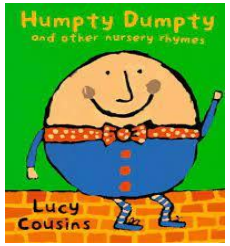
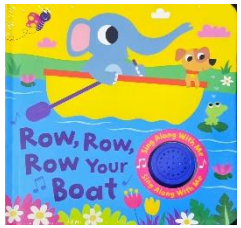
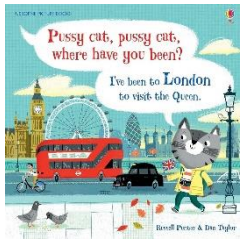
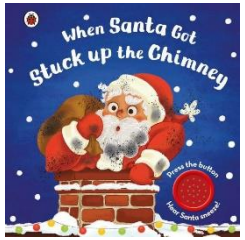
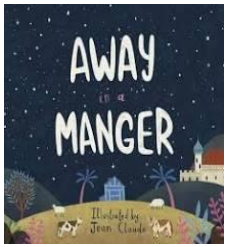
Meadowbank Primary School
Half Termly Knowledge and Skills Based Curriculum – Autumn 2 2026
Phase Foundation Stage Year Group Foundation Stage 1

	Week 1 Wk Beg 02.11	Week 2 Wk Beg 09.11	Week 3 Wk Beg 16.11	Week 4 Wk Beg 23.11	Week 5 Wk Beg 30.11	Week 6 Wk Beg 07.12	Week 7 Wk Beg 14.12
Characteristics of Effective Teaching and Learning	**Playing and Exploring – Engagement** Finding out and exploring Playing with what they know Being willing to 'have a go'		**Active Learning – Motivation** Being involved and concentrating Keeping on trying Enjoying achieving what they set out to do		**Creating and Thinking Critically – Thinking** Having their own ideas (creative thinking) Making links (building theories) Choosing ways to do things (critical thinking)		
Biq Question	**What makes a rhyme?**						
Key Concepts	**Structure**	**Significance**	**Appreciation**	**Cause & Effect**	**Appreciation**	**Structure**	**Appreciation Significance**
Book Studies	**Bonfire Night Poem** 	**Humpty Dumpty** 	**World Nursery Rhyme Week** 	**Row, Row, Row Your Boat/1,2, 3, 4, 5** 	**Pussy Cat, Pussy Cat** 	**When Santa Got Stuck Up a Chimney** 	**Away in a Manger** 
Children steering learning….	I want to learn about why we shouldn't be scared of fireworks I want to watch and listen to fireworks I want to dance like a firework!	Why did he fall? JF How many horses are there?	Why did humpty dumpty crack? Who is our king?	Are there only sail boats? CD What's the crocodile like? ZM	I want to look at different types of cats.	Why does Father Christmas bring presents? I want to learn why Father Christmas goes down the chimney. MC	I want to write a list to Father Christmas. I want to do a Christmas show for my grown-ups. I want to decorate a Christmas tree.
Key Vocabulary	Celebration Light Poem	Repair Broken Remembrance	Rhyme Pulse Actions	Stream Boat Sail	London City Landmark	Father Christmas Tradition	Beliefs Religion Nativity

Communication and Language -Listening, Attention and Understanding -Speaking	**Use a wider range of vocabulary that reflects the breadth of their experiences.** Weekly key 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.** 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 a wider range of vocabulary that reflects the breadth of their experiences.** Weekly key 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.** 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 a wider range of vocabulary that reflects the breadth of their experiences.** Weekly key 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.** 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 a wider range of vocabulary that reflects the breadth of their experiences.** Weekly key 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.** 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 to sing a variety of different nursery rhymes. Take part in Makaton 'Sign of the Week'.	**Use a wider range of vocabulary that reflects the breadth of their experiences.** Weekly key 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.** 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 to sing a variety of different nursery rhymes. animals. Take part in Makaton 'Sign of the Week'.	**Use a wider range of vocabulary that reflects the breadth of their experiences.** Weekly key 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.** 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 a wider range of vocabulary that reflects the breadth of their experiences.** Weekly key 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.** 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'.
Other Key Literature	The Black Book of Colours -How High is the Sky? -Sky Colour	-A walk in London	-Nursery Rhymes -Over 100 Rhymes to Sing Together	-Tiddler -Commotion in the ocean -Snail & The Whale	-The Queens Hat -The Queens Handbag -The Birthday Crown	-Santa's Snow Globe	-We're Going on an Elf Chase -Laura's Christmas Star

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.** PSHE Jigsaw SOW: Celebrating Difference Accept that everyone is different: I know how it feels to be proud of something I am good at. (BV-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 – Headspace: Good Morning **Enjoy a sense of belonging through being involved in daily tasks and some new experiences.** Introduce Peer Massage – a sequence of movements, focusing specifically on the 'hearts' movement. **Remember expectations without needing an adult to remind them.** Introduce 'The Art Studio' to a small group of children at a time,	**Begin to ask questions about differences, such as skin colour, types of hair, gender, special needs and disabilities, religion and so on.** PSHE Jigsaw SOW: Celebrating Difference: Include others when working and playing: I can tell you one way I am special & Unique. (BV-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 – Headspace: Settling Down **Enjoy a sense of belonging through being involved in daily tasks and some new experiences.** Peer Massage – a sequence of movements, focusing specifically on the 'scooping' movement.	**Begin to ask questions about differences, such as skin colour, types of hair, gender, special needs and disabilities, religion and so on.** PSHE Jigsaw SOW: Celebrating Difference Know how to help if someone is being bullied: I know all families are different (BV-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 Start Jonny: Breathing Out To Relax **Enjoy a sense of belonging through being involved in daily tasks and some new experiences.** Peer Massage – a sequence of movements, focusing specifically on the 'forehead stroke' movement. **Remember expectations without**	**Talk about their feelings using words like 'happy', 'sad', and 'angry' or 'worried'.** PSHE Jigsaw SOW: Celebrating Difference Try to solve problems: I know there are lots of different homes. **Make healthy choices about activity.** Take part in our whole school daily WOW – The Walk to School Challenge. Check our results against the rest of the school/local area as we approach half way through the half term. **Enjoy a sense of belonging through being involved in daily tasks and some new experiences.** Daily mindfulness session. Jump Start Jonny: Compassion For Young Children **Enjoy a sense of belonging through being involved in daily tasks and some new experiences.** Peer Massage – a sequence of movements, focusing specifically on the 'hairdresser' movement. **Remember expectations without needing an adult to remind them.** Introduce 'The Message Centre' to a small group of children	**Respond to the feelings of others, showing concern and offering comfort.** PSHE Jigsaw SOW: Celebrating Difference Use kind words: I can tell you how I could make new friends. **Make healthy choices about activity.** Take part in our whole school daily WOW – The Walk to School Challenge. Looking at the results on the dashboard, how could we move forward? **Enjoy a sense of belonging through being involved in daily tasks and some new experiences.** Daily mindfulness session. Jump Start Jonny: Breathing Anchor **Enjoy a sense of belonging through being involved in daily tasks and some new experiences.** Peer Massage – a sequence of movements, focusing specifically on the 'sliding board' movement. **Remember expectations without needing an adult to remind them.** Introduce the 'Big Question' area to a small group of children at a time, sharing play	**Develop appropriate ways of being assertive.** **Talk with others to solve conflicts.** PSHE Jigsaw SOW: Celebrating Difference Know how to give and receive compliments: I can use words to stand up for myself. **Make healthy choices about activity.** Take part in our whole school daily WOW – The Walk to School Challenge. Record our methods of getting to school and compare to the previous week. How do the two weeks compare? **Enjoy a sense of belonging through being involved in daily tasks and some new experiences.** Daily mindfulness session – Star Breathing. **Enjoy a sense of belonging through being involved in daily tasks and some new experiences.** Peer Massage – a sequence of movements, focusing specifically on the 'butterfly' movement. **Remember expectations without needing an adult to remind them.** Introduce the 'Big Question' area to a	**Be aware of being evaluated by others and begin to develop ideas about themselves according to the messages they receive from others.** PSHE 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 being involved in daily tasks and some new experiences.** Peer Massage – a sequence of movements, revisiting all of the movements from the half term. **Remember expectations without needing an adult to remind them.** Introduce the 'Water World' and 'Sand Kingdom' area to a small group of children

	sharing play ideas and our expectations – including at tidy up time. **Think Equal Programme- Wally the Wave.** **Increasingly follow expectations, understanding why they are important.** **Remember expectations without needing an adult to remind them.** -Name 'big' feelings. -Begin to demonstrate self-regulation and impulse control. -Demonstrate understanding that feelings change.	**Remember expectations without needing an adult to remind them.** Introduce 'The Art Studio' to a small group of children at a time, sharing play ideas and our expectations – including at tidy up time. **Think Equal Programme- 'Healthy Minds B'.** **Enjoy a sense of belonging through being involved in daily tasks and some new experiences.** -Notice and name sounds. -Notice and name sensations.	**needing an adult to remind them.** Introduce 'The Message Centre' to a small group of children at a time, sharing play ideas and our expectations – including at tidy up time. **Think Equal Programme- I have a Plan.** **Understand gradually how others might be feeling.** **Respond to the feelings of others, showing concern and offering comfort.** -Show ability to listen to others' words. -Demonstrate compassion for all creatures, animals and humans. **Talk with others to solve conflicts.** Celebrate anti-bullying week with key theme: Respect. (BV-Mutual Respect)	at a time, sharing play ideas and our expectations – including at tidy up time. **Think Equal Programme- The Wall.** **Begin to ask questions about differences, such as skin colour, types of hair, gender, special needs and disabilities, religion and so on.** -Understand similarities and differences. -Celebrate diversity and understand and accept others. -Collaborate to create a piece of group artwork. (BV-Mutual Respect and Tolerance)	ideas and our expectations – including at tidy up time. **Think Equal Programme- The Tale of Baby Beetroot** **Begin to ask questions about differences, such as skin colour, types of hair, gender, special needs and disabilities, religion and so on.** -Recognise kind behaviour. -Celebrate diversity. (BV-Mutual Respect and Tolerance)	small group of children at a time, sharing play ideas and our expectations – including at tidy up time. **Think Equal Programme – Lara the Yellow Ladybird.** (Disability, Age, Race, Religion/Belief, Sex) **Begin to ask questions about differences, such as skin colour, types of hair, gender, special needs and disabilities, religion and so on.** -Demonstrate a strong sense of identity. -Demonstrate an appreciation of diversity. -Express self-confidence and self-esteem. (BV-Mutual Respect and Tolerance)	at a time, sharing play ideas and our expectations – including at tidy up time. **Think Equal Programme – My Voice.** **Enjoy a sense of belonging through being involved in daily tasks and some new experiences.** -Demonstrate self-esteem and self-confidence. -Demonstrate a sense of empowerment and voice, regardless of their gender.
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.**	**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**	**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.**	**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.**	**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**	**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.**	**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,**

	GetSet4PE SOW – Fundamentals – Unit 1. Lesson One – Body Parts: To develop balancing whilst stationary and on the move.	**example, balancing, running, jumping and climbing.** GetSet4PE SOW – Fundamentals – Unit 1. Lesson Two – Feelings: To develop running and stopping.	GetSet4PE SOW – Fundamentals – Unit 1. Lesson Three – Our Senses: To develop changing direction.	GetSet4PE SOW – Fundamentals – Unit 1. Lesson Four – Ways We Look After Ourselves: To develop jumping and landing.	**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.	GetSet4PE SOW – Fundamentals – Unit 1. Lesson Six – It's Good To Be Me: To explore different ways to travel.	**running, jumping and climbing.** GetSet4PE SOW – Fundamentals – Unit 1. Lesson Seven – 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 Consolidate Environmental Sounds/Instrumental Sounds/Body Percussion. **Begin to be aware of the way stories are structured, and to tell own stories.** Tales Toolkit, using abstract objects to invent characters. **Look at and enjoys print and digital books independently** Visit the library for a story time session. Ask the children to explore the books to find a book about autumn/bonfire night/light/celebration	**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. **Begin to be aware of the way stories are structured, and to tell own stories.** Tales Toolkit, using songs, movement and drama to become different characters. **Look at and enjoys print and digital books independently** Visit the library for a story time session. Ask the children to explore the books to find a rhyming book to enjoy	**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. **Begin to be aware of the way stories are structured, and to tell own stories. Sometimes give meaning to their drawings and paintings.** Tales Toolkit, using songs, movement and drama to become explore different settings. **Look at and enjoys print and digital books independently** Visit the library for a story time session. Ask	**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. **Begin to be aware of the way stories are structured, and to tell own stories. Enjoys drawing and writing on different textures.** Tales Toolkit, use large floor books, transient art, block play and story maps to represent characters. **Look at and enjoys print and digital books independently** Visit the library for a story time session. Ask the children to explore	**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. **Begin to be aware of the way stories are structured, and to tell own stories. Enjoys drawing and writing on different textures.** Tales Toolkit, use large floor books, transient art, block play and story maps to represent settings. **Look at and enjoys print and digital books independently** Visit the library for a story time session. Ask the children to explore	**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. **Begin to be aware of the way stories are structured, and to tell own stories. Enjoys drawing and writing on different textures.** Tales Toolkit, begin sequencing simple Tales Toolkit stories using symbols. **Look at and enjoys print and digital books independently** Visit the library for a story time session. Ask the children to explore the books to find a	**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. **Begin to be aware of the way stories are structured, and to tell own stories. Enjoys drawing and writing on different textures.** Tales Toolkit, support our own independent storytelling with adults recording children's language. **Look at and enjoys print and digital books independently** Visit the library for a story time session. Ask the children to explore

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

	Encourage children to subitise when comparing groups of objects and in a range of contexts in the environment. **Explore differences in size, length, weight and capacity.** Sort different things into size whether things are big or small.	**Develop fast recognition of up to 3 objects, without having to count them individually ('subitising').** Encourage children to subitise when comparing groups of objects and in a range of contexts in the environment. **Explore differences in length** Children encouraged to use comparative language relating to length in a range of contexts.	**having to count them individually ('subitising').** Encourage children to subitise when comparing groups of objects and in a range of contexts in the environment. **Explore differences in length** Children encouraged to use comparative language relating to length in a range of contexts.	**having to count them individually ('subitising').** Encourage children to subitise when comparing groups of objects and in a range of contexts in the environment. **Explore differences weight** Children encouraged to use comparative language relating to weight in a range of contexts.	**individually ('subitising').** Encourage children to subitise when comparing groups of objects and in a range of contexts in the environment. **Explore differences weight** Children encouraged to use comparative language relating to weight in a range of contexts.	**individually ('subitising').** Encourage children to subitise when comparing groups of objects and in a range of contexts in the environment. **Explore differences capacities** Children encouraged to use comparative language relating to capacity in a range of contexts.	**individually ('subitising').** Encourage children to subitise when comparing groups of objects and in a range of contexts in the environment. **Explore differences capacities** Children encouraged to use comparative language relating to capacity in a range of contexts.
Understanding the World **-Past and Present** **-People, Culture and Communities** **-The Natural World**	**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.** Provide collaborative mark making opportunities on the IWB, using the pen tool in a range of colours. **Remember and talks about significant events in their own experience.** Explore Bonfire Night, exploring the key stories and traditions. (BV-Rule of Law/Democracy)	**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. **Remember and talk about a significant place they have been to visit in their immediate locality**. Observe Remembrance Day as a class, creating marks inspired by the poppies. Share our experiences of Remembrance day	**Comments and ask questions about aspects of their familiar world, such as the place where they live or the natural world.** Explore the weather outside, linked to the rhyme 'Doctor Foster went to Gloucester' **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.** Create individual marks on the IWB, using the pen tool and a variety of different shapes.	**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. **<u>Sticky Knowledge and Skills</u>**	**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) **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.	**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 traditions (e.g. gifts, decorations, family meal etc.)	**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. (BV-Respect/ Tolerance) (PC-Religion) **<u>Sticky Knowledge and Skills</u>** *Acquire and Apply:* **Materials** Identify and name different materials,

		(e.g. the parade in Cheadle Village)		*Acquire and Apply:* ***Materials*** Explore and handle a range of different materials, beginning to name familiar materials such as wood, plastic, metal and fabric. Use simple words to describe what they feel like, e.g. hard, soft, rough and smooth. **Screen devices IWB** Explore making marks on the IWB using the pen tool, experimenting with different movements and lines. Begin to understand that when you click on the pen colour icons it will change the colour of the pen.			comparing their properties using simple vocabulary. Sort objects according to their material and describe how they are similar or different, e.g. hard/soft, rough/smooth, bendy/rigid. **Screen devices IWB** Know that when you click on the colour icon it will change your selection of pen colour. Independently use the pen tool to create individual marks and a variety of shapes.
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 – Creative Music Scheme – Rainbow Magic - Step 1 – Tropical Island/Rainbows/What's in the bag? **Sing to self and make up simple 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.	**Sing familiar songs, for example, pop songs, songs from tv programmes, rhymes and songs from home.** Charanga – Creative Music Scheme – Rainbow Magic - Step 2 - Tropical Island/Rainbows/Instruments. **Sing to self and make up simple songs.** Sings key nursery rhymes in whole class group. **Explore colour and colour mixing.** Explore mixing two primary colours to	**Sing familiar songs, for example, pop songs, songs from tv programmes, rhymes and songs from home.** Charanga – Creative Music Scheme – Rainbow Magic - Step 3 - Tropical Island/Rainbows/Instruments. **Sing to self and make up simple 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	**Tap out simple repeated patterns using body percussion.** Charanga – Creative Music Scheme – Rainbow Magic - Step 4 - Ring O'Roses/Rainbow Sparkle/Twinkle Twinkle/Instruments. **Sing to self and make up simple songs.** Sings key nursery 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	**Explore and learn how sounds and movements can be changed.** Charanga – Creative Music Scheme – Rainbow Magic - Step 5 - Ring O'Roses Move & Sing/Rainbows/Sparkle/Twinkle Twinkle. **Sing to self and make up simple 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	**Explore and learn how sounds and movements can be changed.** Charanga – Creative Music Scheme – Rainbow Magic - Step 6 - Ring O'Roses Move /Rainbows/Sparkle/Twinkle Twinkle. **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– Colourings, pipettes on tissue	**Explore and learn how sounds and movements can be changed.** Charanga – Revisit the songs from steps 1-6. Take part in 'Active Listening' games. **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– Finger painting ***Assessment Indicators:*** *To recognise and name some colours. Explore colour mixing.*

		make a new colour – Oil and water					
Key Composers and Songs	Carl Phillip Emanuel Bach	Christoph Willibald Gluck	Franz Joseph Haydn	Luigi Boccherini	Marianna Martines	Wolfgang Amadeus Mozart	Gioachino Rossini
Outdoor Learning	Bonfire night celebration Singing and firework dancing.	Building walls for Humpty Dumpty in the outdoor environment. Which materials will make the best wall for him to sit on?	Perform the nursery rhymes of the week in our outdoor environment.	Create our own Tales Toolkit stories using items found in our outdoor environment.	Big Welly walk. Observing and capturing seasonal changes.	Making a sleigh for Santa so he can deliver the presents with his reindeers and elves.	Big Welly walk. Observing and capturing seasonal changes.
Enhancements Visits and Visitors	Local Musicians performing to children.	Local Musicians performing to children.	Local Musicians performing to children.	Local Musicians performing to children.	Local Musicians performing to children.	Local Musicians performing to children.	Local Musicians performing to children.
Parental Engagement		Parent Consultation Meetings 11.11.26 and 12.11.26 3.40pm-5.50pm		Early Writing Workshop 25.11.26 9-10am or 2-3pm		Foundation Stage Christmas Sing-Along 09.12.26 9.15am or 10.12.26 2.30pm	
Whole School and National Events	Bonfire Night 05.11.26 Outdoor Classroom Day 05.11.26	Remembrance Day 11.11.26 Children in Need 13.11.26	Anti-Bullying Week Odd Socks Day 16.11.26			Christmas Dinner 09.12.26 'Save the Children'. Christmas Jumper Day 10.12.26	Children's Christmas Party 18.12.26

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.