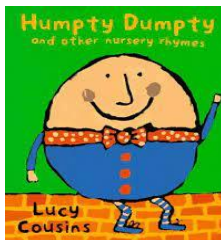
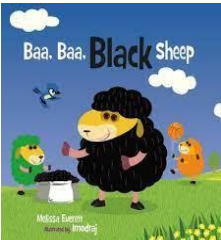




**Meadowbank Primary School**  
**Half Termly Knowledge and Skills Based Curriculum – Autumn 2 2025**  
**Phase Foundation Stage Year Group Foundation Stage 1**



|                                                    | Week 1<br>Wk Beg 03.11                                                                                                                                            | Week 2<br>Wk Beg 10.11                                                                                                           | Week 3<br>Wk Beg 17.11                                                                                                              | Week 4<br>Wk Beg 24.11                                                                                        | Week 5<br>Wk Beg 01.12                                                                                                                                                          | Week 6<br>Wk Beg 08.12                                                                                                            | Week 7<br>Wk Beg 15.12                                                                                                                          |
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| Characteristics of Effective Teaching and Learning | Playing and Exploring – Engagement<br>Finding out and exploring<br>Playing with what they know<br>Being willing to 'have a go'                                    |                                                                                                                                  | Active Learning – Motivation<br>Being involved and concentrating<br>Keeping on trying<br>Enjoying achieving what they set out to do |                                                                                                               | Creating and Thinking Critically – Thinking<br>Having their own ideas (creative thinking)<br>Making links (building theories)<br>Choosing ways to do things (critical thinking) |                                                                                                                                   |                                                                                                                                                 |
| Biq Question                                       | What makes a rhyme?                                                                                                                                               |                                                                                                                                  |                                                                                                                                     |                                                                                                               |                                                                                                                                                                                 |                                                                                                                                   |                                                                                                                                                 |
| Key Concepts                                       | Cause & Effect<br>Structure                                                                                                                                       | Appreciation                                                                                                                     | Significance                                                                                                                        | Cause & Effect                                                                                                | Appreciation                                                                                                                                                                    | Structure                                                                                                                         | Appreciation<br>Significance                                                                                                                    |
| Book Studies                                       | Bonfire Night<br>Poem<br>                                                        | World Nursery<br>Rhyme W eek<br>                | Humpty Dumpty<br>                                 | Baa Baa Black<br>Sheep<br> | Five Little<br>Monkeys<br>                                                                   | 5 Little Men in a<br>Flying Saucer<br>         | Away in a Manger<br>                                         |
| Children steering learning....                     | I want to learn about why we shouldn't be scared of fireworks<br>MB/AT<br>I want to watch and listen to fireworks<br>AT/EC<br>I want to dance like a firework! AS | I want to sing two little dickie birds. MC<br>What is a sixpence?<br>AT<br>I want to look at photographs of when we were one. FG | Why did humpty dumpty crack?<br>TJW/MB<br>Who is our king? MB                                                                       | Where does wool come from? MB<br>Where do sheep live?<br>EC                                                   | Where do monkeys live? AS<br>Where do bananas come from that monkeys eat? MB                                                                                                    | I want to know the names of the planets. JK<br>I want to learn about floating without gravity. MB<br>Are aliens real?<br>EC/AT/MB | I want to write a list to Father Christmas. JK<br>I want to do a Christmas show for my grown-ups. AT<br>I want to decorate a Christmas tree. AT |
| Key Vocabulary                                     | Celebration<br>Light<br>Poem                                                                                                                                      | Remembrance<br>Rhyme<br>Pulse<br>Actions                                                                                         | Repair<br>Broken                                                                                                                    | Farm<br>Material<br>Describe                                                                                  | Jungle<br>Habitat<br>Difference                                                                                                                                                 | Universe<br>Solar System<br>Gravity                                                                                               | Beliefs<br>Religion<br>Nativity                                                                                                                 |

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| <b>Communication and Language</b><br><b>-Listening, Attention and Understanding</b><br><b>-Speaking</b> | <p>Use a wider range of vocabulary that reflects the breadth of their experiences. Weekly key 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 key 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 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 key 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 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 key 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 key 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 key 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 key 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> |
| <b>Other Key Literature</b>                                                                             | <p>The Black Book of Colours</p> <p>-How High is the Sky?</p> <p>-Sky Colour</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | <p>-Nursery Rhymes</p> <p>-Over 100 Rhymes to Sing Together</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | <p>-The Queens Hat</p> <p>-The Queens Handbag</p> <p>-The Birthday Crown</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | <p>-The Three Billy Goats Gruff</p> <p>-The Three Little Pigs</p> <p>-Old Macdonald Had a Farm</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | <p>-Jungle Jive</p> <p>-Hide and Seek Animals</p> <p>-The Tiger who came for Tea</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | <p>-How to Catch a Star</p> <p>-Whatever Next</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | <p>-We're Going on an Elf Chase</p> <p>-Santa's Snow Globe</p> <p>-Laura's Christmas Star</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |
| <b>Personal, Social and Emotional Development</b><br><b>-Self-Regulation</b>                            | <p>Experiment with their own and other peoples' views of who they are through their play, through trying out different behaviours,</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | <p>Begin to ask questions about differences, such as skin colour, types of hair, gender, special needs and</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | <p>Begin to ask questions about differences, such as skin colour, types of hair, gender, special needs and</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | <p>Talk about their feelings using words like 'happy', 'sad', and 'angry' or 'worried'. PSHE Jigsaw SOW: Celebrating Difference</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | <p>Respond to the feelings of others, showing concern and offering comfort. PSHE Jigsaw SOW: Celebrating Difference</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | <p>Develop appropriate ways of being assertive. Talk with others to solve conflicts.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | <p>Be aware of being evaluated by others and begin to develop ideas about themselves according</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |

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| <p><b>-Managing Self<br/>-Building Relationships</b></p> | <p>and the way they talk about themselves.<br/>PSHE Jigsaw SOW: Celebrating Difference<br/>Accept that everyone is different: I can identify something I am good at and understand everyone is good at different things.<br/>(BV-Respect and Tolerance)</p> <p><b>Make healthy choices about activity.</b><br/>Take part in our whole school daily WOW - The Walk to School Challenge.</p> <p><b>Enjoy a sense of belonging through being involved in daily tasks and some new experiences.</b><br/>Daily mindfulness session - Headspace: Good Morning</p> <p><b>Enjoy a sense of belonging through being involved in daily tasks and some new experiences.</b><br/>Introduce Peer Massage - a sequence of movements, focusing specifically on the 'hearts' movement.</p> <p><b>Remember expectations without needing an adult to remind them.</b><br/>Introduce 'The Art Studio' to a small group of children at a time, sharing play ideas and our expectations -</p> | <p>disabilities, religion and so on.<br/>PSHE Jigsaw SOW: Celebrating Difference<br/>Include others when working and playing: I understand that being different makes us all special.<br/>(BV-Respect and Tolerance)</p> <p><b>Make healthy choices about activity.</b><br/>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><b>Enjoy a sense of belonging through being involved in daily tasks and some new experiences.</b><br/>Daily mindfulness session - Headspace: Settling Down</p> <p><b>Enjoy a sense of belonging through being involved in daily tasks and some new experiences.</b><br/>Peer Massage - a sequence of movements, focusing specifically on the 'scooping' movement.</p> <p><b>Remember expectations without needing an adult to remind them.</b><br/>Introduce 'The Art Studio' to a small group of children at a time, sharing play ideas and</p> | <p>disabilities, religion and so on.<br/>PSHE Jigsaw SOW: Celebrating Difference<br/>Know how to help if someone is being bullied: I know we are all different but the same in some ways.<br/>(BV-Respect and Tolerance)</p> <p><b>Make healthy choices about activity.</b><br/>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><b>Enjoy a sense of belonging through being involved in daily tasks and some new experiences.</b><br/>Daily mindfulness session - Jump Start Jonny: Breathing Out To Relax</p> <p><b>Enjoy a sense of belonging through being involved in daily tasks and some new experiences.</b><br/>Peer Massage - a sequence of movements, focusing specifically on the 'forehead stroke' movement.</p> <p><b>Remember expectations without needing an adult to remind them.</b><br/>Introduce 'The Message Centre' to a</p> | <p>Try to solve problems: I can tell you why I think my home is special to me.</p> <p><b>Make healthy choices about activity.</b><br/>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><b>Enjoy a sense of belonging through being involved in daily tasks and some new experiences.</b><br/>Daily mindfulness session. Jump Start Jonny: Compassion For Young Children</p> <p><b>Enjoy a sense of belonging through being involved in daily tasks and some new experiences.</b><br/>Peer Massage - a sequence of movements, focusing specifically on the 'hairstresser' movement.</p> <p><b>Remember expectations without needing an adult to remind them.</b><br/>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>Try to use kind words: I can tell you how to be a kind friend.</p> <p><b>Make healthy choices about activity.</b><br/>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><b>Enjoy a sense of belonging through being involved in daily tasks and some new experiences.</b><br/>Daily mindfulness session. Jump Start Jonny: Breathing Anchor</p> <p><b>Enjoy a sense of belonging through being involved in daily tasks and some new experiences.</b><br/>Peer Massage - a sequence of movements, focusing specifically on the 'sliding board' movement.</p> <p><b>Remember expectations without needing an adult to remind them.</b><br/>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><b>Think Equal Programme-</b></p> | <p>PSHE Jigsaw SOW: Celebrating Difference<br/>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><b>Make healthy choices about activity.</b><br/>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><b>Enjoy a sense of belonging through being involved in daily tasks and some new experiences.</b><br/>Daily mindfulness session - Star Breathing.</p> <p><b>Enjoy a sense of belonging through being involved in daily tasks and some new experiences.</b><br/>Peer Massage - a sequence of movements, focusing specifically on the 'butterfly' movement.</p> <p><b>Remember expectations without needing an adult to remind them.</b><br/>Introduce the 'Big Question' area to a small group of children at a time, sharing play</p> | <p>to the messages they receive from others.<br/>PSHE Jigsaw SOW: Celebrating Difference Celebration.</p> <p><b>Make healthy choices about activity.</b><br/>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><b>Enjoy a sense of belonging through being involved in daily tasks and some new experiences.</b><br/>Daily mindfulness session - Deep Breathing.</p> <p><b>Enjoy a sense of belonging through being involved in daily tasks and some new experiences.</b><br/>Peer Massage - a sequence of movements, revisiting all of the movements from the half term.</p> <p><b>Remember expectations without needing an adult to remind them.</b><br/>Introduce the 'Water World' and 'Sand Kingdom' area to a small group of children at a time, sharing play ideas and our expectations - including at tidy up time.</p> |
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|                                                                                                       | <p>including at tidy up time.</p> <p><b>Think Equal Programme- Wally the Wave.</b></p> <p>Increasingly follow expectations, understanding why they are important.</p> <p><b>Remember expectations without needing an adult to remind them.</b></p> <p>-Name 'big' feelings.</p> <p>-Begin to demonstrate self-regulation and impulse control.</p> <p>-Demonstrate understanding that feelings change.</p> | <p>our expectations - including at tidy up time.</p> <p><b>Think Equal Programme- 'Healthy Minds B'.</b></p> <p>Enjoy a sense of belonging through being involved in daily tasks and some new experiences.</p> <p>-Notice and name sounds.</p> <p>-Notice and name sensations.</p>                                                                                | <p>small group of children at a time, sharing play ideas and our expectations - including at tidy up time.</p> <p><b>Think Equal Programme- I have a Plan.</b></p> <p>Understand gradually how others might be feeling.</p> <p><b>Respond to the feelings of others, showing concern and offering comfort.</b></p> <p>-Show ability to listen to others' words.</p> <p>-Demonstrate compassion for all creatures, animals and humans.</p> <p><b>Talk with others to solve conflicts.</b></p> <p>Celebrate anti-bullying week with key theme: Respect.</p> <p>(BV-Mutual Respect)</p> | <p><b>Think Equal Programme- The Wall.</b></p> <p>Begin to ask questions about differences, such as skin colour, types of hair, gender, special needs and disabilities, religion and so on.</p> <p>-Understand similarities and differences.</p> <p>-Celebrate diversity and understand and accept others.</p> <p>-Collaborate to create a piece of group artwork.</p> <p>(BV-Mutual Respect and Tolerance)</p> | <p><b>The Tale of Baby Beetroot</b></p> <p>Begin to ask questions about differences, such as skin colour, types of hair, gender, special needs and disabilities, religion and so on.</p> <p>-Recognise kind behaviour.</p> <p>-Celebrate diversity. (BV-Mutual Respect and Tolerance)</p>                                                                           | <p>ideas and our expectations - including at tidy up time.</p> <p><b>Think Equal Programme - Lara the Yellow Ladybird.</b> (Disability, Age, Race, Religion/Belief, Sex)</p> <p><b>Begin to ask questions about differences, such as skin colour, types of hair, gender, special needs and disabilities, religion and so on.</b></p> <p>-Demonstrate a strong sense of identity.</p> <p>-Demonstrate an appreciation of diversity.</p> <p>-Express self-confidence and self-esteem.</p> <p>(BV-Mutual Respect and Tolerance)</p> | <p><b>Think Equal Programme - My Voice.</b></p> <p>Enjoy a sense of belonging through being involved in daily tasks and some new experiences.</p> <p>-Demonstrate self-esteem and self-confidence.</p> <p>-Demonstrate a sense of empowerment and voice, regardless of their gender.</p>                                                                         |
| <p><b>Physical Development</b></p> <p><b>-Gross Motor Skills</b></p> <p><b>-Fine Motor Skills</b></p> | <p>Use large-muscle movements to wave flags and streamers, paint and make mark Squiggle Whilst You Wiggle - 'The Wiggle' using large paper to make marks.</p> <p>Continue to develop their movement, for example, balancing, running, jumping and climbing.</p> <p>GetSet4PE SOW - Fundamentals - Unit 1. Lesson One - Body Parts: To develop balancing whilst</p>                                        | <p>Use large-muscle movements to wave flags and streamers, paint and make mark Squiggle Whilst You Wiggle - 'The Wiggle' using paintbrushes and water to make marks on the playground.</p> <p>Continue to develop their movement, for example, balancing, running, jumping and climbing.</p> <p>GetSet4PE SOW - Fundamentals - Unit 1. Lesson Two - Feelings:</p> | <p>Use large-muscle movements to wave flags and streamers, paint and make mark Squiggle Whilst You Wiggle - 'The Wiggle' using chunky chalks to make marks.</p> <p>Continue to develop their movement, for example, balancing, running, jumping and climbing.</p> <p>GetSet4PE SOW - Fundamentals - Unit 1. Lesson Three - Our Senses: To develop changing direction.</p>                                                                                                                                                                                                            | <p>Use large-muscle movements to wave flags and streamers, paint and make mark Squiggle Whilst You Wiggle - 'The Circle' using streamers and ribbons to make marks.</p> <p>Continue to develop their movement, for example, balancing, running, jumping and climbing.</p> <p>GetSet4PE SOW - Fundamentals - Unit 1. Lesson Four - Ways We Look After Ourselves:</p>                                             | <p>Use large-muscle movements to wave flags and streamers, paint and make mark Squiggle Whilst You Wiggle - 'The Circle' using whiteboards and pens to make marks.</p> <p>Start taking part in some group activities which they make up for themselves, or in teams. Continue to develop their movement, for example, balancing, running, jumping and climbing.</p> | <p>Use large-muscle movements to wave flags and streamers, paint and make mark Squiggle Whilst You Wiggle - 'The Circle' using markers to make marks.</p> <p>Continue to develop their movement, for example, balancing, running, jumping and climbing.</p> <p>GetSet4PE SOW - Fundamentals - Unit 1. Lesson Six - It's Good To Be Me: To explore</p>                                                                                                                                                                            | <p>Use large-muscle movements to wave flags and streamers, paint and make mark Squiggle Whilst You Wiggle - Revisit all movements introduced over the half term, using markers to make marks.</p> <p>Continue to develop their movement, for example, balancing, running, jumping and climbing.</p> <p>GetSet4PE SOW - Fundamentals - Unit 1. Lesson Seven -</p> |

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|                                                                                     | stationary and on the move.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | To develop running and stopping.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | To develop jumping and landing.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | GetSet4PE SOW - Fundamentals - Unit 1. Lesson Five - My Favourite Things: To develop hopping and landing with control.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | different ways to travel.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | Consolidate learning from over the half term.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |
| <b>Literacy</b><br><b>-Comprehension</b><br><b>-Word Reading</b><br><b>-Writing</b> | <p>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 Consolidate Environmental Sounds/Instrumental Sounds/Body Percussion.</p> <p><b>Begin to be aware of the way stories are structured, and to tell own stories.</b> 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><b>Look at and enjoys print and digital books independently</b> 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</p> | <p>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: Introduce Rhythm and Rhyme.</p> <p><b>Begin to be aware of the way stories are structured, and to tell own stories.</b> 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><b>Look at and enjoys print and digital books independently</b> 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><b>Understand the names of the different parts</b></p> | <p>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> <p><b>Begin to be aware of the way stories are structured, and to tell own stories.</b> 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><b>Look at and enjoys print and digital books independently</b> Visit the library for a story time session. Ask the children to explore the books to find a non-fiction book to</p> | <p>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> <p><b>Begin to be aware of the way stories are structured, and to tell own stories.</b> 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><b>Look at and enjoys print and digital books independently</b> 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</p> | <p>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> <p><b>Begin to be aware of the way stories are structured, and to tell own stories.</b> 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><b>Look at and enjoys print and digital books independently</b> Visit the library for a story time session. Ask the children to explore the books to find a book about an animal</p> | <p>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> <p><b>Begin to be aware of the way stories are structured, and to tell own stories.</b> 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><b>Look at and enjoys print and digital books independently</b> Visit the library for a story time session. Ask the children to explore the books to find a book that includes numbers to enjoy</p> | <p>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> <p><b>Begin to be aware of the way stories are structured, and to tell own stories.</b> 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><b>Look at and enjoys print and digital books independently</b> Visit the library for a story time session. Ask the children to explore the books to find a story about Christmas/a</p> |

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|                                                                                        | <p>independently/as a group.</p> <p><b>Understand the names of the different parts of a book and page sequencing.</b><br/>Provide a variety of non-fiction books for the children to explore independently and as a group.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | <p><b>of a book and page sequencing.</b><br/>Introduce a non-fiction book. What is the difference between this and a fiction story?</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | <p>enjoy independently/as a group.</p> <p><b>Understand the names of the different parts of a book and page sequencing.</b><br/>Revisit a non-fiction book. How is the front cover different to a fiction book?</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | <p>independently/as a group.</p> <p><b>Understand the names of the different parts of a book and page sequencing.</b><br/>Revisit a non-fiction book. How is the back cover different to a fiction book?</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | <p>from the jungle to enjoy independently/as a group.</p> <p><b>Understand the names of the different parts of a book and page sequencing.</b><br/>Introduce and explore the contents page in a non-fiction book.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | <p>independently/as a group.</p> <p><b>Understand the names of the different parts of a book and page sequencing.</b><br/>Introduce and explore the page numbers in a non-fiction book.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | <p>celebration to enjoy independently/as a group.</p> <p><b>Understand the names of the different parts of a book and page sequencing.</b><br/>Introduce and explore the page numbers in a non-fiction book.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |
| <p><b>Mathematics</b><br/><b>-Number</b><br/><b>-Numerical</b><br/><b>Patterns</b></p> | <p><b>Compare amounts, saying 'lots', 'more' or 'same'.</b><br/>Sharing amounts modelled by teacher. Who has more? Who has lots? Do we have the same?</p> <p><b>Recite numbers in order past 5.</b><br/>10 Chant Starter.</p> <p><b>Link numerals and amounts: for example, showing the right number of objects to match the numeral (1)</b><br/>Introduce matching objects to numeral 1 in a variety of contexts.</p> <p><b>Say one number for each item in order: 1,2,3, 4, 5</b><br/>Touch counting activities up to 3 objects. Touch counting to check when subitised.</p> <p><b>Toolkit - Odd One Out.</b></p> <p><b>Develop fast recognition of up to 3 objects, without having to count them</b></p> | <p><b>Compare amounts, saying 'lots', 'more' or 'same'.</b><br/>Sharing amounts modelled by teacher. Who has more? Who has lots? Do we have the same?</p> <p><b>Recite numbers in order past 5.</b><br/>10 Chant Starter.</p> <p><b>Link numerals and amounts: for example, showing the right number of objects to match the numeral (1)</b><br/>Recap matching objects to numeral 1 in a variety of contexts.</p> <p><b>Say one number for each item in order: 1,2,3, 4, 5</b><br/>Touch counting activities up to 3 objects. Touch counting to check when subitised.</p> <p><b>Toolkit - Odd One Out.</b></p> <p><b>Develop fast recognition of up to 3 objects, without having to count them</b></p> | <p><b>Compare amounts, saying 'lots', 'more' or 'same'.</b><br/>Sharing amounts independently with a partner. Who has more? Who has lots? Do we have the same?</p> <p><b>Recite numbers in order past 5.</b><br/>10 Chant Starter.</p> <p><b>Link numerals and amounts: for example, showing the right number of objects to match the numeral (2)</b><br/>Introduce matching objects to numeral 2 in a variety of contexts.</p> <p><b>Say one number for each item in order: 1,2,3, 4, 5</b><br/>Touch counting activities up to 4 objects. Touch counting to check when subitised.</p> <p><b>Toolkit - Odd One Out.</b></p> <p><b>Develop fast recognition of up to 3 objects, without having to count them</b></p> | <p><b>Compare amounts, saying 'lots', 'more' or 'same'.</b><br/>Sharing amounts independently with a partner. Who has more? Who has lots? Do we have the same?</p> <p><b>Recite numbers in order past 5.</b><br/>10 Chant Starter.</p> <p><b>Link numerals and amounts: for example, showing the right number of objects to match the numeral (2)</b><br/>Recap matching objects to numeral 2 in a variety of contexts.</p> <p><b>Say one number for each item in order: 1,2,3, 4, 5</b><br/>Touch counting activities up to 4 objects. Touch counting to check when subitised.</p> <p><b>Toolkit - Odd One Out.</b></p> <p><b>Develop fast recognition of up to 3 objects, without having to count them</b></p> | <p><b>Compare two small groups of up to three objects, saying when there are the same number of objects in each group.</b></p> <p><b>Recite numbers in order past 5.</b><br/>10 Chant Starter.</p> <p><b>Link numerals and amounts: for example, showing the right number of objects to match the numeral (3)</b><br/>Introduce matching objects to numeral 3 in a variety of contexts.</p> <p><b>Say one number for each item in order: 1,2,3, 4, 5</b><br/>Touch counting activities up to 4 objects. Touch counting to check when subitised.</p> <p><b>Toolkit - Odd One Out.</b></p> <p><b>Develop fast recognition of up to 3 objects, without having to count them individually ('subitising').</b></p> | <p><b>Compare two small groups of up to three objects, saying when there are the same number of objects in each group.</b></p> <p><b>Recite numbers in order past 5.</b><br/>10 Chant Starter.</p> <p><b>Link numerals and amounts: for example, showing the right number of objects to match the numeral (3)</b><br/>Recap matching objects to numeral 3 in a variety of contexts.</p> <p><b>Say one number for each item in order: 1,2,3, 4, 5</b><br/>Touch counting activities up to 5 objects. Touch counting to check when subitised.</p> <p><b>Toolkit - Odd One Out.</b></p> <p><b>Develop fast recognition of up to 3 objects, without having to count them individually ('subitising').</b></p> | <p><b>Compare two small groups of up to three objects, saying when there are the same number of objects in each group.</b></p> <p><b>Recite numbers in order past 5.</b><br/>10 Chant Starter.</p> <p><b>Link numerals and amounts: for example, showing the right number of objects to match the numeral (3)</b><br/>Recap matching objects to numeral 3 in a variety of contexts.</p> <p><b>Say one number for each item in order: 1,2,3, 4, 5</b><br/>Touch counting activities up to 5 objects. Touch counting to check when subitised.</p> <p><b>Toolkit - Odd One Out.</b></p> <p><b>Develop fast recognition of up to 3 objects, without having to count them individually ('subitising').</b></p> |

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|                                                                                                                         | <p><b>individually ('subitising').</b><br/>Encourage children to subitise when comparing groups of objects and in a range of contexts in the environment.</p> <p><b>Begin to understand that things might happen now or another time, in routines.</b><br/>Introduce and sequence the visual timeline.</p>                                                                                                                                                       | <p><b>individually ('subitising').</b><br/>Encourage children to subitise when comparing groups of objects and in a range of contexts in the environment.</p> <p><b>Begin to understand some talk about immediate past and immediate future.</b><br/>Sequence the afternoon session, using language of 'now' and 'next'.</p>                                                                                                                                                                                                               | <p><b>individually ('subitising').</b><br/>Encourage children to subitise when comparing groups of objects and in a range of contexts in the environment.</p> <p><b>Begin to understand that things might happen now or another time, in routines.</b><br/>Discussing things we do in the day and things we do at night.</p>                                                                                                                                                                                                                          | <p><b>individually ('subitising').</b><br/>Encourage children to subitise when comparing groups of objects and in a range of contexts in the environment.</p> <p><b>Explore differences in size</b><br/>Children encouraged to use comparative language relating to size in a range of contexts.</p>                                                                                                                                                                                                                                                                                                                     | <p>Encourage children to subitise when comparing groups of objects and in a range of contexts in the environment.</p> <p><b>Explore differences in length</b><br/>Children encouraged to use comparative language relating to length in a range of contexts.</p>                                                                                                                                                                                                                                                           | <p>Encourage children to subitise when comparing groups of objects and in a range of contexts in the environment.</p> <p><b>Explore differences height</b><br/>Children encouraged to use comparative language relating to height in a range of contexts.</p>                                                                                                                                             | <p>Encourage children to subitise when comparing groups of objects and in a range of contexts in the environment.</p> <p><b>Explore differences weight</b><br/>Children encouraged to use comparative language relating to weight in a range of contexts.</p>                                                                                                                                                                                                                                                                                                                                          |
| <p><b>Understanding the World</b><br/>-Past and Present<br/>-People, Culture and Communities<br/>-The Natural World</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.<br/>Provide collaborative mark making opportunities on the IWB, using the pen tool in a range of colours.</p> <p><b>Remember and talks about significant events in their own experience.</b><br/>Explore Bonfire Night, exploring the key stories and traditions.<br/>(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.<br/>Create individual marks on the IWB, using the pen tool and a variety of different shapes.</p> <p><b>Remember and talk about a significant place they have been to visit in their immediate locality.</b><br/>Observe Remembrance Day as a class, creating marks inspired by the poppies. Share our experiences of Remembrance day (e.g. the parade in Cheadle Village)</p> | <p>Talk about the differences between materials and changes they notice. Explore collections of materials with similar and/or different properties.<br/>Explore a range of different materials, creating our own predictions based on the properties of each material.</p> <p><b>Understand who, what, where and why, in simple questions.</b></p> <p><b>Use a variety of questions, for example, who, what, where and why.</b><br/>Explore our royal family. What is their role? Who is part of the royal family?<br/>(BV-Democracy/Rule of Law)</p> | <p><b>Comments and ask questions about aspects of their familiar world, such as the place where they live or the natural world.</b><br/>Explore the habitat of the different farm animals. How is it similar/different to animals we have learnt about in the past?</p> <p><b>Talk about the differences between materials and changes they notice. Explore collections of materials with similar and/or different properties.</b><br/>Where does wool come from? Explore a variety of different textures.</p> <p><u><b>Sticky Knowledge:</b></u><br/>Name 1 material.<br/>Explore a range of contrasting materials.</p> | <p><b>Comments and ask questions about aspects of their familiar world, such as the place where they live or the natural world.</b><br/>Explore the habitat of the different jungle animals. How is it similar/different to animals we have learnt about in the past?</p> <p><b>Shows an interest in technological toys with knobs or pulleys, real objects such as cameras, and touchscreen devices such as mobile phones and tablets.</b><br/>Use the IWB to create our own Tales Toolkit stories and illustrations.</p> | <p><b>Comments and ask questions about aspects of their familiar world, such as the place where they live or the natural world.</b><br/>Investigate the different planets in our Solar System, learning the names and features of each one.</p> <p><b>Explore and talk about different forces they can feel.</b><br/>Explore gravity and how it works through a range of investigative opportunities.</p> | <p><b>Remember and talks about significant events in their own experience.</b></p> <p><b>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.</b><br/>Celebrate Christmas, exploring the key stories and traditions.<br/>(BV-Respect/Tolerance)<br/>(PC-Religion)</p> <p><u><b>Assessment Indicators:</b></u><br/>Name 2 different types of materials.<br/>Use all of their senses in hands-on exploration of the world.</p> |

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| <b>Expressive Arts and Design</b><br>-Creating with Materials<br>-Being Imaginative and Expressive | Sing familiar songs, for example, pop songs, songs from tv programmes, rhymes and songs from home.<br>Charanga - My Stories - Step 1 - Learn to sing I'm a Little Teapot<br><br>Sing to self and make up simple songs.<br>Sings key nursery rhymes in whole class group.<br><br>Explore colour and colour mixing.<br>Explore mixing two primary colours to make a new colour - Paint in plastic bags. | Sing familiar songs, for example, pop songs, songs from tv programmes, rhymes and songs from home.<br>Charanga - My Stories - Step 2 - Learn to sing The Grand old Duke of York<br><br>Sing to self and make up simple songs.<br>Sings key nursery rhymes in whole class group.<br><br>Explore colour and colour mixing.<br>Explore mixing two primary colours to make a new colour - Oil and water | Sing familiar songs, for example, pop songs, songs from tv programmes, rhymes and songs from home.<br>Charanga - My Stories - Step 3 - Learn to sing Ring O' Roses<br><br>Sing to self and make up simple songs.<br>Sings key nursery rhymes in small groups.<br><br>Explore colour and colour mixing.<br>Explore mixing two primary colours to make a new colour - Food colouring ice mixing | Tap out simple repeated patterns using body percussion.<br>Charanga - My Stories - Step 4 - Rhythm Games (Copy Cat)<br><br>Sing to self and make up simple songs.<br>Sings key nursery rhymes in small groups.<br><br>Explore colour and colour mixing.<br>Explore mixing two primary colours to make a new colour - Pipettes and food colouring in water | Explore and learn how sounds and movements can be changed.<br>Charanga - My Stories - Step 5 - Explore high and low (pitch and improvisation with voices)<br><br>Sing to self and make up simple songs.<br>Sings key nursery rhymes in small groups.<br><br>Explore colour and colour mixing.<br>Explore mixing two primary colours to make a new colour- Tuff tray paint mixing | Explore and learn how sounds and movements can be changed.<br>Charanga - My Stories - Step 6 - Create your own sounds (improvisation and composition with voices and/or instruments)<br><br>Sing to self and make up simple songs.<br>Sings key nursery rhymes independently.<br><br>Explore colour and colour mixing.<br>Explore mixing two primary colours to make a new colour- Colourings, pipettes on tissue | Explore and learn how sounds and movements can be changed.<br>Charanga - Revisit the songs from steps 1-6. Take part in 'Active Listening' games.<br><br>Sing to self and make up simple songs.<br>Sings key nursery rhymes independently.<br><br>Explore colour and colour mixing.<br>Explore mixing two primary colours to make a new colour- Finger painting<br><br><u>Assessment Indicators:</u><br>To recognise and name some colours.<br>Explore colour mixing. |
| <b>Key Composers and Songs</b>                                                                     | Carl Phillip Emanuel Bach                                                                                                                                                                                                                                                                                                                                                                             | Christoph Willibald Gluck                                                                                                                                                                                                                                                                                                                                                                           | Franz Joseph Haydn                                                                                                                                                                                                                                                                                                                                                                            | Luigi Boccherini                                                                                                                                                                                                                                                                                                                                          | Marianna Martines                                                                                                                                                                                                                                                                                                                                                                | Wolfgang Amadeus Mozart                                                                                                                                                                                                                                                                                                                                                                                           | Gioachino Rossini                                                                                                                                                                                                                                                                                                                                                                                                                                                     |
| <b>Outdoor Learning</b>                                                                            | 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.                                                                                                                                                                                                                                                                        |                                                                                                                                                                                                                                                                                                                                                                                  |                                                                                                                                                                                                                                                                                                                                                                                                                   |                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |
| <b>Enhancements Visits and Visitors</b>                                                            | 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.                                                                                                                                                                                                                                                                                                                                                                                                                               |
| <b>Parental Engagement</b>                                                                         |                                                                                                                                                                                                                                                                                                                                                                                                       | Parent Forum<br>Parent Consultation Meetings 11.11.25 and 13.11.25 3.40-5.50pm                                                                                                                                                                                                                                                                                                                      |                                                                                                                                                                                                                                                                                                                                                                                               | Early Reading Workshop 26.11.25 9.00am and 2.00pm                                                                                                                                                                                                                                                                                                         |                                                                                                                                                                                                                                                                                                                                                                                  | Foundation Stage Christmas Sing-Along 10.12.25 9.15am or 11.12.25 2.30pm                                                                                                                                                                                                                                                                                                                                          |                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |
| <b>Whole School and National Events</b>                                                            | Bonfire Night 05.11.25<br>Outdoor Classroom Day 06.11.25                                                                                                                                                                                                                                                                                                                                              | Anti-Bullying week<br>Odd Sock Day 10.11.25<br>Remembrance Day 11.11.25<br>Children in Need 14.11.25                                                                                                                                                                                                                                                                                                |                                                                                                                                                                                                                                                                                                                                                                                               |                                                                                                                                                                                                                                                                                                                                                           |                                                                                                                                                                                                                                                                                                                                                                                  | Christmas Dinner 10.11.25<br>'Save the Children'. Christmas Jumper Day 11.12.25                                                                                                                                                                                                                                                                                                                                   | Santa Dance-a-thon 17.12.25<br>Children's Christmas Party 18.12.25                                                                                                                                                                                                                                                                                                                                                                                                    |

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.