesha Makes Friends 
Children steering learning....	To know who works in our school. To meet new friends. To look around our school.	To draw a picture of me! To paint a picture of me. To look in the mirrors.	To explore how I am feeling. To know how to help myself feel calm.	To learn about my dad and my daddy's job. To learn about different families.	To know how we build houses. To build a house. To make a den.	To learn about animals. To learn about dogs, rabbits and cats.	To make new friends.
Key Vocabulary	Beginning Flourish Growing	Successful Resourceful Hopeful Caring	Feeling Emotion Mindfulness	Family Unique Love	Home Similar Different	Rescue Shelter Needs	Friendship Kind Respect
Other Key Literature	-All Are Welcome -Billy and the Big New School -Harry and the Bucketful of Dinosaurs go to school	-You Are Very Special -Only One You -Perfectly Norman	-The Colour of Happy -Ruby's Worry -The Colour Monster Goes to School	-I Love You (Nearly Always) -The Great Big Book of Families	-In Every House on Every Street -Home	-Let's Get a Pup -The Great Pet Sale -Dogs	-More People to Love Me -The Boy Who Loves Everyone

Communication and Language -Listening, Attention and Understanding -Speaking	Use a wider range of vocabulary that reflects the breadth of their experiences. Weekly key vocabulary. Use language to share feelings, experiences and thoughts. Evaluate weekly how each of the concepts within our 'Big Question' link together. Use language to share feelings, experiences and thoughts. Introduce SMILE time. Sharing wider experiences and achievements using items posted on Class Dojo as an aid. Invite the children to stand on the stage as we share their experiences. Use a wider range of vocabulary that reflects the breadth of their experiences Introduce the Makaton Sign 'Hello'	Use a wider range of vocabulary that reflects the breadth of their experiences. Weekly key vocabulary. Use language to share feelings, experiences and thoughts. Evaluate weekly how each of the concepts within our 'Big Question' link together. Use language to share feelings, experiences and thoughts. Introduce SMILE time. Sharing wider experiences and achievements using items posted on Class Dojo as an aid. Invite the children to stand on the stage as we share their experiences. Use a wider range of vocabulary that reflects the breadth of their experiences Introduce our 'Makaton Sign 'Good Morning'	Use a wider range of vocabulary that reflects the breadth of their experiences. Weekly key vocabulary. Use language to share feelings, experiences and thoughts. Evaluate weekly how each of the concepts within our 'Big Question' link together. Use language to share feelings, experiences and thoughts. SMILE time. Sharing wider experiences and achievements using items posted on Class Dojo as an aid. Encourage the children to respond to a question regarding their experiences. Use a wider range of vocabulary that reflects the breadth of their experiences Introduce our 'Makaton Sign of the Week' - 'Please'	Use a wider range of vocabulary that reflects the breadth of their experiences. Weekly key vocabulary. Use language to share feelings, experiences and thoughts. Evaluate weekly how each of the concepts within our 'Big Question' link together. Use language to share feelings, experiences and thoughts. SMILE time. Sharing wider experiences and achievements using items posted on Class Dojo as an aid. Support the children in sharing their experiences with the group. Use a wider range of vocabulary that reflects the breadth of their experiences Introduce our 'Makaton Sign of the Week' - 'Thank You'	Use a wider range of vocabulary that reflects the breadth of their experiences. Weekly key vocabulary. Use language to share feelings, experiences and thoughts. Evaluate weekly how each of the concepts within our 'Big Question' link together. Use language to share feelings, experiences and thoughts. SMILE time. Sharing wider experiences and achievements using items posted on Class Dojo as an aid. Encourage the children to share their experiences independently. Use a wider range of vocabulary that reflects the breadth of their experiences Introduce our 'Makaton Sign of the Week' - 'Food'	Use a wider range of vocabulary that reflects the breadth of their experiences. Weekly key vocabulary. Use language to share feelings, experiences and thoughts. Evaluate weekly how each of the concepts within our 'Big Question' link together. Use language to share feelings, experiences and thoughts. SMILE time. Sharing wider experiences and achievements using items posted on Class Dojo as an aid. Reflect on the experiences shared, have you experienced anything similar? Use a wider range of vocabulary that reflects the breadth of their experiences Introduce our 'Makaton Sign of the Week' - 'Drink'	Use a wider range of vocabulary that reflects the breadth of their experiences. Weekly key vocabulary. Use language to share feelings, experiences and thoughts. Evaluate weekly how each of the concepts within our 'Big Question' link together. Use language to share feelings, experiences and thoughts. SMILE time. Sharing wider experiences and achievements using items posted on Class Dojo as an aid. Support the children in asking a question to their friends regarding their experiences. Use a wider range of vocabulary that reflects the breadth of their experiences Introduce our 'Makaton Sign of the Week' - Toilet
Personal, Social and Emotional Development -Self-Regulation -Managing Self -Building Relationships	Talk about their feelings using words like 'happy', 'sad', 'angry' or 'worried' JIGSAW SOW: Being Me in My World - Who...Me? - Help Others to Feel Welcome: I understand how it feels to belong and that we are similar and different. (BV- Respect and Tolerance)	Understand gradually how others might be feeling. JIGSAW SOW: Being Me in My World - How am I feeling today? Try to Make our Nursery Community a Better Place: I can start to recognise and manage my feelings. Make healthy choices about activity.	Enjoy playing alone, alongside and with others, inviting others to play and attempting to join others play. JIGSAW SOW: Being Me in My World - Being at school. Think About Everyone's Right to Learn: I enjoy working with others to make school a good place to be. (BV-Rule of Law/Democracy)	Understand gradually how others might be feeling. Respond to the feelings of others, showing concern and offering comfort. JIGSAW SOW: Being Me In My World - Gentle Hands. Care About Other People's Feelings: I understand why it is good to be kind and use gently hands.	Develop appropriate ways of being assertive. Talk with others to solve conflicts. JIGSAW SOW: Being Me In My World - Our Rights. Work Well With Others: I am starting to understand children's rights and this means we should all be allowed to learn and play. (BV-Individual liberty)	Increasingly follow expectations, understanding why they are important. JIGSAW SOW: Being Me In My World - Our Responsibilities. Choose to Follow the Learning Charter: I am learning what being responsible means. (BV-Individual liberty) Make healthy choices about activity.	Increasingly follow expectations, understanding why they are important. JIGSAW SOW: Being Me In My World - Celebration! Make healthy choices about activity. Take part in our whole school daily WOW - The Walk to School Challenge. Share our achievements from the

Make healthy choices about activity. Introduce and take part in our whole school daily WOW - The Walk to School Challenge. Why is it important to walk to school? Enjoy a sense of belonging through being involved in daily tasks and some new experiences. Daily mindfulness session. Headspace: Calm. Enjoy a sense of belonging through being involved in daily tasks and some new experiences. Introduce Peer Massage - a sequence of movements, focusing specifically on our breathing technique. Remember expectations without needing an adult to remind them. Introduce the 'Meadowbank Maison' to a small group of children at a time, sharing play ideas and our expectations - including at tidy up time. Be increasingly independent in meeting their own care needs. Support the children in recognising their own peg in the cloakroom.	Take part in our whole school daily WOW - The Walk to School Challenge. Discuss the different methods of getting to school, which are the best for you and the environment? Enjoy a sense of belonging through being involved in daily tasks and some new experiences. Daily mindfulness session. Headspace: Cool Off. Enjoy a sense of belonging through being involved in daily tasks and some new experiences. Peer Massage - a sequence of movements, focusing specifically on the 'eye glasses' skill. Remember expectations without needing an adult to remind them. Introduce the 'Meadowbank Maison' to a small group of children at a time, sharing play ideas and our expectations - including at tidy up time. Be increasingly independent in meeting their own care needs. Support the children in putting away their own belongings independently when arriving at school, as	Make healthy choices about activity. Take part in our whole school daily WOW - The Walk to School Challenge. Introduce the children to their individual avatars. Enjoy a sense of belonging through being involved in daily tasks and some new experiences. Daily mindfulness session. Headspace: Rest and Relax. Enjoy a sense of belonging through being involved in daily tasks and some new experiences. Peer Massage - a sequence of movements, focusing specifically on the 'cat grip' skill. Remember expectations without needing an adult to remind them. Introduce the 'Imagination Island' to a small group of children at a time, sharing play ideas and our expectations - including at tidy up time. Increasingly follow expectations, understanding why they are important. Remember expectations without needing an adult to remind them.	Make healthy choices about activity. Take part in our whole school daily WOW - The Walk to School Challenge. Introduce the online system to the children, asking the children to record their own method. Enjoy a sense of belonging through being involved in daily tasks and some new experiences. Daily mindfulness session. Headspace: Kindness. Enjoy a sense of belonging through being involved in daily tasks and some new experiences. Peer Massage - a sequence of movements, focusing specifically on the 'baker/kneading' skill. Remember expectations without needing an adult to remind them. Introduce 'Imagination Island' to a small group of children at a time, sharing play ideas and our expectations - including at tidy up time. Increasingly follow expectations, understanding why they are important. Remember expectations without	Make healthy choices about activity. Take part in our whole school daily WOW - The Walk to School Challenge. Count the number of children for each option. How do the numbers compare? Enjoy a sense of belonging through being involved in daily tasks and some new experiences. Daily mindfulness session. Headspace: Appreciation. Enjoy a sense of belonging through being involved in daily tasks and some new experiences. Peer Massage - a sequence of movements, focusing specifically on the 'climbing down a rope' skill. Remember expectations without needing an adult to remind them. Introduce 'Sand Kingdom' and 'Water World' to a small group of children at a time, sharing play ideas and our expectations - including at tidy up time. Increasingly follow expectations, understanding why they are important. Remember	Take part in our whole school daily WOW - The Walk to School Challenge. Introduce the leader board to the children, how does our class compare to the rest of school? Enjoy a sense of belonging through being involved in daily tasks and some new experiences. Daily mindfulness session. Headspace: Paying Attention. Enjoy a sense of belonging through being involved in daily tasks and some new experiences. Peer Massage - a sequence of movements, focusing specifically on the 'bunny hops' skill. Remember expectations without needing an adult to remind them. Introduce 'Sand Kingdom' and 'Water World' to a small group of children at a time, sharing play ideas and our expectations - including at tidy up time. Increasingly follow expectations, understanding why they are important. Remember expectations without needing an adult to remind them.	half term. How do our results compare to the rest of school? Enjoy a sense of belonging through being involved in daily tasks and some new experiences. Daily mindfulness session. Headspace: Body Scan. Enjoy a sense of belonging through being involved in daily tasks and some new experiences. Peer Massage - a sequence of movements, focusing specifically on the 'love heart' skill. Remember expectations without needing an adult to remind them. Introduce 'Sand Kingdom' and 'Water World' to a small group of children at a time, sharing play ideas and our expectations - including at tidy up time. Increasingly follow expectations, understanding why they are important. Remember expectations without needing an adult to remind them. Support children in accessing resources in the environment independently.
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	Experiment with their own and other peoples' views of who they are through their play, through trying out different behaviours, and the way they talk about themselves. Begin to ask questions about differences, such as skin colour, types of hair, gender, special needs and disabilities, religion and so on. Think Equal - 'Me, Myself and I' by Helen Lumgair. -Demonstrate a positive sense of identity; -Develop self-confidence and self-esteem. -Recognise and value similarities and differences between themselves and others. (PC-Race) (BV Respect/ Tolerance)	well as collecting them when leaving school. Begin to ask questions about differences, such as skin colour, types of hair, gender, special needs and disabilities, religion and so on. Think Equal - 'Is there anyone like me?' by Fred Strydom. -Celebrate individuality and uniqueness. -Discuss similarities and differences. (PC-Race) (BV-Respect/ Tolerance)	Support children in accessing resources in the environment independently. Experiment with their own and other peoples' views of who they are through their play, through trying out different behaviours, and the way they talk about themselves. Talk with others to solve conflicts. Think Equal - 'Amazing Daisy' by Nozizwe Herero. -Demonstrate self-knowledge and self-esteem. -Understand the importance of persistence. -Set a goal and work towards achieving it.	needing an adult to remind them. Support children in accessing resources in the environment independently. Understand gradually how others might be feeling. Think Equal - 'Healthy Minds A' -Mindful bodies and awareness of attention and breath. -Show that they can pay attention to the inside. -Show that they can pay attention to the outside.	expectations without needing an adult to remind them. Support children in accessing resources in the environment independently. Talk about their feelings using words like 'happy', 'sad', 'angry' or 'worried'. Understand gradually how others might be feeling. Respond to the feelings of others, showing concern and offering comfort. Think Equal - 'The Colour Poem' by Helen Lumgair. -Begin to connect emotions and emotion-words to feelings and colours. -Begin to name emotions. -Become familiar with the mood meter.	Support children in accessing resources in the environment independently. Understand gradually how others might be feeling. Think Equal Programme- Mood Meter. -Begin to connect emotions and emotion-words to feelings and colours. -Begin to name emotions. -Become familiar with the mood meter.	Understand gradually how others might be feeling. Think Equal Programme- How We feel. Respond to the feelings of others, showing concern and offering comfort. -Name 2-3 emotions. -Recognise that everyone has feelings. (BV - Respect/ Tolerance)
Physical Development -Gross Motor Skills -Fine Motor Skills	Use large-muscle movements to wave flags and streamers, paint and make mark Squiggle Whilst You Wiggle - 'Up and Down' using large paper to make marks. Continue to develop their movement, for example, balancing, running, jumping and climbing. Stand on one leg and hold a pose for a	Use large-muscle movements to wave flags and streamers, paint and make mark Squiggle Whilst You Wiggle - 'Up and Down' using paintbrushes and water to make marks on the playground. Continue to develop their movement, for example, balancing, running, jumping and climbing. Stand on one leg and hold a pose for a	Use large-muscle movements to wave flags and streamers, paint and make mark Squiggle Whilst You Wiggle - 'Side to Side' using chunky chalks to make marks. Continue to develop their movement, for example, balancing, running, jumping and climbing. GetSet4PE SOW - Introduction to PE - Unit 1. Lesson Three -	Use large-muscle movements to wave flags and streamers, paint and make mark Squiggle Whilst You Wiggle - 'Side to Side' using streamers and ribbons to make marks. Continue to develop their movement, for example, balancing, running, jumping and climbing. Stand on one leg and hold a pose for a game like musical statues.	Use large-muscle movements to wave flags and streamers, paint and make mark Squiggle Whilst You Wiggle - 'Cross Over' using whiteboards and pens to make marks. Start taking part in some group activities which they make up for themselves, or in teams. Use large-muscle movements to wave flags and	Use large-muscle movements to wave flags and streamers, paint and make mark Squiggle Whilst You Wiggle - 'Cross Over' using markers to make marks. Start taking part in some group activities which they make up for themselves, or in teams. Match their developing physical skills to tasks and	Use large-muscle movements to wave flags and streamers, paint and make mark Squiggle Whilst You Wiggle - 'Cross Over' using markers to make marks. Start taking part in some group activities which they make up for themselves, or in teams. Match their developing physical skills to tasks and

	game like musical statues. GetSet4PE SOW - Introduction to PE - Unit 1. Lesson One - Witches and Wizards: To move safely and sensibly in a space with consideration for others.	game like musical statues. GetSet4PE SOW - Introduction to PE - Unit 1. Lesson Two - Pirates: To develop moving safely and stopping with control.	Mythical Creatures: To use equipment safely and responsibly.	GetSet4PE SOW - Introduction to PE - Unit 1. Lesson Four - To the Castle: To use different travelling actions whilst following a path.	streamers, paint and make marks. GetSet4PE SOW - Introduction to PE - Unit 1. Lesson Five - Superheroes: To work with others co-operatively and play as a group.	activities in the setting. GetSet4PE SOW - Introduction to PE - Unit 1. Lesson Six - Monsters: To follow, copy and lead a partner.	activities in the setting. GetSet4PE SOW - Introduction to PE - Unit 1. Lesson Seven - Revisit key lessons. <u>Assessment Indicators</u> <i>Begin to demonstrate balance.</i> <i>Begin to negotiate space safely.</i> <i>Begin to take turns with others.</i> <i>Explore movement skills.</i> <i>Make guided choices.</i> <i>Follow instructions with support.</i>
Literacy -Comprehension -Word Reading -Writing	Enjoy rhythmic and musical activity with percussion instruments, actions, rhymes and songs; clapping along with the beat and joining in with words of familiar songs and nursery rhymes. Success For All Phonics- FS1. General Sound Discrimination - Environmental Sounds. Look at and enjoys print and digital books independently Look at and enjoys print and digital books independently Visit the library for a tour with the children. Choose a book to read as a group. Begin to be aware of the way stories are structured, and to tell own stories. Introduce Tales Toolkit symbols to the	Enjoy rhythmic and musical activity with percussion instruments, actions, rhymes and songs; clapping along with the beat and joining in with words of familiar songs and nursery rhymes. Success For All Phonics- FS1. General Sound Discrimination - Environmental Sounds. Look at and enjoys print and digital books independently Visit the library with the children. Introduce the different areas and choose a book to read as a group. Begin to be aware of the way stories are structured, and to tell own stories. Introduce Tales Toolkit symbols to the	Enjoy rhythmic and musical activity with percussion instruments, actions, rhymes and songs; clapping along with the beat and joining in with words of familiar songs and nursery rhymes. Success For All Phonics- FS1. General Sound Discrimination - Environmental Sounds. Look at and enjoys print and digital books independently Visit the library with the children. Ask one of the children to choose a book for our group read. Begin to be aware of the way stories are structured, and to tell own stories. Introduce Tales Toolkit symbols to the	Enjoy rhythmic and musical activity with percussion instruments, actions, rhymes and songs; clapping along with the beat and joining in with words of familiar songs and nursery rhymes. Success For All Phonics- FS1. General Sound Discrimination - Instrumental Sounds. Look at and enjoys print and digital books independently Visit the library with the children. Ask the children to choose their own story to look at independently. Begin to be aware of the way stories are structured, and to tell own stories. Introduce Tales Toolkit symbols to the	Enjoy rhythmic and musical activity with percussion instruments, actions, rhymes and songs; clapping along with the beat and joining in with words of familiar songs and nursery rhymes. Success For All Phonics- FS1 General Sound Discrimination - Instrumental Sounds. Look at and enjoys print and digital books independently Visit the library with the children. Ask the children to choose their own story to look at independently. Share their thoughts with another child. Begin to be aware of the way stories are structured, and to tell own stories.	Enjoy rhythmic and musical activity with percussion instruments, actions, rhymes and songs; clapping along with the beat and joining in with words of familiar songs and nursery rhymes. Success For All Phonics- FS1. General Sound Discrimination - Instrumental Sounds. Look at and enjoys print and digital books independently Visit the library with the children. Ask the children to choose a story to look at independently. Before reading the story, what can you tell from the front cover? Begin to be aware of the way stories are structured, and to tell own stories.	Enjoy rhythmic and musical activity with percussion instruments, actions, rhymes and songs; clapping along with the beat and joining in with words of familiar songs and nursery rhymes. Success For All Phonics- FS1. General Sound Discrimination - Instrumental Sounds. Look at and enjoys print and digital books independently Visit the library with the children. Ask the children to have a book vote for our group read. Begin to be aware of the way stories are structured, and to tell own stories. Introduce Tales Toolkit symbols to the

	Introduce Tales Toolkit symbols to the children, Focus on using the symbol 'character' from Tales Toolkit Understand the names of the different parts of a book and page sequencing. When exploring a variety of different books, introduce the front cover, what do you notice?	children, Model using the symbol 'character' from Tales Toolkit alongside the others. Understand the names of the different parts of a book and page sequencing. When exploring a variety of different books, revisit the front cover, what do you notice? What does it tell us?	children, Focus on using the symbol 'setting' from Tales Toolkit Understand the names of the different parts of a book and page sequencing. When exploring a variety of different books, revisit the front cover, what does it tell us about the story?	children, Model using the symbol 'setting' from Tales Toolkit alongside the others. Understand the names of the different parts of a book and page sequencing. When exploring a variety of different books, revisit the front cover. Point out the author - what is their job?	Introduce Tales Toolkit symbols to the children, Focus using the symbol 'problem' from Tales Toolkit. Understand the names of the different parts of a book and page sequencing. When exploring a variety of different books, introduce the back cover, what do you notice? What does it tell us?	structured, and to tell own stories. Introduce Tales Toolkit symbols to the children, Model using the symbol 'problem' from Tales Toolkit alongside the others. Understand the names of the different parts of a book and page sequencing. When exploring a variety of different books, revisit the back cover, introduce the blurb - what does it tell us?	children, Model using the symbol 'solution' from Tales Toolkit alongside the others. Understand the names of the different parts of a book and page sequencing. When exploring a variety of different books, revisit the front cover. Point out the illustrator - what is their job?
Mathematics -Number -Numerical Patterns	Use some number names and number language within play. Begin to notice numerals. Show 'finger numbers' up to 5 Introduce the number 1, what does that look like in a variety of different contexts? How many different ways can we represent the number 1? Can you recognise the numeral 1? Develop fast recognition of up to 3 objects, without having to count them individually ('subitising'). Subitising - 1 Begin to understand some talk about immediate past and immediate future. Begin to anticipate	Use some number names and number language within play. Begin to notice numerals. Show 'finger numbers' up to 5. Begin to recognise that each counting number is one more than the one before. Know that the last number reached when counting a small set of objects tells you how many there are in total ('cardinal principle'). Introduce the number 2, what does that look like in a variety of different contexts? How many different ways can we represent the number 2? Can you recognise the numeral 2?	Use some number names and number language within play. Begin to notice numerals. Show 'finger numbers' up to 5. Begin to recognise that each counting number is one more than the one before. Know that the last number reached when counting a small set of objects tells you how many there are in total ('cardinal principle'). Introduce the number 3, what does that look like in a variety of different contexts? How many different ways can we represent the number 3? Can you recognise the numeral 3?	Use some number names and number language within play. Begin to notice numerals. Show 'finger numbers' up to 5. Begin to recognise that each counting number is one more than the one before. Know that the last number reached when counting a small set of objects tells you how many there are in total ('cardinal principle'). Introduce the number 4, what does that look like in a variety of different contexts? How many different ways can we represent the number 4? Can you recognise the numeral 4?	Use some number names and number language within play. Begin to notice numerals. Show 'finger numbers' up to 5. Begin to recognise that each counting number is one more than the one before. Know that the last number reached when counting a small set of objects tells you how many there are in total ('cardinal principle'). Introduce the number 5, what does that look like in a variety of different contexts? How many different ways can we represent the number 5? Can you recognise the numeral 5?	Use some number names and number language within play. Begin to notice numerals. Show 'finger numbers' up to 5. Begin to recognise that each counting number is one more than the one before. Know that the last number reached when counting a small set of objects tells you how many there are in total ('cardinal principle'). Revisit the numbers 1-5, what does that look like in a variety of different contexts? How many different ways can we represent the numbers 1-5? Can you recognise the numerals?	Use some number names and number language within play. Begin to notice numerals. Show 'finger numbers' up to 5. Begin to recognise that each counting number is one more than the one before. Know that the last number reached when counting a small set of objects tells you how many there are in total ('cardinal principle'). Revisit the numbers 1-5, what does that look like in a variety of different contexts? How many different ways can we represent the numbers 1-5? Can you recognise the numerals?

	times of the day such as mealtimes or home time. Introduce the visual timeline, using language such as 'next', 'before', 'first' and 'last'. Ask the children to order their day. Toolkit – Correct or Not Correct	Develop fast recognition of up to 3 objects, without having to count them individually ('subitising'). Subitising – 2. Begin to understand some talk about immediate past and immediate future. Begin to anticipate times of the day such as mealtimes or home time. Organise visual/physical representations of the day (the sun, school bag, dinner plate, etc) in order using vocabulary such as 'next', 'before', 'first' and 'last'. Toolkit – Correct or Not Correct	Develop fast recognition of up to 3 objects, without having to count them individually ('subitising'). Subitising – 2. Begin to understand some talk about immediate past and immediate future. Begin to anticipate times of the day such as mealtimes or home time. Read 'Peace at last' book discussing what happened first, next, last. Toolkit – Correct or Not Correct	Develop fast recognition of up to 3 objects, without having to count them individually ('subitising'). Subitising – 3. Describe a familiar route, using words like 'in front of' and 'behind' Journey walk around our school talking about where something is located. Toolkit – Correct or Not Correct	Develop fast recognition of up to 3 objects, without having to count them individually ('subitising'). Subitising – 3. Describe a familiar route, using words like 'in front of' and 'behind' From our journey walk, recreate a visual representation of the route we took and use key vocabulary to discuss the location of things. Toolkit – Correct or Not Correct	Develop fast recognition of up to 3 objects, without having to count them individually ('subitising'). Subitising – 3. Describe a familiar route, using words like 'in front of' and 'behind' Guiding a toy car around a tuff tray route to discuss the journey it was taken. Toolkit – Correct or Not Correct	Develop fast recognition of up to 3 objects, without having to count them individually ('subitising'). Subitising – 3. Describe a familiar route, using words like 'in front of' and 'behind' Read 'Rosie's walk' to discuss the route which was taken focusing on the positional language (across the yard, around the pond'). Toolkit – Correct or Not Correct
Understanding the World -Past and Present -People, Culture and Communities -The Natural World	Comments and ask questions about aspects of their familiar world, such as the place where they live or the natural world. Go on a tour of our school. What do the children notice? What are the different parts? Where does it belong in our local community? Talk about members of their immediate family and community. Invite some of the key people from our school (Mrs Appleton, Mrs	Continue developing positive attitudes about the differences between people by knowing some of the things that make them unique, and can talk about some of the similarities and differences in relation to friends or family. Observe and discuss how each of us are equally special, whilst also being unique. What makes each of us so special? (BV-Tolerance/Respect)	Use all their senses in hands-on exploration of natural materials. Explore collections of materials with similar and/or different properties. Just like the Worry Monster, sort the natural materials found in our outdoor environment by colour/properties. Explore how things work Explore a range of unusual objects and textures in a curiosity basket.	Talk about members of their immediate family and community. Name and describe people who are familiar to them. Investigate photographs of our families from home. Do all of our families look the same? Why/why not? (BV-Tolerance/Respect) Explore how things work Explore a range of unusual objects and textures in a curiosity basket.	Comments and ask questions about aspects of their familiar world, such as the place where they live or the natural world. Explore the different types of homes (e.g. house, apartment, flat, bungalow, boat etc.) What makes a house a home? Explore finding our own homes on Google Maps. Which direction should we travel in? Where is your local community? Explore how things work	Begin to understand the need to respect and care for the natural environment and all living things. Explore the RSPCA – what do they do? What is their job? Explore the needs of different animals – food, shelter etc. Do all pets need the same things? Bring in and explore photographs of our own pets from home. What do they need? Are all of their needs the same?	Enjoy a sense of belonging through being involved in daily tasks and some new experiences. Be aware of being evaluated by others and begin to develop ideas about themselves according to the messages they receive from others. Explore ideas on how we can create friendships. What does it mean to be kind and respect one another? Explore how things work

	Mitchell etc.) to visit the children and introduce themselves.	Begin to make sense of their own life story and family's history. Share baby photographs sent in from home. Observe how each of us are unique. How have we changed as we have gotten older? (BV-Tolerance and Respect)		<u>Sticky Knowledge</u> <i>Acquire and Apply:</i> <i>Name where they live.</i> <i>Talk about a place that they have visited in their community.</i> <i>Name who they live with</i>	Explore a range of unusual objects and textures in a curiosity basket.	Explore how things work Explore a range of unusual objects and textures in a curiosity basket.	Explore a range of unusual objects and textures in a curiosity basket. <u>Assessment Indicators</u> <i>Name where they live.</i> <i>Talk about a place that they have visited in their community.</i> <i>Name who they live with.</i>
Expressive Arts and Design -Creating with Materials -Being Imaginative and Expressive	Sing to self and make up simple songs. Sing familiar songs. Listen, explore and respond to music from the Baroque era, focusing specifically on the composer George Philipp Telemann. Sing familiar songs. Explore and learn how sounds and movements can be changed. Charanga - Mel - Step 1. Listen and respond to a piece of music, learn the action song and share and perform. Take part in simple pretend play, using an object to represent something else even though they are not similar. Introduce role play opportunities within the classroom (e.g. Meadowbank Maison, Imagination Island.) Weekly role play opportunities linked to our big question.	Create closed shapes with continuous lines and begin to use these shapes to represent objects. Draw with increasing complexity and detail, such as representing a face with a circle and including details. Introduce Paul Klee's - Line Drawing 'Line Without End': Draw a self-portrait using charcoal. Use a mirror to observe whilst drawing. Sing to self and make up simple songs. Sing familiar songs. Listen, explore and respond to music from the Baroque era, focusing specifically on the composer Domenico Scarlatti. Tap out simple repeated patterns using body percussion. Sing familiar songs. Explore and learn how sounds and movements can be changed. Charanga - Mel - Step 2. Listen and respond	Sing to self and make up simple songs. Sing familiar songs. Listen, explore and respond to music from the Baroque era, focusing specifically on the composer Barbara Strozzi. Tap out simple repeated patterns using body percussion. Sing familiar songs. Explore and learn how sounds and movements can be changed. Charanga - Mel - Step 3. Listen and respond to a piece of music, keep a steady beat in time to the music, learn a variety of action songs and share and perform. Take part in simple pretend play, using an object to represent something else even though they are not similar. Weekly role play opportunities linked to our big question.	Create closed shapes with continuous lines and begin to use these shapes to represent objects. Draw with increasing complexity and detail, such as representing a face with a circle and including details. Using Paul Klee's 'Line Without End' as a stimulus, create a family portrait using charcoal. Sing to self and make up simple songs. Sing familiar songs. Listen, explore and respond to music from the Baroque era, focusing specifically on the composer Henrich Schutz. Tap out simple repeated patterns using body percussion. Sing familiar songs. Explore and learn how sounds and movements can be changed. Charanga - Mel - Step 4. Listen and respond to a piece of music, keep a steady beat in	Sing to self and make up simple songs. Sing familiar songs. Listen, explore and respond to music from the Baroque era, focusing specifically on the composer Francesca Caccini. Tap out simple repeated patterns using body percussion. Sing familiar songs. Explore and learn how sounds and movements can be changed. Charanga - Mel - Step 5. Listen and respond to a piece of music, keep a steady beat in time to the music, learn a variety of action/counting songs and share and perform. Take part in simple pretend play, using an object to represent something else even though they are not similar. Weekly role play opportunities linked to our big question. Explore different materials, using all	Sing to self and make up simple songs. Sing familiar songs. Listen, explore and respond to music from the Baroque era, focusing specifically on the composer Jean Baptiste-Lully. Tap out simple repeated patterns using body percussion. Sing familiar songs. Explore and learn how sounds and movements can be changed. Charanga - Mel - Step 6. Listen and respond to a piece of music, keep a steady beat in time to the music, learn a variety of action/counting songs and share and perform. Take part in simple pretend play, using an object to represent something else even though they are not similar. Weekly role play opportunities linked to our big question.	Sing to self and make up simple songs. Sing familiar songs. Listen, explore and respond to music from the Baroque era, focusing specifically on the composer Antonia Vivaldi. Tap out simple repeated patterns using body percussion. Sing familiar songs. Explore and learn how sounds and movements can be changed. Charanga - Mel - Revisit key songs and skills for this half term. Listen and respond to a piece of music, keep a steady beat in time to the music, learn a variety of action/counting songs and share and perform. Take part in simple pretend play, using an object to represent something else even though they are not similar.

		to a piece of music, keep a steady beat in time to the music, learn a variety of action songs and share and perform. Take part in simple pretend play, using an object to represent something else even though they are not similar. Introduce role play opportunities within the outdoor environment. Weekly role play opportunities linked to our big question.		time to the music, learn a variety of action/counting songs and share and perform. Take part in simple pretend play, using an object to represent something else even though they are not similar. Weekly role play opportunities linked to our big question. <u>Sticky Knowledge</u> Acquire and Apply: Name two different types of materials. To recognise and name some colours. Listening and appraising a piece of music.	their senses to investigate them. Explore recycled materials to create our own homes.		Weekly role play opportunities linked to our big question. <u>Assessment Indicators</u> Name two different types of materials. To recognise and name some colours. Listening and appraising a piece of music.
Key Composers and Songs	George Philipp Telemann	Domenico Scarlatti	Barbara Strozzi	Henrich Schutz	Francesca Caccini	Jean Baptiste-Lully	Antonio Vivaldi
Outdoor Learning	Tour of the school grounds	Listening to and identifying environmental sounds.	Introducing the 'daily dash'.	Autumn Welly Walk.	Making shelters and houses using large junk materials, crates and wood.	Taking the pets that we have created and made on a walk; after making leads to keep them safe.	Explore natural materials to create an autumnal curiosity box.
Enhancements Visits and Visitors					Community Dental Nurse Workshop		
Parental Engagement	Parent transition visits						
Whole School and National Events				Individual and sibling photographs 23.09.26 European Day of Languages 24.09.26			Harvest Festival 21.10.26

Progression of knowledge and skills are shown horizontally across the half term. The different areas and aspects of learning are shown vertically. Learning opportunities are planned alongside the children through a cross curricular thematic approach and also through discrete teaching.