

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



	Week 1	Week 2	Week	3	Week 4	Week 5	Week 6	Week 7	Week 8	
	Wk Beg 28.11	Wk Beg 04.11	Wk Beg 1	1.11	Wk Beg 18.11	Wk Beg 25.11	Wk Beg 02.12	Wk Beg 09.12	Wk Beg 16.12	
Characteristics of	Playing and Explo	oring – Engagement	t	Active Learning – Motivation			Creating and Thinking Critically - Thinking			
Effective Teaching	Finding out and ex	xploring		Being involved and concentrating			Having their own ideas (creative thinking)			
and Learning	Playing with what	•		Keeping on trying			Making links (building theories)			
	Being willing to 'h			Enjo	ying achieving what	they set out to do	Choosing w	ays to do things (cr	ritical thinking)	
Biq Question	What makes a rl	hyme?								
Key Concepts	Cause & Effect Structure	Significance	Apprecia	tion	Cause & Effect	Appreciation	Structure	Appreciation Significance	Appreciation Significance	
Book Studies	Humpty Dumpty	Bonfire Night Poem	World Nur Rhyme W	•	Baa Baa Black Sheep	Five Little Monkeys	5 Little Men in a Flying Saucer	Away in a Manger	When Santa got stuck up	
	Humpty Dumpty and other nursery flymes Courses of the second seco		WERD 20	ial Album	Baa. Baa. Black Sheep	Five little monkeys	Five Little Men n o Fiving Saucer	AWAY MANGER	o when Santa God guck up the Chimney	
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 nursery rhyme I want to sing nursery rhyme my family. MS	es. RS	I want to learn about farm animals. CK/AC. I want to find out where Baa Baa Black Sheep livesCK	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 Rhyr -Over 100 Rhy to Sing Togetl	vmes	-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	

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 a wider range of vocabulary that reflects the breadth of their experiences. Weekly WOW Words.	Use a wider range of vocabulary that reflects the breadth of their experiences. Weekly WOW Words.	Use a wider range of vocabulary that reflects the breadth of their experiences. Weekly WOW Words.	Use a wider range of vocabulary that reflects the breadth of their experiences. Weekly WOW Words.	Use a wider range of vocabulary that reflects the breadth of their experiences. Weekly WOW Words.	Use a wider range of vocabulary that reflects the breadth of their experiences. Weekly WOW Words.	Use a wider range of vocabulary that reflects the breadth of their experiences. Weekly WOW Words.
	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. Evaluate weekly how each of the concepts within our 'Big Question' link together.	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. Evaluate weekly how each of the concepts within our 'Big Question' link together.	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. Evaluate weekly how each of the concepts within our 'Big Question' link together.	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. 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. 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. Take part in Makaton 'Sign of the Week'.	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. 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. Take part in Makaton 'Sign of the Week'.	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. 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. Take part in Makaton 'Sign of the Week'.	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. Use a wider range of vocabulary that reflects the breadth of their experiences. Develop our knowledge of Makaton when naming the different farm animals. Take part in Makaton 'Sign of the Week'.	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. Use a wider range of vocabulary that reflects the breadth of their experiences. Develop our knowledge of Makaton when naming different jungle animals. Take part in Makaton 'Sign of the Week'.	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. 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. Take part in Makaton 'Sign of the Week'.	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. 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'. Take part in Makaton 'Sign of the Week'.	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. Use a wider range of vocabulary that reflects the breadth of their experiences. Develop our knowledge of Makaton when singing 'Jingle Bells.' Take part in Makaton 'Sign of the Week'.

Personal, Social and Emotional Development - Self- Regulation - Managing Self - Building Relationships	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) 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 -	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) 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 -	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) 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	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. 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	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	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	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. 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? 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	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? Enjoy a sense of belonging through being involved in daily tasks and some new experiences. Daily mindfulness session - Bubble Breathing. Enjoy a sense of belonging through being involved in daily tasks and some new experiences. Part Massage - a sequence of movements, revisiting all of the movements from the half term. Remember expectations without needing an
	being involved in	being involved in	being involved in	session. Jump Start	Anchor	being involved in	Daily mindfulness	movements from the
	daily tasks and	daily tasks and	daily tasks and	Jonny: Compassion	Enjoy a sense of	daily tasks and	session - Deep	half term.
	some new	some new	some new	For Young Children	belonging through	some new	Breathing.	Remember
	experiences.	experiences.	experiences.	Enjoy a sense of	being involved in	experiences.	Enjoy a sense of	expectations

T	Introduce Peer	Peer Massage - a	some new	'hairdresser'	Remember	Peer Massage - a	movements from the	expectations -
	Massage - a	sequence of	experiences.	movement.	expectations	sequence of	half term.	including at tidy up
	sequence of	movements, focusing	Peer Massage – a	Damasuk an	without needing an	movements, focusing	Damant an	time.
	movements, focusing	specifically on the	sequence of	Remember	adult to remind	specifically on the	Remember	Think Found
	specifically on the	'scooping' movement.	movements, focusing	expectations without needing an	them.	'butterfly'	expectations without needing an	Think Equal
	'hearts' movement.	Remember	specifically on the	adult to remind	Introduce the 'Big	movement.	adult to remind	Programme - Healthy Minds C.
	Remember	Remember expectations	'forehead stroke'	them.	Question' area to a	Remember	them.	meanny minas c.
	expectations	without needing an	movement.	Introduce 'The	small group of	expectations	Introduce the	Talk with others to
	without needing an	adult to remind	Remember	Message Centre' to	children at a time,	without needing an	'Water World' and	solve conflicts.
	adult to remind	them.	expectations	a small group of	sharing play ideas	adult to remind	'Sand Kingdom' area	-Name three things
	them.	Introduce 'The Art	without needing an	children at a time,	and our	them.	to a small group of	you can do to calm
	Introduce 'The Art	Studio' to a small	adult to remind	sharing play ideas	expectations -	Introduce the 'Big	children at a time,	your feelings.
	Studio' to a small	group of children at	them.	and our	including at tidy up	Question' area to a	sharing play ideas	
	group of children at	a time, sharing play	Introduce 'The	expectations -	time.	small group of	and our	
	a time, sharing play	ideas and our	Message Centre' to	including at tidy up	Think Equal	children at a time,	expectations -	
	ideas and our	expectations -	a small group of	time.	Programme-	sharing play ideas	including at tidy up	
	expectations -	including at tidy up	children at a time,		The Tale of Baby	and our	time.	
	including at tidy up	time.	sharing play ideas	Think Equal	Beetroot	expectations -		
	time.		and our	Programme-		including at tidy up	Think Equal	
		Think Equal	expectations -	The Wall.	Begin to ask	time.	Programme – My	
	Think Equal	Programme-	including at tidy up	Begin to ask	questions about		Voice.	
	Programme-	'Healthy Minds B'.	time.	questions about	differences, such	Think Equal	Enjoy a sense of	
	Wally the Wave.	Enjoy a sense of		differences, such	as skin colour,	Programme - Lara	belonging through	
	Increasingly follow	belonging through	Think Equal	as skin colour.	types of hair,	the Yellow	being involved in	
	expectations,	being involved in	Programme-	types of hair,	gender, special	Ladybird.	daily tasks and	
	understanding why	daily tasks and	I have a Plan.	gender, special	needs and	(Disability, Age,	some new	
	they are	some new	Understand	needs and	disabilities, religion	Race,	experiences.	
	important.	experiences.	gradually how	disabilities, religion	and so on.	Religion/Belief,	-Demonstrate self-	
		-Notice and name	others might be	and so on.	-Recognise kind	Sex)	esteem and self-	
	Remember	sounds.	feeling.	-Understand	behaviour.	Begin to ask	confidence.	
	expectations	-Notice and name	Respond to the	similarities and	-Celebrate	questions about	-Demonstrate a	
	without needing an	sensations.	feelings of others,	differences.	diversity.	differences, such	sense of	
	adult to remind them.		showing concern	-Celebrate diversity		as skin colour,	empowerment and	
			and offering	and understand and		types of hair,	voice, regardless of	
	-Name 'big' feelings. -Begin to		comfort.	accept others.		gender, special	their gender.	
	-веділ то demonstrate self-		-Show ability to	-Collaborate to		needs and		
	regulation and		listen to others'	create a piece of		disabilities, religion		
	impulse control.		words.	group artwork.		and so on.		
	-Demonstrate		-Demonstrate	(Mutual Respect and		-Demonstrate a		
	understanding that		compassion for all	Tolerance)		strong sense of		
	feelings change.		creatures, animals			identity.		
	, coningo chunge.		and humans.			-Demonstrate an		
			Talk with others to			appreciation of		
			solve conflicts.			diversity.		
			Celebrate anti-			-Express self-		
			bullying week with			confidence and self-		
						esteem.		

			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.

	Consolidate Environmental Sounds/Instrument al Sounds/Body Percussion. Begin to be aware	Introduce Rhythm and Rhyme. Begin to be aware of the way stories are structured, and to tell own stories.	Begin to be aware of the way stories are structured, and to tell own stories. Sometimes give meaning to their	Begin to be aware of the way stories are structured, and to tell own stories. Enjoys drawing and writing on different	Begin to be aware of the way stories are structured, and to tell own stories. Enjoys drawing and writing on different	Begin to be aware of the way stories are structured, and to tell own stories. Enjoys drawing and writing on different	Begin to be aware of the way stories are structured, and to tell own stories. Enjoys drawing and writing on different	Begin to be aware of the way stories are structured, and to tell own stories. Enjoys drawing and writing on different
	of the way stories	Tales Toolkit, using	drawings and	textures.	textures.	textures.	textures.	textures.
	are structured, and	boxes to create	paintings.	Tales Toolkit, using				
	to tell own stories . Tales Toolkit, using	class stories and fabric strip for	Tales Toolkit, using boxes to create	boxes to create class stories and				
	boxes to create	independent	class stories and	fabric strip for				
	class stories and	storytelling. Ask the	fabric strip for	independent	independent	independent	independent	independent
	fabric strip for	children to choose	independent	storytelling. Use				
	independent	their own objects	storytelling. Use	mark making to				
	storytelling.	for the story.	mark making to	record ideas on the	record ideas on the	record ideas using	record ideas on the	record ideas on
		,	record ideas on	playground using	playground using	whiteboards and	interactive	whiteboards.
	Look at and enjoys	Look at and enjoys	large sheets of	chalk.	paintbrushes and	pens.	whiteboard.	
	print and digital	print and digital	paper.		water.	•		Look at and enjoys
	books independently	books independently		Look at and enjoys		Look at and enjoys	Look at and enjoys	print and digital
	Visit the library for	Visit the library for	Look at and enjoys	print and digital	Look at and enjoys	print and digital	print and digital	books independently
	a story time session.	a story time session.	print and digital	books independently	print and digital	books independently	books independently	Visit the library for
	Ask the children to	Ask the children to	books independently	Visit the library for	books independently	Visit the library for	Visit the library for	a story time session.
	explore the books to find a book about	explore the books to	Visit the library for	a story time session. Ask the children to	Visit the library for	a story time session. Ask the children to	a story time session. Ask the children to	Ask the children to
	autumn/bonfire	find a rhyming book	a story time session. Ask the children to	explore the books to	a story time session. Ask the children to	explore the books to	explore the books to	explore the books to
	night/light/celebrat	to enjoy independently/as a	explore the books to	find a book about an	explore the books to	find a book that	find a story about	find a story about Christmas/a
	ion to enjoy		find a non-fiction	animal from the	find a book about an	includes numbers to	Christmas/a	celebration to enjoy
	independently/as a	group.	book to enjoy	farm to enjoy	animal from the	enjoy	celebration to enjoy	independently/as a
	group.	Understand the	independently/as a	independently/as a	jungle to enjoy	independently/as a	independently/as a	group.
	5	names of the	group.	group.	independently/as a	group.	group.	5 1
	Understand the	different parts of			group.	5 1	5	Understand the
	names of the	a book and page	Understand the	Understand the	5 1	Understand the	Understand the	names of the
	different parts of	sequencing.	names of the	names of the	Understand the	names of the	names of the	different parts of
	a book and page	Introduce a non-	different parts of	different parts of	names of the	different parts of	different parts of	a book and page
	sequencing.	fiction book. What	a book and page	a book and page	different parts of	a book and page	a book and page	sequencing.
	Provide a variety of	is the difference between this and a	sequencing . Revisit a non-fiction	sequencing . Revisit a non-fiction	a book and page	sequencing . Introduce and	sequencing . Introduce and	Introduce and
	non-fiction books for the children to		book. How is the	book. How is the	sequencing. Introduce and			explore the glossary in a non-fiction
	explore	fiction story?	front cover	book. How is the back cover	explore the	explore the page numbers in a non-	explore the page numbers in a non-	book.
	independently and		different to a	different to a	contents page in a	fiction book.	fiction book.	DOOK.
	as a group.		fiction book?	fiction book?	non-fiction book.	TICTION DOOK.	TICTION DOOK.	
Mathematics	Compare amounts,	Compare amounts,	Compare amounts,	Compare amounts,	Compare two small	Compare two small	Compare two small	Compare two small
	saying 'lots', 'more'	saying 'lots', 'more'	saying 'lots', 'more'	saying 'lots', 'more'	groups of up to			
-Number	or 'same'.	or 'same'.	or 'same'.	or 'same'.	three objects,	three objects,	three objects,	three objects,
-Numerical	Sharing amounts	Sharing amounts	Sharing amounts	Sharing amounts	saying when there	saying when there	saying when there	saying when there
Patterns	modelled by	modelled by	independently with a	independently with a	are the same	are the same	are the same	are the same
	teacher. Who has	teacher. Who has	partner. Who has	partner. Who has	number of objects	number of objects	number of objects	number of objects
	more? Who has	more? Who has	more? Who has	more? Who has	in each group.	in each group.	in each group.	in each group.
						- •		

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Т	lots? Do we have	lots? Do we have	lots? Do we have	lots? Do we have	Recite numbers in	Recite numbers in	Recite numbers in	Recite numbers in
	the same?	the same?	the same?	the same?	order past 5.	order past 5.	order past 5.	order past 5.
	Desite much and in	Desite work and in	Desite work and in	Desite work and in	10 Chant Starter.	10 Chant Starter.	10 Chant Starter.	10 Chant Starter.
	Recite numbers in	Recite numbers in	Recite numbers in	Recite numbers in	I tale an an all a start	I tale as an end of an el	1 :	I tale anna an al a su d
	order past 5.	order past 5.	order past 5.	order past 5.	Link numerals and	Link numerals and	Link numerals and	Link numerals and
	10 Chant Starter.	10 Chant Starter.	10 Chant Starter.	10 Chant Starter.	amounts: for	amounts: for	amounts: for	amounts: for
	Link numerals and	Link numerals and	Link numerals and	Link numerals and	example, showing	example, showing	example, showing	example, showing
	amounts: for	amounts: for	amounts: for	amounts: for	the right number	the right number	the right number	the right number
	example, showing	example, showing	example, showing	example, showing	of objects to	of objects to	of objects to	of objects to
	the right number	the right number	the right number	the right number	match the numeral	match the numeral	match the numeral	match the numeral
	of objects to	of objects to	of objects to	of objects to	(3)	(3)	(3)	(1, 2 & 3). Recap
	match the numeral	match the numeral	match the numeral	match the numeral	Introduce matching	Recap matching	Recap matching	matching objects to
	(1)	(1)	(2)	(2)	objects to numeral	objects to numeral	objects to numeral	numerals 1, 2 & 3 in
	Introduce matching	Recap matching	Introduce matching	Recap matching	3 in a variety of	3 in a variety of	3 in a variety of	a variety of
	objects to numeral 1	objects to numeral 1	objects to numeral	objects to numeral	contexts.	contexts.	contexts.	contexts.
	in a variety of	in a variety of	2 in a variety of	2 in a variety of	Say one number	Say one number	Say one number	Say one number for
	contexts.	contexts.	contexts.	contexts.	for each item in	for each item in	for each item in	each item in order:
			order: 1,2,3, 4, 5	order: 1,2,3, 4, 5	order: 1,2,3, 4, 5	1,2,3, 4, 5
	Say one number	Say one number	Say one number	Say one number	Touch counting	Touch counting	Touch counting	Touch counting
	for each item in	for each item in	for each item in	for each item in	activities up to 4	activities up to 5	activities up to 5	activities up to 5
	order: 1,2,3, 4, 5	order: 1,2,3, 4, 5	order: 1,2,3, 4, 5	order: 1,2,3, 4, 5	objects. Touch	objects. Touch	objects. Touch	objects. Touch
	Touch counting	Touch counting	Touch counting	Touch counting	counting to check	counting to check	counting to check	counting to check
	activities up to 3	activities up to 3	activities up to 4	activities up to 4	when subitised.	when subitised.	when subitised.	when subitised.
	objects. Touch	objects. Touch	objects. Touch	objects. Touch				
	counting to check	counting to check	counting to check	counting to check			Toolkit - Odd One	Toolkit - Odd One
	when subitised.	when subitised.	when subitised.	when subitised.			Out	Out
	Develop fast	Develop fast	Develop fast	Develop fast	Develop fast	Develop fast	Develop fast	
	recognition of up to	recognition of up to	recognition of up to	recognition of up to	recognition of up to	recognition of up to	recognition of up to	
	3 objects, without	3 objects, without	3 objects, without	3 objects, without	3 objects, without	3 objects, without	3 objects, without	Develop fast
	having to count	having to count	having to count	having to count	having to count	having to count	having to count	recognition of up to
	them individually	them individually	them individually	them individually	them individually	them individually	them individually	3 objects, without
	('subitising').	('subitising').	('subitising').	('subitising').	('subitising').	('subitising').	('subitising').	having to count
	Encourage children	Encourage children	Encourage children	Encourage children	Encourage children	Encourage children	Encourage children	them individually
	to subitise when	to subitise when	to subitise when	to subitise when	to subitise when	to subitise when	to subitise when	('subitising').
	comparing groups of	comparing groups of	comparing groups of	comparing groups of	comparing groups of	comparing groups of	comparing groups of	Encourage children
	objects and in a	objects and in a	objects and in a	objects and in a	objects and in a	objects and in a	objects and in a	to subitise when
	range of contexts in	range of contexts in	range of contexts in	range of contexts in	range of contexts in	range of contexts in	range of contexts in	comparing groups of
	the environment.	the environment.	the environment.	the environment.	the environment.	the environment.	the environment.	objects and in a
	Talk about and		Pasin to	Evaluate difference -	Explore differences	Explore differences	Explore differences	range of contexts in
	Talk about and explore 2D and 3D	Talk about and	Begin to understand that	Explore differences	in length	height	weight	the environment.
	•	identify the		In size Children encourseed	Children encouraged	Children encouraged	Children encouraged	Evalore differences
	shapes (for	patterns around	things might happen	Children encouraged	to use comparative	to use comparative	to use comparative	Explore differences
	example, circles,	them. For example:	now or another	to use comparative	language relating to	language relating to	language relating to	in capacity.
	rectangles,	stripes on clothes,	time, in routines.	language relating to	length in a range of	height in a range of	weight in a range of	Children encouraged
	triangles and	designs on rugs and	Discussing things we	size in a range of	contexts.	contexts.	contexts.	to use comparative
	cuboids) using	wallpaper . Pattern hunt - What	do in the day and	contexts.				language relating to
	informal language.	pattern nunt - what patterns can the	things we do at nicht					capacity in a range of contexts.
		putterns can the	night.					of contexis.

Understanding the World -Past and Present -People, Culture and Communities -The Natural World World	Shape feely bag - Can the children describe what shape they have using informal language. 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. 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? (BV-Democracy/ Rule of Law) Sing familiar songs,	children see and describe. Remember and talks about significant events in their own experience. Explore Bonfire Night, exploring the key stories and traditions. (BV-Rule of Law/Democracy) Sing familiar songs,	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. 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) Sing familiar songs,	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? 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.	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? 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.	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. Explore and talk about different forces they can feel. Explore gravity and how it works through a range of investigative opportunities.	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. (BV-Respect/ Tolerance) (PC-Religion)	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. (BV-Respect and Tolerance) (PC-Religion)
Expressive Arts and Design -Creating with Materials -Being Imaginative and Expressive	Sing familiar songs, for example, pop songs, songs from tv programmes, rhymes and songs from home. Charanga - My Stories - Step 1 -	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	Sing familiar songs, for example, pop songs, songs from tv programmes, rhymes and songs from home. Charanga - My Stories - Step 3 -	Tap out simple repeated patterns using body percussion. Charanga – My Stories – Step 4 – Rhythm Games (Copy Cat)	Explore and learn how sounds and movements can be changed. Charanga - My Stories - Step 5 - Explore high and low (pitch and	Explore and learn how sounds and movements can be changed. Charanga - My Stories - Step 6 - Create your own sounds (improvisation and	Explore and learn how sounds and movements can be changed. Charanga - Revisit the songs from steps 1-6. Take part in 'Active Listening' games.	Explore and learn how sounds and movements can be changed. Charanga - Revisit the songs from steps 1-6. Take part in 'Active Listening' games.

Key Composers	songs. Sings key nursery rhymes in whole class group. Explore colour and colour mixing. Explore mixing two primary colours to make a new colour - Paint in plastic bags. 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' Carl Phillip Emanuel Bach	songs. Sings key nursery rhymes in whole class group. Explore colour and colour mixing. Explore mixing two primary colours to make a new colour - Oil and water Create closed shapes with continuous lines and begin to use these shapes to represent objects. Artist study - Kandinsky - Recreating 'Composition 8, 1923' Use drawing to represent ideas like movement or loud noises. Range of Bonfire night & Diwali artwork Christoph Willibald Gluck	songs. Sings key nursery rhymes in small groups. Explore colour and colour mixing. Explore mixing two primary colours to make a new colour – Food colouring ice mixing Create closed shapes with continuous lines and begin to use these shapes to represent objects. Artist study – Kandinsky – Recreating 'Circles in a Circle, 1923' Franz Joseph Haydn	rhymes in small groups. Explore colour and colour mixing. Explore mixing two primary colours to make a new colour - Pipettes and food colouring in water Create closed shapes with continuous lines and begin to use these shapes to represent objects. Artist study - Kandinsky - Recreating 'Several Circles, 1926' Luigi Boccherini	songs. Sings key nursery rhymes in small groups. Explore colour and colour mixing. Explore mixing two primary colours to make a new colour- Tuff tray paint mixing Draw with increasing complexity and detail, such as representing a face with a circle and including details. Artist study - Kandinsky - Recreating 'Winter Landscape, 1909' Marianna Martines	Sing to self and make up simple songs. Sings key nursery rhymes independently. Explore colour and colour mixing. Explore mixing two primary colours to make a new colour- Food colouring, pipettes on tissue Draw with increasing complexity and detail, such as representing a face with a circle and including details. Artist study - Kandinsky - Recreating 'Upward, 1929' Wolfgang Amadeus Mozart	rhymes independently. Explore colour and colour mixing. Explore mixing two primary colours to make a new colour- Finger painting Draw with increasing complexity and detail, such as representing a face with a circle and including details. Artist study - Kandinsky - Recreating 'Composition VII, 1913' Gioachino Rossini	Christmas songs and perform them as a group. Explore colour and colour mixing. Explore mixing two primary colours to make a new colour- Finger painting 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' Franz Schubert
and Songs Outdoor Learning		Bonfire night celebration - hot chocolate, singing and firework	Perform the nursery rhymes of the week in our outdoor environment	Create our own Tales Toolkit stories using items found in our outdoor				
Enhancements Visits and Visitors	Local Musicians performing to children.	dancing Local Musicians performing to children.	Local Musicians performing to children.	environment 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.