
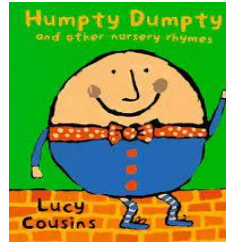

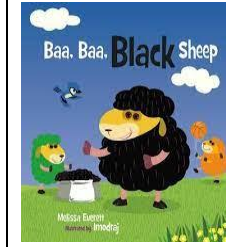
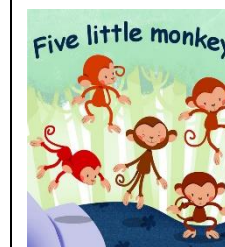

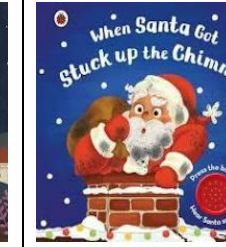




Meadowbank Primary School
Half Termly Knowledge and Skills Based Curriculum - Autumn 2 2022
Phase Foundation Stage Year Group Foundation Stage 1



	Week 1 Wk Beg 01.11	Week 2 Wk Beg 08.11	Week 3 Wk Beg 14.11	Week 4 Wk Beg 21.11	Week 5 Wk Beg 28.11	Week 6 Wk Beg 05.12	Week 7 & 8 Wk Beg 12.12
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	What makes a rhyme?						
Weekly Questions	How is a rhyme different to a story?	Can you always fix broken things?	What is our favourite rhyme?	What is wool used for?	Which animals Live in the jungle?	What happened on the first Christmas Day?	Who is Santa and what does he do?
Key Concepts	Rhymes	Rhymes	Rhymes	Rhymes	Rhymes	Christmas	Christmas
Book Studies	Bonfire Night Poem 	Humpty Dumpty 	World Nursery Rhyme Week 	Baa Baa Black Sheep 	Five Little Monkeys 	Away in a Manger 	When Santa got stuck up... 
Children steering learning....	I want to make firework cookies I want to see the fireworks I want to hear the fireworks	I want to make my own humpty dumpty I want to fix humpty dumpty I want to find out what will crack the eggs	I want to do lots of singing I want to make my own rhymes	I want to draw the different farm animals I want to find out about where the farm animals live	I want to find out about the jungle We could learn about other animals that live in the jungle I want to tell animal stories	I want to make my own Christmas decorations I want to decorate a Christmas tree I want to draw some Christmas pictures	I want to sing Christmas songs I would like to write a letter to Santa Clause I want to post my letter in a post box
Communication and Language -Listening, Attention and Understanding -Speaking	Use a wider range of vocabulary that reflects the breadth of their experiences. Weekly WOW Words. Use language to share feelings, experiences and thoughts.	Use a wider range of vocabulary that reflects the breadth of their experiences. Weekly WOW Words. Use language to share feelings, experiences and thoughts.	Use a wider range of vocabulary that reflects the breadth of their experiences. Weekly WOW Words. Use language to share feelings, experiences and thoughts.	Use a wider range of vocabulary that reflects the breadth of their experiences. Weekly WOW Words. Use language to share feelings, experiences and thoughts.	Use a wider range of vocabulary that reflects the breadth of their experiences. Weekly WOW Words. Use language to share feelings, experiences and thoughts.	Use a wider range of vocabulary that reflects the breadth of their experiences. Weekly WOW Words. Use language to share feelings, experiences and thoughts.	Use a wider range of vocabulary that reflects the breadth of their experiences. Weekly WOW Words. Use language to share feelings, experiences and thoughts.

<p>Evaluate weekly how each of the concepts within our 'Big Question' link together.</p> <p>Start a conversation with an adult or a friend and continue it for many turns. Question of the week - What happens during autumn? Do the children agree or disagree? Share our views with a variety of sentence starters (e.g. I believe, I think etc.) Encourage the children to use the WOW words.</p> <p>Use language to share feelings, experiences and thoughts. SMILE time. Sharing wider experiences and achievements using items posted on Class Dojo as an aid.</p> <p>Use a wider range of vocabulary that reflects the breadth of their experiences. Develop our knowledge of Makaton to sing a variety of different nursery rhymes.</p>	<p>Evaluate weekly how each of the concepts within our 'Big Question' link together.</p> <p>Start a conversation with an adult or a friend and continue it for many turns. Question of the week - Can you always fix broken things? Do the children agree or disagree? Share our views with a variety of sentence starters (e.g. I believe, I think etc.) Encourage the children to use the WOW words.</p> <p>Use language to share feelings, experiences and thoughts. SMILE time. Sharing wider experiences and achievements using items posted on Class Dojo as an aid. Model asking each child a 'Who' question.</p> <p>Use a wider range of vocabulary that reflects the breadth of their experiences. Develop our knowledge of Makaton to sing a variety of different nursery rhymes.</p>	<p>Evaluate weekly how each of the concepts within our 'Big Question' link together.</p> <p>Start a conversation with an adult or a friend and continue it for many turns. Question of the week - What is our favourite rhyme? Do the children agree or disagree? Share our views with a variety of sentence starters (e.g. I believe, I think etc.) Encourage the children to use the WOW words.</p> <p>Use language to share feelings, experiences and thoughts. SMILE time. Sharing wider experiences and achievements using items posted on Class Dojo as an aid. Revisit the 'Who' question, encouraging the children to ask a 'who' question to the speaker.</p> <p>Use a wider range of vocabulary that reflects the breadth of their experiences. Develop our knowledge of Makaton to sing a variety of different nursery rhymes.</p>	<p>Evaluate weekly how each of the concepts within our 'Big Question' link together.</p> <p>Start a conversation with an adult or a friend and continue it for many turns. Question of the week - What is wool used for? Do the children agree or disagree? Share our views with a variety of sentence starters (e.g. I believe, I think etc.) Encourage the children to use the WOW words.</p> <p>Use language to share feelings, experiences and thoughts. SMILE time. Sharing wider experiences and achievements using items posted on Class Dojo as an aid. Model asking each child a 'What' question.</p> <p>Use a wider range of vocabulary that reflects the breadth of their experiences. Develop our knowledge of Makaton when naming the different farm animals.</p>	<p>Evaluate weekly how each of the concepts within our 'Big Question' link together.</p> <p>Start a conversation with an adult or a friend and continue it for many turns. Question of the week - Which animals live in the jungle? Do the children agree or disagree? Share our views with a variety of sentence starters (e.g. I believe, I think etc.) Encourage the children to use the WOW words.</p> <p>Use language to share feelings, experiences and thoughts. SMILE time. Sharing wider experiences and achievements using items posted on Class Dojo as an aid. Revisit the 'What' question, encouraging the children to ask a 'what' question to the speaker.</p> <p>Use a wider range of vocabulary that reflects the breadth of their experiences. Develop our knowledge of Makaton when naming the different jungle animals.</p>	<p>Evaluate weekly how each of the concepts within our 'Big Question' link together.</p> <p>Start a conversation with an adult or a friend and continue it for many turns. Question of the week - What happened on the first Christmas day? Do the children agree or disagree? Share our views with a variety of sentence starters (e.g. I believe, I think etc.) Encourage the children to use the WOW words.</p> <p>Use language to share feelings, experiences and thoughts. SMILE time. Sharing wider experiences and achievements using items posted on Class Dojo as an aid. Model asking each child a 'Where' question.</p> <p>Use a wider range of vocabulary that reflects the breadth of their experiences. Develop our knowledge of Makaton when singing 'We Wish You a Merry Christmas'.</p>	<p>Evaluate weekly how each of the concepts within our 'Big Question' link together.</p> <p>Start a conversation with an adult or a friend and continue it for many turns. Question of the week - Who is Santa and what does he do? Do the children agree or disagree? Share our views with a variety of sentence starters (e.g. I believe, I think etc.) Encourage the children to use the WOW words.</p> <p>Use language to share feelings, experiences and thoughts. SMILE time. Sharing wider experiences and achievements using items posted on Class Dojo as an aid. Revisit the 'Where' question, encouraging the children to ask a 'where' question to the speaker.</p> <p>Use a wider range of vocabulary that reflects the breadth of their experiences. Develop our knowledge of Makaton when singing 'Jingle Bells.'</p>	<p>Evaluate weekly how each of the concepts within our 'Big Question' link together.</p> <p>Start a conversation with an adult or a friend and continue it for many turns. Question of the week - Who is Santa and what does he do? Do the children agree or disagree? Share our views with a variety of sentence starters (e.g. I believe, I think etc.) Encourage the children to use the WOW words.</p> <p>Use language to share feelings, experiences and thoughts. SMILE time. Sharing wider experiences and achievements using items posted on Class Dojo as an aid. Revisit the 'Where' question, encouraging the children to ask a 'where' question to the speaker.</p> <p>Use a wider range of vocabulary that reflects the breadth of their experiences. Develop our knowledge of Makaton when singing 'Jingle Bells.'</p>
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<p>Other Key Literature</p>	<p>The Black Book of Colours How High is the Sky? Sky Colour</p>	<p>The Queens Hat The Queens Handbag The Birthday Crown</p>	<p>Nursery Rhymes - Over 100 Rhymes to Sing Together</p>	<p>The Three Billy Goats Gruff The Three Little Pigs Old Macdonald Had a Farm</p>	<p>Jungle Jive Hide and Seek Animals The Tiger Who Came For Tea</p>	<p>We're Going on an Elf Chase Santa's Snow Globe Laura's Christmas Star</p>	<p>'Twas the Night Before Christmas The Christmas Story The Night Before Christmas</p>
<p>Personal, Social and Emotional Development -Self-Regulation -Managing Self -Building Relationships</p>	<p>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. JIGSAW SOW: Celebrating Difference - Accept that everyone is different: I can identify something I am good at and understand everyone is good at different things. Make healthy choices about activity. Take part in our whole school daily WOW - The Walk to School Challenge. Enjoy a sense of belonging through being involved in daily tasks and some new experiences. Daily mindfulness session - Headspace: Good Morning Enjoy a sense of belonging through being involved in daily tasks and some new experiences. Introduce Peer Massage - a sequence of movements,</p>	<p>Begin to ask questions about differences, such as skin colour, types of hair, gender, special needs and disabilities, religion and so on. JIGSAW SOW: Celebrating Difference - Include others when working and playing: I understand that being different makes us all special. Make healthy choices about activity. Take part in our whole school daily WOW - The Walk to School Challenge. Ask the children to begin recording their own results on the IWB. Enjoy a sense of belonging through being involved in daily tasks and some new experiences. Daily mindfulness session - Headspace: Settling Down Enjoy a sense of belonging through being involved in daily tasks and some new experiences. Peer Massage - a sequence of movements, focusing</p>	<p>Begin to ask questions about differences, such as skin colour, types of hair, gender, special needs and disabilities, religion and so on. JIGSAW SOW: Celebrating Difference - Know how to help if someone is being bullied: I know we are all different but the same in some ways. Make healthy choices about activity. Take part in our whole school daily WOW - The Walk to School Challenge. Introduce the animal of the half term - learn 3 interesting facts. Enjoy a sense of belonging through being involved in daily tasks and some new experiences. Daily mindfulness session - Jump Start Jonny: Breathing Out To Relax Enjoy a sense of belonging through being involved in daily tasks and some new experiences. Peer Massage - a sequence of</p>	<p>Talk about their feelings using words like 'happy', 'sad', 'angry' or 'worried'. JIGSAW SOW: Celebrating Difference - Try to solve problems: I can tell you why I think my home is special to me. Make healthy choices about activity. Take part in our whole school daily WOW - The Walk to School Challenge. Check our results against the rest of the school/local area as we approach half way through the half term. Enjoy a sense of belonging through being involved in daily tasks and some new experiences. Daily mindfulness session. Jump Start Jonny: Compassion For Young Children 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</p>	<p>Respond to the feelings of others, showing concern and offering comfort. JIGSAW SOW: Celebrating Difference - Try to use kind words: I can tell you how to be a kind friend. Make healthy choices about activity. Take part in our whole school daily WOW - The Walk to School Challenge. Looking at the results on the dashboard, how could we move forward? Enjoy a sense of belonging through being involved in daily tasks and some new experiences. Daily mindfulness session. Jump Start Jonny: Breathing Anchor 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 'sliding board' movement. Remember expectations without</p>	<p>Develop appropriate ways of being assertive. Talk with others to solve conflicts. JIGSAW SOW: Celebrating Difference - Know how to give and receive compliments: I know which words to use to stand up for myself when someone says or does something unkind. Make healthy choices about activity. Take part in our whole school daily WOW - The Walk to School Challenge. Record our methods of getting to school and compare to the previous week. How do the two weeks compare? Enjoy a sense of belonging through being involved in daily tasks and some new experiences. Daily mindfulness session - Star Breathing. Enjoy a sense of belonging through being involved in daily tasks and some new experiences. Peer Massage - a sequence of</p>	<p>Be aware of being evaluated by others and begin to develop ideas about themselves according to the messages they receive from others. JIGSAW SOW: Difference - Celebration. Make healthy choices about activity. Take part in our whole school daily WOW - The Walk to School Challenge. Share our achievements from the half term. How do our results compare to the rest of the school/schools in our local area? Enjoy a sense of belonging through being involved in daily tasks and some new experiences. Daily mindfulness session - Deep Breathing. Enjoy a sense of belonging through being involved in daily tasks and some new experiences. Peer Massage - a sequence of movements, revisiting</p>

	<p>focusing specifically on the 'hearts' movement.</p> <p>Remember expectations without needing an adult to remind them.</p> <p>Introduce 'The Art Studio' to a small group of children at a time, sharing play ideas and our expectations - including at tidy up time.</p>	<p>specifically on the 'scooping' movement.</p> <p>Remember expectations without needing an adult to remind them.</p> <p>Introduce 'The Art Studio' to a small group of children at a time, sharing play ideas and our expectations - including at tidy up time.</p>	<p>movements, focusing specifically on the 'forehead stroke' movement.</p> <p>Remember expectations without needing an adult to remind them.</p> <p>Introduce 'The Message Centre' to a small group of children at a time, sharing play ideas and our expectations - including at tidy up time.</p>	<p>'hairdresser' movement.</p> <p>Remember expectations without needing an adult to remind them.</p> <p>Introduce 'The Message Centre' to a small group of children at a time, sharing play ideas and our expectations - including at tidy up time.</p>	<p>needing an adult to remind them.</p> <p>Introduce the 'Understanding the World' area to a small group of children at a time, sharing play ideas and our expectations - including at tidy up time.</p>	<p>movements, focusing specifically on the 'butterfly' movement.</p> <p>Remember expectations without needing an adult to remind them.</p> <p>Introduce the 'Understanding the World' area to a small group of children at a time, sharing play ideas and our expectations - including at tidy up time.</p>	<p>all of the movements from the half term.</p> <p>Remember expectations without needing an adult to remind them.</p> <p>Introduce the 'Water World' and 'Sand Kingdom' area to a small group of children at a time, sharing play ideas and our expectations - including at tidy up time.</p>
<p>Physical Development</p> <p>-Gross Motor Skills</p> <p>-Fine Motor Skills</p>	<p>Use large-muscle movements to wave flags and streamers, paint and make mark Squiggle Whilst You Wiggle - 'The Wiggle' using large paper to make marks.</p> <p>Continue to develop their movement, for example, balancing, running, jumping and climbing.</p> <p>GetSet4PE SOW - Fundamentals - Unit 1. Lesson One - Body Parts: To develop balancing whilst stationary and on the move.</p>	<p>Use large-muscle movements to wave flags and streamers, paint and make mark Squiggle Whilst You Wiggle - 'The Wiggle' using paintbrushes and water to make marks on the playground.</p> <p>Continue to develop their movement, for example, balancing, running, jumping and climbing.</p> <p>GetSet4PE SOW - Fundamentals - Unit 1. Lesson Two - Feelings: To develop running and stopping.</p>	<p>Use large-muscle movements to wave flags and streamers, paint and make mark Squiggle Whilst You Wiggle - 'The Wiggle' using chunky chalks to make marks.</p> <p>Continue to develop their movement, for example, balancing, running, jumping and climbing.</p> <p>GetSet4PE SOW - Fundamentals - Unit 1. Lesson Three - Our Senses: To develop changing direction.</p>	<p>Use large-muscle movements to wave flags and streamers, paint and make mark Squiggle Whilst You Wiggle - 'The Circle' using streamers and ribbons to make marks.</p> <p>Continue to develop their movement, for example, balancing, running, jumping and climbing.</p> <p>GetSet4PE SOW - Fundamentals - Unit 1. Lesson Four - Ways We Look After Ourselves: To develop jumping and landing.</p>	<p>Use large-muscle movements to wave flags and streamers, paint and make mark Squiggle Whilst You Wiggle - 'The Circle' using whiteboards and pens to make marks.</p> <p>Start taking part in some group activities which they make up for themselves, or in teams. Continue to develop their movement, for example, balancing, running, jumping and climbing.</p> <p>GetSet4PE SOW - Fundamentals - Unit 1. Lesson Five - My Favourite Things: To develop hopping and landing with control.</p>	<p>Use large-muscle movements to wave flags and streamers, paint and make mark Squiggle Whilst You Wiggle - 'The Circle' using markers to make marks.</p> <p>Continue to develop their movement, for example, balancing, running, jumping and climbing.</p> <p>GetSet4PE SOW - Fundamentals - Unit 1. Lesson Six - It's Good To Be Me: To explore different ways to travel.</p>	<p>Use large-muscle movements to wave flags and streamers, paint and make mark Squiggle Whilst You Wiggle - Revisit all movements introduced over the half term. Use crayons to make marks.</p> <p>Continue to develop their movement, for example, balancing, running, jumping and climbing.</p> <p>GetSet4PE SOW - Fundamentals - Unit 1. Lesson Seven - Consolidate learning from over the half term.</p>
<p>Literacy</p> <p>-Comprehension</p> <p>-Word Reading</p> <p>-Writing</p>	<p>Enjoy rhythmic and musical activity with percussion instruments, actions, rhymes and songs; clapping along with</p>	<p>Enjoy rhythmic and musical activity with percussion instruments, actions, rhymes and songs; clapping along with</p>	<p>Enjoy rhythmic and musical activity with percussion instruments, actions, rhymes and songs; clapping along with</p>	<p>Enjoy rhythmic and musical activity with percussion instruments, actions, rhymes and songs; clapping along with</p>	<p>Enjoy rhythmic and musical activity with percussion instruments, actions, rhymes and songs; clapping along with</p>	<p>Enjoy rhythmic and musical activity with percussion instruments, actions, rhymes and songs; clapping along with</p>	<p>Enjoy rhythmic and musical activity with percussion instruments, actions, rhymes and songs; clapping along with</p>

<p>the beat and joining in with words of familiar songs and nursery rhymes. Pay attention to more than one thing at a time, which can be difficult. Success For All Phonics - FS1: Revisit and Consolidate Environmental Sounds/Instrumental Sounds/Body Percussion.</p> <p>Begin to be aware of the way stories are structured, and to tell own stories. Tales Toolkit, using boxes to create class stories and fabric strip for independent storytelling.</p> <p>Look at and enjoys print and digital books independently Visit the library for a story time session. Ask the children to explore the books to find a book about autumn/bonfire night/light/celebration to enjoy independently/as a group.</p> <p>Understand the names of the different parts of a book and page sequencing. Provide a variety of non-fiction books for the children to</p>	<p>the beat and joining in with words of familiar songs and nursery rhymes. Pay attention to more than one thing at a time, which can be difficult. Success For All Phonics - FS1: Revisit and Consolidate Environmental Sounds/Instrumental Sounds/Body Percussion.</p> <p>Begin to be aware of the way stories are structured, and to tell own stories. Tales Toolkit, using boxes to create class stories and fabric strip for independent storytelling. Ask the children to choose their own objects for the story.</p> <p>Look at and enjoys print and digital books independently Visit the library for a story time session. Ask the children to explore the books to find a rhyming book to enjoy independently/as a group.</p> <p>Understand the names of the different parts of a book and page sequencing. Introduce a non-fiction book. What is the difference</p>	<p>the beat and joining in with words of familiar songs and nursery rhymes. Pay attention to more than one thing at a time, which can be difficult. Success For All Phonics - FS1: Revisit and Consolidate Environmental Sounds/Instrumental Sounds/Body Percussion.</p> <p>Begin to be aware of the way stories are structured, and to tell own stories. Sometimes give meaning to their drawings and paintings. Tales Toolkit, using boxes to create class stories and fabric strip for independent storytelling. Use mark making to record ideas on large sheets of paper.</p> <p>Look at and enjoys print and digital books independently Visit the library for a story time session. Ask the children to explore the books to find a non-fiction book to enjoy independently/as a group.</p> <p>Understand the names of the different parts of a</p>	<p>the beat and joining in with words of familiar songs and nursery rhymes. Pay attention to more than one thing at a time, which can be difficult. Success For All Phonics - FS1: Revisit and Consolidate Environmental Sounds/Instrumental Sounds/Body Percussion.</p> <p>Begin to be aware of the way stories are structured, and to tell own stories. Enjoys drawing and writing on different textures. Tales Toolkit, using boxes to create class stories and fabric strip for independent storytelling. Use mark making to record ideas on the playground using chalk.</p> <p>Look at and enjoys print and digital books independently Visit the library for a story time session. Ask the children to explore the books to find a book about an animal from the farm to enjoy independently/as a group.</p> <p>Understand the names of the different parts of a</p>	<p>the beat and joining in with words of familiar songs and nursery rhymes. Pay attention to more than one thing at a time, which can be difficult. Success For All Phonics - FS1: Revisit and Consolidate Environmental Sounds/Instrumental Sounds/Body Percussion.</p> <p>Begin to be aware of the way stories are structured, and to tell own stories. Enjoys drawing and writing on different textures. Tales Toolkit, using boxes to create class stories and fabric strip for independent storytelling. Use mark making to record ideas on the playground using paintbrushes and water.</p> <p>Look at and enjoys print and digital books independently Visit the library for a story time session. Ask the children to explore the books to find a book about an animal from the jungle to enjoy independently/as a group.</p> <p>Understand the names of the</p>	<p>the beat and joining in with words of familiar songs and nursery rhymes. Pay attention to more than one thing at a time, which can be difficult. Success For All Phonics - FS1: Revisit and Consolidate Environmental Sounds/Instrumental Sounds/Body Percussion.</p> <p>Begin to be aware of the way stories are structured, and to tell own stories. Enjoys drawing and writing on different textures. Tales Toolkit, using boxes to create class stories and fabric strip for independent storytelling. Use mark making to record ideas on the interactive whiteboard.</p> <p>Look at and enjoys print and digital books independently Visit the library for a story time session. Ask the children to explore the books to find a story about Christmas/a celebration to enjoy independently/as a group.</p> <p>Understand the names of the different parts of a</p>	<p>the beat and joining in with words of familiar songs and nursery rhymes. Pay attention to more than one thing at a time, which can be difficult. Success For All Phonics - FS1: Revisit and Consolidate Environmental Sounds/Instrumental Sounds/Body Percussion.</p> <p>Begin to be aware of the way stories are structured, and to tell own stories. Enjoys drawing and writing on different textures. Tales Toolkit, using boxes to create class stories and fabric strip for independent storytelling. Use mark making to record ideas on whiteboards.</p> <p>Look at and enjoys print and digital books independently Visit the library for a story time session. Ask the children to explore the books to find a story about Christmas/a celebration to enjoy independently/as a group.</p> <p>Understand the names of the different parts of a book and page sequencing.</p>
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	explore independently and as a group.	between this and a fiction story?	book and page sequencing. Revisit a non-fiction book. How is the front cover different to a fiction book?	book and page sequencing. Revisit a non-fiction book. How is the back cover different to a fiction book?	different parts of a book and page sequencing. Introduce and explore the contents page in a non-fiction book.	book and page sequencing. Introduce and explore the page numbers in a non-fiction book.	Introduce and explore the glossary in a non-fiction book.
Mathematics -Number -Numerical Patterns	Compare amounts, saying 'lots', 'more' or 'same'. Sharing amounts modelled by teacher. Who has more? Who has lots? Do we have the same? Recite numbers in order past 5. 10 Chant Starter Link numerals and amounts: for example, showing the right number of objects to match the numeral (1) Introduce matching objects to numeral 1 in a variety of contexts. Say one number for each item in order: 1,2,3, 4, 5 Touch counting activities up to 3 objects. Touch counting to check when subitised. Develop fast recognition of up to 3 objects, without having to count them individually ('subitising'). Encourage children to subitise when comparing groups of objects and in a range	Compare amounts, saying 'lots', 'more' or 'same'. Sharing amounts modelled by teacher. Who has more? Who has lots? Do we have the same? Recite numbers in order past 5. 10 Chant Starter Link numerals and amounts: for example, showing the right number of objects to match the numeral (1) Recap matching objects to numeral 1 in a variety of contexts. Say one number for each item in order: 1,2,3, 4, 5 Touch counting activities up to 3 objects. Touch counting to check when subitised. Develop fast recognition of up to 3 objects, without having to count them individually ('subitising'). Encourage children to subitise when comparing groups of objects and in a range	Compare amounts, saying 'lots', 'more' or 'same'. Sharing amounts independently with a partner. Who has more? Who has lots? Do we have the same? Recite numbers in order past 5. 10 Chant Starter Link numerals and amounts: for example, showing the right number of objects to match the numeral (2) Introduce matching objects to numeral 2 in a variety of contexts. Say one number for each item in order: 1,2,3, 4, 5 Touch counting activities up to 4 objects. Touch counting to check when subitised. Develop fast recognition of up to 3 objects, without having to count them individually ('subitising'). Encourage children to subitise when comparing groups of objects and in a range	Compare amounts, saying 'lots', 'more' or 'same'. Sharing amounts independently with a partner. Who has more? Who has lots? Do we have the same? Recite numbers in order past 5. 10 Chant Starter Link numerals and amounts: for example, showing the right number of objects to match the numeral (2) Recap matching objects to numeral 2 in a variety of contexts. Say one number for each item in order: 1,2,3, 4, 5 Touch counting activities up to 4 objects. Touch counting to check when subitised. Develop fast recognition of up to 3 objects, without having to count them individually ('subitising'). Encourage children to subitise when comparing groups of objects and in a range	Compare two small groups of up to three objects, saying when there are the same number of objects in each group Recite numbers in order past 5. 10 Chant Starter Link numerals and amounts: for example, showing the right number of objects to match the numeral (3) Introduce matching objects to numeral 3 in a variety of contexts. Say one number for each item in order: 1,2,3, 4, 5 Touch counting activities up to 4 objects. Touch counting to check when subitised. Develop fast recognition of up to 3 objects, without having to count them individually ('subitising'). Encourage children to subitise when comparing groups of objects and in a range of contexts in the environment.	Compare two small groups of up to three objects, saying when there are the same number of objects in each group Recite numbers in order past 5. 10 Chant Starter Link numerals and amounts: for example, showing the right number of objects to match the numeral (3) Recap matching objects to numeral 3 in a variety of contexts. Say one number for each item in order: 1,2,3, 4, 5 Touch counting activities up to 5 objects. Touch counting to check when subitised. Develop fast recognition of up to 3 objects, without having to count them individually ('subitising'). Encourage children to subitise when comparing groups of objects and in a range of contexts in the environment.	Compare two small groups of up to three objects, saying when there are the same number of objects in each group Recite numbers in order past 5. 10 Chant Starter Link numerals and amounts: for example, showing the right number of objects to match the numeral (1, 2 & 3). Recap matching objects to numerals 1, 2 & 3 in a variety of contexts. Say one number for each item in order: 1,2,3, 4, 5 Touch counting activities up to 5 objects. Touch counting to check when subitised. Develop fast recognition of up to 3 objects, without having to count them individually ('subitising'). Encourage children to subitise when comparing groups of objects and in a range of contexts in the environment.

	<p>of contexts in the environment.</p> <p>Talk about and explore 2D and 3D shapes (for example, circles, rectangles, triangles and cuboids) using informal language. Shape feely bag - Can the children describe what shape they have using informal language.</p>	<p>of contexts in the environment.</p> <p>Talk about and identify the patterns around them. For example: stripes on clothes, designs on rugs and wallpaper. Pattern hunt - What patterns can the children see and describe.</p>	<p>of contexts in the environment.</p> <p>Begin to understand that things might happen now or another time, in routines. Discussing things we do in the day and things we do at night.</p>	<p>of contexts in the environment.</p> <p>Explore differences in size Children encouraged to use comparative language relating to size in a range of contexts.</p>	<p>Explore differences in length Children encouraged to use comparative language relating to length in a range of contexts.</p>	<p>Explore differences weight Children encouraged to use comparative language relating to weight in a range of contexts.</p>	<p>Explore differences in capacity. Children encouraged to use comparative language relating to capacity in a range of contexts.</p>
<p>Understanding the World -Past and Present -People, Culture and Communities -The Natural World</p>	<p>Remember and talks about significant events in their own experience. 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. Celebrate Diwali, exploring the key stories and traditions. Celebrate Bonfire Night, exploring the key stories and traditions.</p>	<p>Talk about the differences between materials and changes they notice. Explore collections of materials with similar and/or different properties. Explore a range of different materials, creating our own predictions based on the properties of each material.</p> <p>Understand who, what, where and why, in simple questions. Use a variety of questions, for example, who, what, where and why. Explore our royal family. What is their role? Who is part of the royal family?</p>	<p>Shows an interest in technological toys with knobs or pulleys, real objects such as cameras, and touch screen devices such as mobile phones and tablets. Use the iPads to create our own tunes and rhythms and record our own singing.</p>	<p>Comments and ask questions about aspects of their familiar world, such as the place where they live or the natural world. Explore the habitat of the different farm animals. How is it similar/different to animals we have learnt about in the past?</p> <p>Talk about the differences between materials and changes they notice. Explore collections of materials with similar and/or different properties. Where does wool come from? Explore a variety of different textures.</p>	<p>Comments and ask questions about aspects of their familiar world, such as the place where they live or the natural world. Explore the habitat of the different jungle animals. How is it similar/different to animals we have learnt about in the past?</p> <p>Shows an interest in technological toys with knobs or pulleys, real objects such as cameras, and touch screen devices such as mobile phones and tablets. Use the IWB to create our own Tales Toolkit stories and illustrations.</p>	<p>Remember and talks about significant events in their own experience. 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. Celebrate Christmas, exploring the key stories and traditions.</p>	<p>Remember and talks about significant events in their own experience. 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. Celebrate Christmas, exploring the key stories and traditions. Celebrate Hannukah, exploring the key stories and traditions.</p>

<p>Expressive Arts and Design -Creating with Materials -Being Imaginative and Expressive</p>	<p>Sing familiar songs, for example, pop songs, songs from tv programmes, rhymes and songs from home. Charanga - My Stories - Step 1 - Learn to sing I'm a Little Teapot</p> <p>Sing to self and make up simple songs. Sings key nursery rhymes in whole class group.</p> <p>Explore colour and colour mixing. Explore mixing two primary colours to make a new colour - Paint in plastic bags.</p> <p>Create closed shapes with continuous lines and begin to use these shapes to represent objects. Artist study - Kandinsky - Recreating 'Color Study, Squares with Concentric Circles, 1913'</p> <p>Use drawing to represent ideas like movement or loud noises. Range of Bonfire night & Diwali artwork</p>	<p>Sing familiar songs, for example, pop songs, songs from tv programmes, rhymes and songs from home. Charanga - My Stories - Step 2 - Learn to sing The Grand old Duke of York</p> <p>Sing to self and make up simple songs. Sings key nursery rhymes in whole class group.</p> <p>Explore colour and colour mixing. Explore mixing two primary colours to make a new colour - Oil and water</p> <p>Create closed shapes with continuous lines and begin to use these shapes to represent objects. Artist study - Kandinsky - Recreating 'Composition VIII, 1923'</p>	<p>Sing familiar songs, for example, pop songs, songs from tv programmes, rhymes and songs from home. Charanga - My Stories - Step 3 - Learn to sing Ring O' Roses</p> <p>Sing to self and make up simple songs. Sings key nursery rhymes in small groups.</p> <p>Explore colour and colour mixing. Explore mixing two primary colours to make a new colour - Food colouring ice mixing</p> <p>Create closed shapes with continuous lines and begin to use these shapes to represent objects. Artist study - Kandinsky - Recreating 'Circles in a Circle, 1923'</p>	<p>Tap out simple repeated patterns using body percussion. Charanga - My Stories - Step 4 - Rhythm Games (Copy Cat)</p> <p>Sing to self and make up simple songs. Sings key nursery rhymes in small groups.</p> <p>Explore colour and colour mixing. Explore mixing two primary colours to make a new colour - Pipettes and food colouring in water</p> <p>Create closed shapes with continuous lines and begin to use these shapes to represent objects. Artist study - Kandinsky - Recreating 'Several Circles, 1926'</p>	<p>Explore and learn how sounds and movements can be changed. Charanga - My Stories - Step 5 - Explore high and low (pitch and improvisation with voices)</p> <p>Sing to self and make up simple songs. Sings key nursery rhymes in small groups.</p> <p>Explore colour and colour mixing. Explore mixing two primary colours to make a new colour- Tuff tray paint mixing</p> <p>Draw with increasing complexity and detail, such as representing a face with a circle and including details. Artist study - Kandinsky - Recreating 'Winter Landscape, 1909'</p>	<p>Explore and learn how sounds and movements can be changed. Charanga - My Stories - Step 6 - Create your own sounds (improvisation and composition with voices and/or instruments)</p> <p>Sing to self and make up simple songs. Sings key nursery rhymes independently.</p> <p>Explore colour and colour mixing. Explore mixing two primary colours to make a new colour- Food colouring, pipettes on tissue</p> <p>Draw with increasing complexity and detail, such as representing a face with a circle and including details. Artist study - Kandinsky - Recreating 'Upward, 1929'</p>	<p>Explore and learn how sounds and movements can be changed. Charanga - My Stories - Step 6 - Create your own sounds (improvisation and composition with voices and/or instruments)</p> <p>Sing to self and make up simple songs. Sings key nursery rhymes independently.</p> <p>Explore colour and colour mixing. Explore mixing two primary colours to make a new colour- Finger painting</p> <p>Draw with increasing complexity and detail, such as representing a face with a circle and including details. Artist study - Kandinsky - Recreating 'Black and Violet, 1923'</p>
<p>Key Composers and Songs</p>	<p>Antonio Salieri</p>	<p>Luigi Boccherini</p>	<p>Muzio Clementi</p>	<p>George Bridgetower</p>	<p>Johan Agrell</p>	<p>Ferdinand Ries</p>	<p>Francis Johnson</p>

Enhancements Visits and Visitors	Visit from Anne Jepson, Dental Health Nurse		Hearing stories and rhymes in different languages				
Parental Engagement			World Nursery Rhyme Week.	Mathematics Early Years Work shop 25 th November 9.00-10.00 or 2.00-3.00			FS Christmas Performances 14 th /15 th December.
Whole School and National Events	Bonfire Night 5 th November	Remembrance Sunday 14 th November	It's Cool to be Kind Week 14 th November Children in Need 2022 18 th November			Christmas Fair 7 th December Save the Children Christmas jumper day 8 th December	Christmas Parties 21 st December Hannukah 18 th December to 26 th December

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.