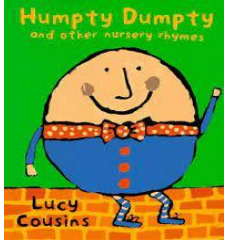

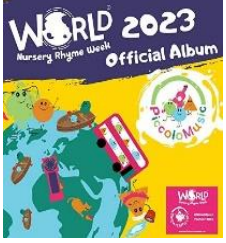
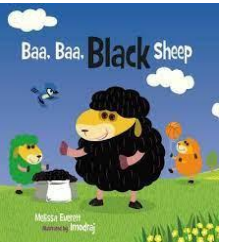

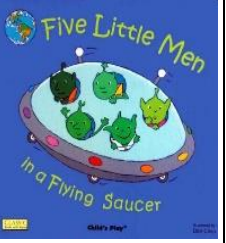
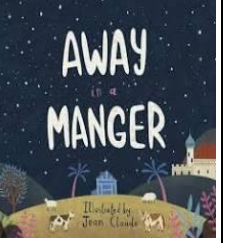
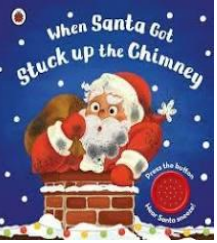




Meadowbank Primary School
Half Termly Knowledge and Skills Based Curriculum - Autumn 2 2024
Phase Foundation Stage Year Group Foundation Stage 1



	Week 1 Wk Beg 28.11	Week 2 Wk Beg 04.11	Week 3 Wk Beg 11.11	Week 4 Wk Beg 18.11	Week 5 Wk Beg 25.11	Week 6 Wk Beg 02.12	Week 7 Wk Beg 09.12	Week 8 Wk Beg 16.12
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?							
Key Concepts	Cause & Effect Structure	Significance	Appreciation	Cause & Effect	Appreciation	Structure	Appreciation Significance	Appreciation Significance
Book Studies	Humpty Dumpty 	Bonfire Night Poem 	World Nursery Rhyme Week 	Baa Baa Black Sheep 	Five Little Monkeys 	5 Little Men in a Flying Saucer 	Away in a Manger 	When Santa got stuck up... 
Children steering learning...	I want to make my own humpty dumpty. DS/PM/AC I want to find out if humpty dumpty would crack and fix him. PM	Maybe we could build a bonfire outside. JL I want to do firework dancing. AC	I want to sing some nursery rhymes. RS I want to sing nursery rhymes for my family. MS	I want to learn about farm animals. CK/AC. I want to find out where Baa Baa Black Sheep lives. .CK	I want to learn about the jungle. MW I want to know which animals live in the jungle. MW	I want to know what the planets are called in space. CK I want to learn about astronauts. AC	I want to wear a Christmas jumper - PM I want to sing Christmas songs - PM	I want to meet Father Christmas. AC/CK I want to write a letter to Father Christmas. PM
Key Vocabulary	Repair Broken	Celebration Light Poem	Rhyme Pulse Actions	Farm Material Describe	Jungle Habitat Difference	Universe Solar System Gravity	Beliefs Religion Nativity	Tradition Memories Festive
Other Key Literature	-The Queens Hat -The Queens Handbag -The Birthday Crown	-The Black Book of Colours -How High is the Sky? -Sky Colour	-Nursery Rhymes - -Over 100 Rhymes to Sing Together	-The Three Billy Goats Gruff -The Three Little Pigs -Old Macdonald Had a Farm	-Jungle Jive -Hide and Seek Animals -The Tiger who came for Tea	-How to Catch a Star -Whatever Next	-We're Going on an Elf Chase -Santa's Snow Globe -Laura's Christmas Star	-'Twas the Night Before Christmas -The Christmas Story -The Night Before Christmas

<p>Communication and Language -Listening, Attention and Understanding -Speaking</p>	<p>Use a wider range of vocabulary that reflects the breadth of their experiences. Weekly WOW Words.</p> <p>Use language to share feelings, experiences and thoughts. Evaluate weekly how each of the concepts within our 'Big Question' link together.</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>Take part in Makaton 'Sign of the Week'.</p>	<p>Use a wider range of vocabulary that reflects the breadth of their experiences. Weekly WOW Words.</p> <p>Use language to share feelings, experiences and thoughts. Evaluate weekly how each of the concepts within our 'Big Question' link together.</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 when singing a variety of different nursery rhymes.</p> <p>Take part in Makaton 'Sign of the Week'.</p>	<p>Use a wider range of vocabulary that reflects the breadth of their experiences. Weekly WOW Words.</p> <p>Use language to share feelings, experiences and thoughts. Evaluate weekly how each of the concepts within our 'Big Question' link together.</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 when singing a variety of different nursery rhymes.</p> <p>Take part in Makaton 'Sign of the Week'.</p>	<p>Use a wider range of vocabulary that reflects the breadth of their experiences. Weekly WOW Words.</p> <p>Use language to share feelings, experiences and thoughts. Evaluate weekly how each of the concepts within our 'Big Question' link together.</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>Take part in Makaton 'Sign of the Week'.</p>	<p>Use a wider range of vocabulary that reflects the breadth of their experiences. Weekly WOW Words.</p> <p>Use language to share feelings, experiences and thoughts. Evaluate weekly how each of the concepts within our 'Big Question' link together.</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 different jungle animals.</p> <p>Take part in Makaton 'Sign of the Week'.</p>	<p>Use a wider range of vocabulary that reflects the breadth of their experiences. Weekly WOW Words.</p> <p>Use language to share feelings, experiences and thoughts. Evaluate weekly how each of the concepts within our 'Big Question' link together.</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 a variety of different nursery rhymes.</p> <p>Take part in Makaton 'Sign of the Week'.</p>	<p>Use a wider range of vocabulary that reflects the breadth of their experiences. Weekly WOW Words.</p> <p>Use language to share feelings, experiences and thoughts. Evaluate weekly how each of the concepts within our 'Big Question' link together.</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>Take part in Makaton 'Sign of the Week'.</p>	<p>Use a wider range of vocabulary that reflects the breadth of their experiences. Weekly WOW Words.</p> <p>Use language to share feelings, experiences and thoughts. Evaluate weekly how each of the concepts within our 'Big Question' link together.</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 questions from the half term.</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>Take part in Makaton 'Sign of the Week'.</p>
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<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. (Respect and Tolerance)</p> <p>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.</p> <p>Enjoy a sense of belonging through being involved in daily tasks and some new experiences. Daily mindfulness session - Headspace: Good Morning</p> <p>Enjoy a sense of belonging through being involved in daily tasks and some new experiences.</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. (Respect and Tolerance)</p> <p>Make healthy choices about activity. Take part in our whole school daily WOW - The Walk to School Challenge.</p> <p>Enjoy a sense of belonging through being involved in daily tasks and some new experiences. Daily mindfulness session - Headspace: Settling Down</p> <p>Enjoy a sense of belonging through being involved in daily tasks and some new experiences.</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. (Respect and Tolerance)</p> <p>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.</p> <p>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</p> <p>Enjoy a sense of belonging through being involved in daily tasks and some new experiences.</p>	<p>Talk about their feelings using words like 'happy', 'sad', and 'angry' or 'worried'. JIGSAW SOW: Celebrating Difference - Try to solve problems: I can tell you why I think my home is special to me.</p> <p>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.</p> <p>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</p> <p>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.</p> <p>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?</p> <p>Enjoy a sense of belonging through being involved in daily tasks and some new experiences. Daily mindfulness session. Jump Start Jonny: Breathing Anchor</p> <p>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.</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.</p> <p>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?</p> <p>Enjoy a sense of belonging through being involved in daily tasks and some new experiences. Daily mindfulness session - Star Breathing.</p> <p>Enjoy a sense of belonging through being involved in daily tasks and some new experiences.</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: Celebrating Difference - Celebration.</p> <p>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?</p> <p>Enjoy a sense of belonging through being involved in daily tasks and some new experiences. Daily mindfulness session - Deep Breathing.</p> <p>Enjoy a sense of belonging through being involved in daily tasks and some new experiences. Peer Massage - a sequence of movements, revisiting all of the</p>	<p>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 schools in our local area?</p> <p>Enjoy a sense of belonging through being involved in daily tasks and some new experiences. Daily mindfulness session - Bubble Breathing.</p> <p>Enjoy a sense of belonging through being involved in daily tasks and some new experiences. Peer Massage - a sequence of movements, revisiting all of the movements from the half term.</p> <p>Remember expectations without needing an adult to remind them. Introduce the 'Water World' and 'Sand Kingdom' area to a small group of children at a time, sharing play ideas and our</p>
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<p>Introduce Peer Massage - a sequence of movements, focusing specifically on the 'hearts' movement.</p> <p>Remember expectations without needing an adult to remind them. 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>Think Equal Programme- Wally the Wave.</p> <p>Increasingly follow expectations, understanding why they are important.</p> <p>Remember expectations without needing an adult to remind them. -Name 'big' feelings. -Begin to demonstrate self-regulation and impulse control. -Demonstrate understanding that feelings change.</p>	<p>Peer Massage - a sequence of movements, focusing specifically on the 'scooping' movement.</p> <p>Remember expectations without needing an adult to remind them. 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>Think Equal Programme- 'Healthy Minds B'.</p> <p>Enjoy a sense of belonging through being involved in daily tasks and some new experiences. -Notice and name sounds. -Notice and name sensations.</p>	<p>some new experiences. Peer Massage - a sequence of movements, focusing specifically on the 'forehead stroke' movement.</p> <p>Remember expectations without needing an adult to remind them. 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>Think Equal Programme- I have a Plan.</p> <p>Understand gradually how others might be feeling. Respond to the feelings of others, showing concern and offering comfort. -Show ability to listen to others' words. -Demonstrate compassion for all creatures, animals and humans.</p> <p>Talk with others to solve conflicts. Celebrate anti-bullying week with</p>	<p>'hairdresser' movement.</p> <p>Remember expectations without needing an adult to remind them. 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>Think Equal Programme- The Wall.</p> <p>Begin to ask questions about differences, such as skin colour, types of hair, gender, special needs and disabilities, religion and so on. -Understand similarities and differences. -Celebrate diversity and understand and accept others. -Collaborate to create a piece of group artwork. (Mutual Respect and Tolerance)</p>	<p>Remember expectations without needing an adult to remind them. Introduce the 'Big Question' area to a small group of children at a time, sharing play ideas and our expectations - including at tidy up time.</p> <p>Think Equal Programme- The Tale of Baby Beetroot</p> <p>Begin to ask questions about differences, such as skin colour, types of hair, gender, special needs and disabilities, religion and so on. -Recognise kind behaviour. -Celebrate diversity.</p>	<p>Peer Massage - a sequence of movements, focusing specifically on the 'butterfly' movement.</p> <p>Remember expectations without needing an adult to remind them. Introduce the 'Big Question' area to a small group of children at a time, sharing play ideas and our expectations - including at tidy up time.</p> <p>Think Equal Programme - My Voice.</p> <p>Enjoy a sense of belonging through being involved in daily tasks and some new experiences. -Demonstrate self-esteem and self-confidence. -Demonstrate a sense of empowerment and voice, regardless of their gender.</p>	<p>Peer Massage - a sequence of movements, focusing specifically on the 'butterfly' movement.</p> <p>Remember expectations without needing an adult to remind them. Introduce the 'Big Question' area to a small group of children at a time, sharing play ideas and our expectations - including at tidy up time.</p> <p>Think Equal Programme - Lara the Yellow Ladybird. (Disability, Age, Race, Religion/Belief, Sex)</p> <p>Begin to ask questions about differences, such as skin colour, types of hair, gender, special needs and disabilities, religion and so on. -Demonstrate a strong sense of identity. -Demonstrate an appreciation of diversity. -Express self-confidence and self-esteem.</p>	<p>Peer Massage - a sequence of movements, focusing specifically on the 'butterfly' movement.</p> <p>Remember expectations without needing an adult to remind them. Introduce the 'Big Question' area to a small group of children at a time, sharing play ideas and our expectations - including at tidy up time.</p> <p>Think Equal Programme - My Voice.</p> <p>Enjoy a sense of belonging through being involved in daily tasks and some new experiences. -Demonstrate self-esteem and self-confidence. -Demonstrate a sense of empowerment and voice, regardless of their gender.</p>	<p>expectations - including at tidy up time.</p> <p>Think Equal Programme - Healthy Minds C.</p> <p>Talk with others to solve conflicts. -Name three things you can do to calm your feelings.</p>
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			key theme: Respect. (BV-Mutual Respect)					
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 - 'The Wiggle' using large paper to make marks. Continue to develop their movement, for example, balancing, running, jumping and climbing. GetSet4PE SOW - Fundamentals - Unit 1. Lesson One - Body Parts: To develop balancing whilst stationary and on the move.	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. Continue to develop their movement, for example, balancing, running, jumping and climbing. GetSet4PE SOW - Fundamentals - Unit 1. Lesson Two - Feelings: To develop running and stopping.	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. Continue to develop their movement, for example, balancing, running, jumping and climbing. GetSet4PE SOW - Fundamentals - Unit 1. Lesson Three - Our Senses: To develop changing direction.	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. Continue to develop their movement, for example, balancing, running, jumping and climbing. GetSet4PE SOW - Fundamentals - Unit 1. Lesson Four - Ways We Look After Ourselves: To develop jumping and landing.	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. 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. GetSet4PE SOW - Fundamentals - Unit 1. Lesson Five - My Favourite Things: To develop hopping and landing with control.	Use large-muscle movements to wave flags and streamers, paint and make mark Squiggle Whilst You Wiggle - 'The Circle' using markers to make marks. Continue to develop their movement, for example, balancing, running, jumping and climbing. GetSet4PE SOW - Fundamentals - Unit 1. Lesson Six - It's Good To Be Me: To explore different ways to travel.	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, using markers to make marks. Continue to develop their movement, for example, balancing, running, jumping and climbing. GetSet4PE SOW - Fundamentals - Unit 1. Lesson Seven - Consolidate learning from over the half term.	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. Continue to develop their movement, for example, balancing, running, jumping and climbing. GetSet4PE SOW - Fundamentals - Unit 1. Lesson Eight - Consolidate learning from over the half term.
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. Pay attention to more than one thing at a time, which can be difficult. Success For All Phonics - FS1: Revisit and	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. Pay attention to more than one thing at a time, which can be difficult. Success For All Phonics - FS1:	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. Pay attention to more than one thing at a time, which can be difficult. Success For All Phonics - FS1: Rhythm and Rhyme.	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. Pay attention to more than one thing at a time, which can be difficult. Success For All Phonics - FS1: Rhythm and Rhyme.	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. Pay attention to more than one thing at a time, which can be difficult. Success For All Phonics - FS1: Rhythm and Rhyme.	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. Pay attention to more than one thing at a time, which can be difficult. Success For All Phonics - FS1: Rhythm and Rhyme.	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. Pay attention to more than one thing at a time, which can be difficult. Success For All Phonics - FS1: Rhythm and Rhyme.	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. Pay attention to more than one thing at a time, which can be difficult. Success For All Phonics - FS1: Rhythm and Rhyme.

	<p>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 explore independently and as a group.</p>	<p>Introduce Rhythm and Rhyme.</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 between this and a fiction story?</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 book and page sequencing. Revisit a non-fiction book. How is the front cover different to a fiction book?</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 book and page sequencing. Revisit a non-fiction book. How is the back cover different to a fiction book?</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 different parts of a book and page sequencing. Introduce and explore the contents page in a non-fiction book.</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 using whiteboards and pens.</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 that includes numbers to enjoy independently/as a group.</p> <p>Understand the names of the different parts of a book and page sequencing. Introduce and explore the page numbers in a non-fiction book.</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 book and page sequencing. Introduce and explore the glossary in a non-fiction book.</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. Introduce and explore the glossary in a non-fiction book.</p>
<p>Mathematics -Number -Numerical Patterns</p>	<p>Compare amounts, saying 'lots', 'more' or 'same'. Sharing amounts modelled by teacher. Who has more? Who has</p>	<p>Compare amounts, saying 'lots', 'more' or 'same'. Sharing amounts modelled by teacher. Who has more? Who has</p>	<p>Compare amounts, saying 'lots', 'more' or 'same'. Sharing amounts independently with a partner. Who has more? Who has</p>	<p>Compare amounts, saying 'lots', 'more' or 'same'. Sharing amounts independently with a partner. Who has more? Who has</p>	<p>Compare two small groups of up to three objects, saying when there are the same number of objects in each group.</p>	<p>Compare two small groups of up to three objects, saying when there are the same number of objects in each group.</p>	<p>Compare two small groups of up to three objects, saying when there are the same number of objects in each group.</p>	<p>Compare two small groups of up to three objects, saying when there are the same number of objects in each group.</p>

<p>lots? Do we have the same?</p> <p>Recite numbers in order past 5. 10 Chant Starter.</p> <p>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.</p> <p>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.</p> <p>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> <p>Talk about and explore 2D and 3D shapes (for example, circles, rectangles, triangles and cuboids) using informal language.</p>	<p>lots? Do we have the same?</p> <p>Recite numbers in order past 5. 10 Chant Starter.</p> <p>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.</p> <p>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.</p> <p>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> <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</p>	<p>lots? Do we have the same?</p> <p>Recite numbers in order past 5. 10 Chant Starter.</p> <p>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.</p> <p>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.</p> <p>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> <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>lots? Do we have the same?</p> <p>Recite numbers in order past 5. 10 Chant Starter.</p> <p>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.</p> <p>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.</p> <p>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> <p>Explore differences in size Children encouraged to use comparative language relating to size in a range of contexts.</p>	<p>Recite numbers in order past 5. 10 Chant Starter.</p> <p>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.</p> <p>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.</p> <p>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> <p>Explore differences in length Children encouraged to use comparative language relating to length in a range of contexts.</p>	<p>Recite numbers in order past 5. 10 Chant Starter.</p> <p>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.</p> <p>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.</p> <p>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> <p>Explore differences height Children encouraged to use comparative language relating to height in a range of contexts.</p>	<p>Recite numbers in order past 5. 10 Chant Starter.</p> <p>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.</p> <p>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.</p> <p>Toolkit - Odd One Out 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> <p>Explore differences weight Children encouraged to use comparative language relating to weight in a range of contexts.</p>	<p>Recite numbers in order past 5. 10 Chant Starter.</p> <p>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.</p> <p>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.</p> <p>Toolkit - Odd One Out 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> <p>Explore differences in capacity. Children encouraged to use comparative language relating to capacity in a range of contexts.</p>
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	Shape feely bag - Can the children describe what shape they have using informal language.	children see and describe.						
Understanding the World -Past and Present -People, Culture and Communities -The Natural World	<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.</p> <p>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? (BV-Democracy/ Rule of Law)</p>	<p>Remember and talks about significant events in their own experience. Explore Bonfire Night, exploring the key stories and traditions. (BV-Rule of Law/Democracy)</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>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 (BV-Respect/Tolerance) (PC-Religion)</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 touchscreen devices such as mobile phones and tablets. Use the IWB to create our own Tales Toolkit stories and illustrations.</p>	<p>Comments and ask questions about aspects of their familiar world, such as the place where they live or the natural world. Investigate the different planets in our Solar System, learning the names and features of each one.</p> <p>Explore and talk about different forces they can feel. Explore gravity and how it works through a range of investigative opportunities.</p>	<p>Remember and talks about significant events in their own experience.</p> <p>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. (BV-Respect/ Tolerance) (PC-Religion)</p>	<p>Remember and talks about significant events in their own experience.</p> <p>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. (BV-Respect and Tolerance) (PC-Religion)</p>
Expressive Arts and Design -Creating with Materials -Being Imaginative and Expressive	<p>Sing familiar songs, for example, pop songs, songs from tv programmes, rhymes and songs from home. Charanga - My Stories - Step 1 -</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</p>	<p>Sing familiar songs, for example, pop songs, songs from tv programmes, rhymes and songs from home. Charanga - My Stories - Step 3 -</p>	<p>Tap out simple repeated patterns using body percussion. Charanga - My Stories - Step 4 - Rhythm Games (Copy Cat)</p>	<p>Explore and learn how sounds and movements can be changed. Charanga - My Stories - Step 5 - Explore high and low (pitch and</p>	<p>Explore and learn how sounds and movements can be changed. Charanga - My Stories - Step 6 - Create your own sounds (improvisation and</p>	<p>Explore and learn how sounds and movements can be changed. Charanga - Revisit the songs from steps 1-6. Take part in 'Active Listening' games.</p>	<p>Explore and learn how sounds and movements can be changed. Charanga - Revisit the songs from steps 1-6. Take part in 'Active Listening' games.</p>

	<p>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>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 8, 1923'</p> <p>Use drawing to represent ideas like movement or loud noises. Range of Bonfire night & Diwali artwork</p>	<p>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>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>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>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 'Upward, 1929'</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 'Composition VII, 1913'</p>	<p>Sing to self and make up simple songs. Share our favourite Christmas songs and perform them as a group.</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>
Key Composers and Songs	Carl Phillip Emanuel Bach	Christoph Willibald Gluck	Franz Joseph Haydn	Luigi Boccherini	Marianna Martines	Wolfgang Amadeus Mozart	Gioachino Rossini	Franz Schubert
Outdoor Learning		Bonfire night celebration - hot chocolate, singing and firework dancing	Perform the nursery rhymes of the week in our outdoor environment	Create our own Tales Toolkit stories using items found in our outdoor environment				
Enhancements Visits and Visitors	Local Musicians performing to children.	Local Musicians performing to children.	Local Musicians performing to children.	Local Musicians performing to children.	Local Musicians performing to children.	Local Musicians performing to children.	Local Musicians performing to children.	Local Musicians performing to children.
Parental Engagement	FS1 Early Reading and Phonics Workshop 08.11.23	Parent Forum 6.11.24	World Nursery Rhyme Week 11.11.24				Foundation Stage Christmas Sing-Along 11.12.24	

		Parent Consultation Meetings 6.11.24 and 7.11.24					9.15am or 12.12.24 2.30pm	
Whole School and National Events	Diwali 31.10.24	Bonfire Night 05.11.24 National Outdoor Learning Day 07.11.24	Children in Need 15.11.24 Anti-Bullying Week 11.11.24-15.11.24 Remembrance Day 11.11.24		National NO Pens Day 27.11.24		Christmas Dinner 11.12.24 'Save the Children'. Christmas Jumper Day 13.12.24	Staff Team Member for the Day 17.12.24 Santa Dash 18.12.24 Children's Christmas Party 20.12.24

Progression of knowledge and skills are shown horizontally across the half term. The different areas of learning are shown vertically. Learning opportunities are planned alongside the children through 'big questions' and identifying key concepts.