

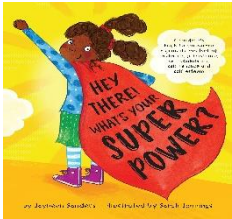
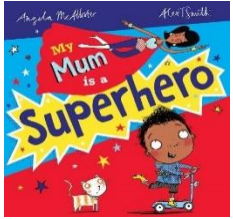
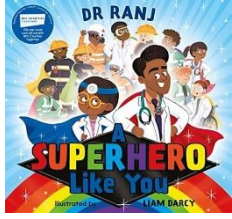
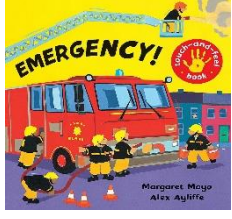
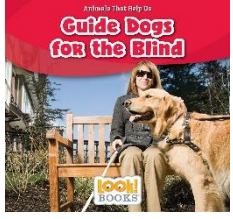
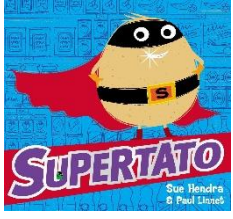


Meadowbank Primary School

Half Termly Knowledge and Skills Based Curriculum – Spring 1 2023

Phase Foundation Stage Year Group Foundation Stage 1



	Week 1/2 Wk Beg 02/09.01	Week 3 Wk Beg 16.01	Week 4 Wk Beg 23.01	Week 5 Wk Beg 30.01	Week 6 Wk Beg 07.02	Week 7 Wk Beg 14.02
Characteristics of Effective Teaching and Learning	Playing and Exploring - Engagement Finding out and exploring Playing with what they know Being willing to 'have a go'		Active Learning - Motivation Being involved and concentrating Keeping on trying Enjoying achieving what they set out to do		Creating and Thinking Critically - Thinking Having their own ideas (creative thinking) Making links (building theories) Choosing ways to do things (critical thinking)	
Big Question	What makes a hero?					
Weekly Questions	What are our super powers?	What makes our families super?	What superheroes do we have in our community?	How do vehicles help the superheroes in our community?	Do animals have super powers?	What qualities do superheroes have?
Key Concepts	Community	Families	Key Workers	Vehicles	Animals	Fantasy
Book Studies	Hey There What's Your Superpower? 	My Mum is a Superhero 	A Superhero Like You 	Emergency! 	Guide Dogs for the Blind 	Supertato 
Children steering learning....	I want to dress up as superheroes. I want to know what my superpower is. I want to draw and learn about my favourite superheroes - Black Panther, Spiderman and The Hulk.	I want to know which superpower my family has. I want to learn about the jobs my family do. I want to turn my family into superheroes.	I want to be a teacher and teach everybody. I want to become a doctor and a nurse. I want to learn about real life superheroes.	I want to meet a firefighter. I want to see a real life fire engine. I want to listen to the sirens.	I want to learn about how to look after the super animals. I want to meet a super animal.	I want to catch the evil pea. I want to learn how to save people. I want to make a Supertato.
Key Vocabulary	Power, Skill, Individual	Unique, Future, Past	Community, Qualities, Interview	Bravery, Emergency, Investigate	Support, Guide,	Observe, Describe, Measure

Other Key Literature	Eliot Midnight Superhero My Super Me	My Mummy is an Engineer	People Who Help Us: Teacher/Doctor/Vet	Firefighters!	Animals are Superheroes	Little Fella Superhero Superworm
<p>Communication and Language -Listening, Attention and Understanding -Speaking</p>	<p>Use a wider range of vocabulary that reflects the breadth of their experiences. Weekly WOW Words.</p> <p>Use language to share feelings, experiences and thoughts. Evaluate weekly how each of the concepts within our 'Big Question' link together.</p> <p>Start a conversation with an adult or a friend and continue it for many turns. Question of the week - What are our super powers? Do the children agree or disagree? Share our views with a variety of sentence starters (e.g. I believe, I think etc.) Encourage the children to use the WOW words.</p> <p>Use a variety of questions, for example, who, what, where and why. SMILE time. Sharing wider experiences and achievements using items posted on Class Dojo as an aid. Model asking each child a 'Why' question.</p> <p>Pay attention to more than one thing at a time, which can be difficult. Develop our knowledge of Makaton - superhero, help</p>	<p>Use a wider range of vocabulary that reflects the breadth of their experiences. Weekly WOW Words.</p> <p>Use language to share feelings, experiences and thoughts. Evaluate weekly how each of the concepts within our 'Big Question' link together.</p> <p>Start a conversation with an adult or a friend and continue it for many turns. Question of the week - What makes our families super? Do the children agree or disagree? Share our views with a variety of sentence starters (e.g. I believe, I think etc.) Encourage the children to use the WOW words.</p> <p>Use a variety of questions, for example, who, what, where and why. SMILE time. Sharing wider experiences and achievements using items posted on Class Dojo as an aid. Revisit the 'Why' question, encouraging the children to ask a 'why' question to the speaker.</p> <p>Pay attention to more than one thing at a time, which can be difficult. Develop our knowledge of Makaton - mummy, daddy</p>	<p>Use a wider range of vocabulary that reflects the breadth of their experiences. Weekly WOW Words.</p> <p>Use language to share feelings, experiences and thoughts. Evaluate weekly how each of the concepts within our 'Big Question' link together.</p> <p>Start a conversation with an adult or a friend and continue it for many turns. Question of the week - What superheroes do we have in our community? Do the children agree or disagree? Share our views with a variety of sentence starters (e.g. I believe, I think etc.) Encourage the children to use the WOW words.</p> <p>Use a variety of questions, for example, who, what, where and why. SMILE time. Sharing wider experiences and achievements using items posted on Class Dojo as an aid. Model asking each child a 'When' question.</p> <p>Pay attention to more than one thing at a time, which can be difficult. Develop our knowledge of Makaton - fire engine, police officer</p>	<p>Use a wider range of vocabulary that reflects the breadth of their experiences. Weekly WOW Words.</p> <p>Use language to share feelings, experiences and thoughts. Evaluate weekly how each of the concepts within our 'Big Question' link together.</p> <p>Start a conversation with an adult or a friend and continue it for many turns. Question of the week - How do vehicles help the superheroes in our community? Do the children agree or disagree? Share our views with a variety of sentence starters (e.g. I believe, I think etc.) Encourage the children to use the WOW words.</p> <p>Use a variety of questions, for example, who, what, where and why. SMILE time. Sharing wider experiences and achievements using items posted on Class Dojo as an aid. Revisit the 'Why' question, encouraging the children to ask a 'why' question to the speaker.</p> <p>Pay attention to more than one thing at a time, which can be difficult.</p>	<p>Use a wider range of vocabulary that reflects the breadth of their experiences. Weekly WOW Words.</p> <p>Use language to share feelings, experiences and thoughts. Evaluate weekly how each of the concepts within our 'Big Question' link together.</p> <p>Start a conversation with an adult or a friend and continue it for many turns. Question of the week -Do animals have super powers? Do the children agree or disagree? Share our views with a variety of sentence starters (e.g. I believe, I think etc.) Encourage the children to use the WOW words.</p> <p>Use a variety of questions, for example, who, what, where and why. SMILE time. Sharing wider experiences and achievements using items posted on Class Dojo as an aid. Revisit the different questions we have learnt over the last half term and encourage the children to use them when questioning the speaker.</p> <p>Pay attention to more than one thing at</p>	<p>Use a wider range of vocabulary that reflects the breadth of their experiences. Weekly WOW Words.</p> <p>Use language to share feelings, experiences and thoughts. Evaluate weekly how each of the concepts within our 'Big Question' link together.</p> <p>Start a conversation with an adult or a friend and continue it for many turns. Question of the week - What qualities do superheroes have? Do the children agree or disagree? Share our views with a variety of sentence starters (e.g. I believe, I think etc.) Encourage the children to use the WOW words.</p> <p>Use a variety of questions, for example, who, what, where and why. SMILE time. Sharing wider experiences and achievements using items posted on Class Dojo as an aid. Revisit the different questions we have learnt over the last half term and encourage the children to use them when questioning the speaker.</p> <p>Pay attention to more than one thing at</p>

				Develop our knowledge of Makaton - train, bus	a time, which can be difficult. Develop our knowledge of Makaton - dog, cat	a time, which can be difficult. Develop our knowledge of Makaton - rescue, sky
Personal, Social and Emotional Development -Self-Regulation -Managing Self -Building Relationships	<p>Experiment with their own and other peoples' views of who they are through their play, through trying out different behaviours, and the way they talk about themselves. JIGSAW SOW: Dreams and Goals - Challenge: I understand that if I persevere I can tackle challenges.</p> <p>Make healthy choices about activity. Take part in our whole school daily WOW - The Walk to School Challenge. Introduce the challenge to our new children.</p> <p>Enjoy a sense of belonging through being involved in daily tasks and some new experiences. Daily mindfulness session - Belly Breathing.</p> <p>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 'Bear Walk' movement.</p>	<p>Experiment with their own and other peoples' views of who they are through their play, through trying out different behaviours, and the way they talk about themselves. JIGSAW SOW: Dreams and Goals - Never Giving Up: I can tell you about a time I didn't give up until I achieved my goal.</p> <p>Make healthy choices about activity. Take part in our whole school daily WOW - The Walk to School Challenge. Introduce the IWB system to our new children, record our own methods.</p> <p>Enjoy a sense of belonging through being involved in daily tasks and some new experiences. Daily mindfulness session - Rainbow Relaxation.</p> <p>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 'Ice Skating' movement.</p>	<p>Experiment with their own and other peoples' views of who they are through their play, through trying out different behaviours, and the way they talk about themselves. JIGSAW SOW: Dreams and Goals - Setting a Goal: I can set a goal and work towards it.</p> <p>Make healthy choices about activity. Take part in our whole school daily WOW - The Walk to School Challenge. Introduce the animal of the half term - learn 3 interesting facts.</p> <p>Enjoy a sense of belonging through being involved in daily tasks and some new experiences. Daily mindfulness session - Bubble Bounce!</p> <p>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 'Brushing the Horse' movement.</p>	<p>Develop our knowledge of Makaton - train, bus</p> <p>Experiment with their own and other peoples' views of who they are through their play, through trying out different behaviours, and the way they talk about themselves. JIGSAW SOW: Dreams and Goals - Obstacles and Support: I can use kind words to encourage people.</p> <p>Make healthy choices about activity. Take part in our whole school daily WOW - The Walk to School Challenge. Check our results against the rest of the school/local area as we approach half way through the half term.</p> <p>Enjoy a sense of belonging through being involved in daily tasks and some new experiences. Daily mindfulness session - A Mindful Moment - Rectangle.</p> <p>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 'Brushing the Snow' movement.</p>	<p>a time, which can be difficult. Develop our knowledge of Makaton - dog, cat</p> <p>Experiment with their own and other peoples' views of who they are through their play, through trying out different behaviours, and the way they talk about themselves. JIGSAW SOW: Dreams and Goals - Flight to the Future: I understand the link between when I learn now and the job I might like to do when I'm older.</p> <p>Make healthy choices about activity. Take part in our whole school daily WOW - The Walk to School Challenge. Looking at the results on the dashboard, how could we move forward?</p> <p>Enjoy a sense of belonging through being involved in daily tasks and some new experiences. Daily mindfulness session - A Mindful Moment - Diamond.</p> <p>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 'Deep Breathing' movement.</p>	<p>a time, which can be difficult. Develop our knowledge of Makaton - rescue, sky</p> <p>Experiment with their own and other peoples' views of who they are through their play, through trying out different behaviours, and the way they talk about themselves. JIGSAW SOW: Dreams and Goals - Footprint Awards: I can say how I feel when I achieve a goal and know what it means to feel proud.</p> <p>Make healthy choices about activity. Take part in our whole school daily WOW - The Walk to School Challenge. Share our achievements from the half term. How do our results compare to the rest of the school in our local area?</p> <p>Enjoy a sense of belonging through being involved in daily tasks and some new experiences. Daily mindfulness session - A Mindful Moment - Circle.</p> <p>Enjoy a sense of belonging through being involved in daily tasks and some new experiences. Peer Massage - embed a sequence of movements.</p>

<p>Physical Development -Gross Motor Skills -Fine Motor Skills</p>	<p>Use large-muscle movements to wave flags and streamers, paint and make marks. Create lines and circles pivoting from the shoulder and elbow. Squiggle Whilst You Wiggle - 'The Hump - Left/Right' using large paper to make marks.</p> <p>Continue to develop their movement, for example, balancing, running, jumping and climbing.</p> <p>GetSet4PE SOW - Games - Unit 1. Lesson One - Cars: To work safely and develop running and stopping.</p> <p>GetSet4PE SOW - Gymnastics - Unit 1. Lesson One - Rainforest Animals: To copy and create shapes with your body.</p>	<p>Use large-muscle movements to wave flags and streamers, paint and make marks. Create lines and circles pivoting from the shoulder and elbow. Squiggle Whilst You Wiggle - 'The Hump - Split the Hump Left/Right' using paintbrushes and water to make marks on the playground.</p> <p>Throw a ball with increasing force and accuracy and starts to catch a large ball by using two hands and their chest to trap it.</p> <p>GetSet4PE SOW - Games - Unit 1. Lesson Two - Aeroplane: To develop throwing and learn how to keep score.</p> <p>Continue to develop their movement, for example, balancing, running, jumping and climbing.</p> <p>GetSet4PE SOW - Gymnastics - Unit 1. Lesson Two - Woodland Animals: To be able to create shapes whilst on apparatus.</p>	<p>Use large-muscle movements to wave flags and streamers, paint and make marks. Create lines and circles pivoting from the shoulder and elbow. Squiggle Whilst You Wiggle - 'The Hump - Move the Hump Left/Right' using chunky chalks to make marks.</p> <p>Start taking part in some group activities which they make up for themselves, or in teams.</p> <p>GetSet4PE SOW - Games - Unit 1. Lesson Three - Cyclists: To be able to play games showing and understanding of the different roles within it.</p> <p>Continue to develop their movement, for example, balancing, running, jumping and climbing.</p> <p>GetSet4PE SOW - Gymnastics - Unit 1. Lesson Three - Lakeland Animals: To develop balancing and taking weight on different body parts.</p>	<p>Use large-muscle movements to wave flags and streamers, paint and make marks. Create lines and circles pivoting from the shoulder and elbow. Squiggle Whilst You Wiggle - 'The Under Hump - Left/Right' 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 - Games - Unit 1. Lesson Four - Buses: To follow instructions and move safely when playing tagging games.</p> <p>GetSet4PE SOW - Gymnastics - Unit 1. Lesson Four - Desert: To develop jumping and landing safely.</p>	<p>Use large-muscle movements to wave flags and streamers, paint and make marks. Create lines and circles pivoting from the shoulder and elbow. Squiggle Whilst You Wiggle - 'The Hump - Split the Under Hump Left/Right' 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.</p> <p>GetSet4PE SOW - Games - Unit 1. Lesson Five - Boats: To work co-operatively and learn to take turns.</p> <p>Continue to develop their movement, for example, balancing, running, jumping and climbing.</p> <p>GetSet4PE SOW - Gymnastics - Unit 1. Lesson Five - Sea Animals: To develop rocking and rolling.</p>	<p>Use large-muscle movements to wave flags and streamers, paint and make marks. Create lines and circles pivoting from the shoulder and elbow. Squiggle Whilst You Wiggle - 'The Hump - Move the Under Hump Left/Right' using markers to make marks.</p> <p>Start taking part in some group activities which they make up for themselves, or in teams.</p> <p>GetSet4PE SOW - Games - Unit 1. Lesson Six - Trains: To work with others to play team games.</p> <p>Increasingly be able to use and remember sequences and patterns of movements which are related to music and rhythm.</p> <p>GetSet4PE SOW - Gymnastics - Unit 1. Lesson Three - Pet Animals: To copy and create short sequences by linking actions together.</p>
<p>Literacy -Comprehension -Word Reading -Writing</p>	<p>Develop their phonological awareness, so that they can: - spot and suggest rhymes, count or clap syllables in a word, recognise words with the same initial sound, show awareness of alliteration and recognise rhythm in</p>	<p>Develop their phonological awareness, so that they can: - spot and suggest rhymes, count or clap syllables in a word, recognise words with the same initial sound, show awareness of alliteration and recognise rhythm in</p>	<p>Develop their phonological awareness, so that they can: - spot and suggest rhymes, count or clap syllables in a word, recognise words with the same initial sound, show awareness of alliteration and recognise rhythm in</p>	<p>Develop their phonological awareness, so that they can: - spot and suggest rhymes, count or clap syllables in a word, recognise words with the same initial sound, show awareness of alliteration and recognise rhythm in</p>	<p>Develop their phonological awareness, so that they can: - spot and suggest rhymes, count or clap syllables in a word, recognise words with the same initial sound, show awareness of alliteration and recognise rhythm in</p>	<p>Develop their phonological awareness, so that they can: - spot and suggest rhymes, count or clap syllables in a word, recognise words with the same initial sound, show awareness of alliteration and recognise rhythm in</p>

	<p>spoken words, songs, poems and rhymes. Success for All Phonics - First Steps to Phonics. Rhythm and Rhyme.</p> <p>Begin to be aware of the way stories are structured, and to tell own stories. Tales Toolkit, using boxes to create class stories and fabric strip for independent storytelling. Focus specifically on the character this week - how could we describe the character? Create a bank of adjectives.</p> <p>Engage in extended conversations about stories, learning new vocabulary. Book Talk - Which book would you like to see made into a film?</p> <p>Understand the names of the different parts of a book and page sequencing Explore a range of non-fiction texts. How are they different/similar to fiction texts?</p>	<p>spoken words, songs, poems and rhymes. Success for All Phonics - First Steps to Phonics. Rhythm and Rhyme.</p> <p>Begin to be aware of the way stories are structured, and to tell own stories. Tales Toolkit, using boxes to create class stories and fabric strip for independent storytelling. Focus specifically on the setting this week - how could we describe the setting? Create a bank of adjectives.</p> <p>Engage in extended conversations about stories, learning new vocabulary. Book Talk - Name a book you think should have a sequel.</p> <p>Understand the names of the different parts of a book and page sequencing Explore a range of non-fiction texts. Look at the pictures, how do they differ from fiction texts?</p>	<p>spoken words, songs, poems and rhymes. Success for All Phonics - First Steps to Phonics. Rhythm and Rhyme/Alliteration.</p> <p>Begin to be aware of the way stories are structured, and to tell own stories. Tales Toolkit, using boxes to create class stories and fabric strip for independent storytelling. Focus specifically on the problem this week - how could we describe the problem? Create a bank of adjectives.</p> <p>Engage in extended conversations about stories, learning new vocabulary. Book Talk - Tell me about a character whose backstory you'd like to know more about.</p> <p>Understand the names of the different parts of a book and page sequencing When exploring non-fiction texts, introduce the contents page and page numbers.</p>	<p>spoken words, songs, poems and rhymes. Success for All Phonics - First Steps to Phonics. Rhythm and Rhyme/Alliteration.</p> <p>Begin to be aware of the way stories are structured, and to tell own stories. Tales Toolkit, using boxes to create class stories and fabric strip for independent storytelling. Focus specifically on the solution this week - how could we describe the problem? Create a bank of adjectives.</p> <p>Engage in extended conversations about stories, learning new vocabulary. Book Talk - What makes you want to pick up a book?</p> <p>Understand the names of the different parts of a book and page sequencing When exploring non-fiction texts, use the contents page and page numbers to find information.</p>	<p>spoken words, songs, poems and rhymes. Success for All Phonics - First Steps to Phonics. Rhythm and Rhyme/Alliteration.</p> <p>Begin to be aware of the way stories are structured, and to tell own stories. Tales Toolkit, using boxes to create class stories and fabric strip for independent storytelling. Use our bank of adjectives developed over the half term to tell more detailed stories.</p> <p>Engage in extended conversations about stories, learning new vocabulary. Book Talk - In your opinion, which character faces the toughest dilemma?</p> <p>Understand the names of the different parts of a book and page sequencing When exploring non-fiction texts, introduce the glossary. What is the purpose of this?</p>	<p>spoken words, songs, poems and rhymes. Success for All Phonics - First Steps to Phonics. Rhythm and Rhyme/Alliteration.</p> <p>Begin to be aware of the way stories are structured, and to tell own stories. Tales Toolkit, using boxes to create class stories and fabric strip for independent storytelling. Use the Tales Toolkit structure to create our own 'Supertato' illustrations and captions.</p> <p>Engage in extended conversations about stories, learning new vocabulary. Book Talk - We can learn a lot from characters in books. True or false?</p> <p>Understand the names of the different parts of a book and page sequencing When exploring non-fiction texts, use the glossary to find information.</p>
<p>Mathematics -Number -Numerical Patterns</p>	<p>Compare two small groups of up to three objects, saying when there are the same number of objects in each group Sharing amounts modelled by teacher. Who has more? Who has lots? Do we have the same?</p>	<p>Compare two small groups of up to three objects, saying when there are the same number of objects in each group Sharing amounts modelled by teacher. Who has more? Who has lots? Do we have the same?</p>	<p>Compare two small groups of up to three objects, saying when there are the same number of objects in each group Sharing amounts independently with a partner. Who has more? Who has lots? Do we have the same?</p>	<p>Compare two small groups of up to three objects, saying when there are the same number of objects in each group Sharing amounts independently with a partner. Who has more? Who has lots? Do we have the same?</p>	<p>Compare two small groups of up to three objects, saying when there are the same number of objects in each group Sharing amounts independently with a partner. Who has more? Who has lots? Do we have the same?</p>	<p>Compare two small groups of up to three objects, saying when there are the same number of objects in each group Sharing amounts independently with a partner. Who has more? Who has lots? Do we have the same?</p>

	<p>Begin to notice numerals Flash cards to 10 starter</p> <p>Link numerals and amounts: for example, showing the right number of objects to match the numeral (4) Introduce matching objects to numeral 4 in a variety of contexts.</p> <p>Say one number for each item in order: 1,2,3, 4, 5 Touch counting activities up to 5 objects. Touch counting to check when subitised.</p> <p>Develop fast recognition of up to 3 objects, without having to count them individually ('subitising'). Encourage children to subitise when comparing groups of objects and in a range of contexts in the environment.</p> <p>Combine shapes to make new ones - an arch, a bigger triangle, etc. Creating capes with different shape stickers - what shapes can you create?</p>	<p>Begin to notice numerals 10 C Flash cards to 10 starter</p> <p>Link numerals and amounts: for example, showing the right number of objects to match the numeral (4) Recap matching objects to numeral 4 in a variety of contexts.</p> <p>Say one number for each item in order: 1,2,3, 4, 5 Touch counting activities up to 5 objects. Touch counting to check when subitised.</p> <p>Develop fast recognition of up to 3 objects, without having to count them individually ('subitising'). Encourage children to subitise when comparing groups of objects and in a range of contexts in the environment.</p> <p>Copy and extend ABAB patterns - stick, leaf, stick, leaf. Creating patters with natural materials</p>	<p>Begin to notice numerals Flash cards to 10 starter</p> <p>Link numerals and amounts: for example, showing the right number of objects to match the numeral (4) Introduce matching objects to numeral 4 in a variety of contexts.</p> <p>Say one number for each item in order: 1,2,3, 4, 5 Touch counting activities up to 5 objects. Touch counting to check when subitised.</p> <p>Develop fast recognition of up to 3 objects, without having to count them individually ('subitising'). Encourage children to subitise when comparing groups of objects and in a range of contexts in the environment.</p> <p>Begin to anticipate times of the day such as mealtimes or home time. Discuss routine and use visual timeline daily.</p>	<p>Begin to notice numerals Flash cards to 10 starter</p> <p>Link numerals and amounts: for example, showing the right number of objects to match the numeral (5) Recap matching objects to numeral 5 in a variety of contexts.</p> <p>Say one number for each item in order: 1,2,3, 4, 5 Touch counting activities up to 5 objects. Touch counting to check when subitised.</p> <p>Develop fast recognition of up to 3 objects, without having to count them individually ('subitising'). Encourage children to subitise when comparing groups of objects and in a range of contexts in the environment.</p> <p>Explore differences in size Children encouraged to use comparative language relating to size in a range of contexts.</p>	<p>Begin to notice numerals Flash cards to 10 starter</p> <p>Link numerals and amounts: for example, showing the right number of objects to match the numeral (5) Introduce matching objects to numeral 5 in a variety of contexts.</p> <p>Say one number for each item in order: 1,2,3, 4, 5 Touch counting activities up to 5 objects. Touch counting to check when subitised.</p> <p>Develop fast recognition of up to 3 objects, without having to count them individually ('subitising'). Encourage children to subitise when comparing groups of objects and in a range of contexts in the environment.</p> <p>Explore differences in length Children encouraged to use comparative language relating to length in a range of contexts.</p>	<p>Begin to notice numerals Flash cards to 10 starter</p> <p>Link numerals and amounts: for example, showing the right number of objects to match the numeral (5) Recap matching objects to numeral 5 in a variety of contexts.</p> <p>Say one number for each item in order: 1,2,3, 4, 5 Touch counting activities up to 5 objects. Touch counting to check when subitised.</p> <p>Develop fast recognition of up to 3 objects, without having to count them individually ('subitising'). Encourage children to subitise when comparing groups of objects and in a range of contexts in the environment.</p> <p>Explore differences weight Children encouraged to use comparative language relating to weight in a range of contexts.</p>
<p>Understanding the World -Past and Present -People, Culture and Communities -The Natural World</p>	<p>Begin to make sense of their own life story and family's history. Using our 'Then and Now' display to support us, look back at how we have changed over time.</p> <p>Continue developing positive attitudes about the differences between</p>	<p>Begin to make sense of their own life story and family's history. Show interest in different occupations. Explore our family's jobs. Which super powers do these jobs use?</p> <p>Continue developing positive attitudes about the differences between</p>	<p>Show interest in different occupations. Explore the roles of 'superheroes' in our local community.</p> <p>Interview the different 'superheroes' in our school. Who is behind the mask?</p>	<p>Explore and talk about different forces they can feel. Talk about the differences between materials and changes they notice. Explore emergency vehicles that travel on water, Investigate which materials float/sink.</p>	<p>Show interest in different occupations. Use a variety of questions, for example, who, what, where and why. Explore the role of working animals. How do they support our community?</p>	<p>Plant seeds and care for growing plants. Understand the key features of the life cycle of a plant and an animal. Begin to understand the need to respect and care for the natural environment and all living things.</p>

	<p>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. Explore our own super powers. How are we similar/different to one another?</p>	<p>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 Chinese New Year, exploring different traditions and special stories.</p>		<p>Which material would be best to make an air ambulance with? Explore how different materials travel through the air.</p>		<p>Plant our own 'evil' vegetables in our outdoor environment. What does a plant need to grow successfully?</p>
<p>Expressive Arts and Design -Creating with Materials -Being Imaginative and Expressive</p>	<p>Tap out simple repeated patterns using body percussion. Charanga - Everyone - Step 1 - Learn to sing Wind The Bobbin Up</p> <p>Sing to self and make up simple songs. Sings nursery rhymes independently.</p> <p>Explore different materials freely, to develop their ideas about how to use them and what to make. Printing using our fingers and hands.</p> <p>Create closed shapes with continuous lines and begin to use these shapes to represent objects. Artist study - David Hockney - Self-Portrait 1954</p>	<p>Tap out simple repeated patterns using body percussion. Charanga - Everyone - Step 2 - Listen to sing along with and play with the action song If You're Happy And You Know It</p> <p>Sing to self and make up simple songs. Sings nursery rhymes independently.</p> <p>Explore different materials freely, to develop their ideas about how to use them and what to make. Potato printing.</p> <p>Create closed shapes with continuous lines and begin to use these shapes to represent objects. Artist study - Hockney - Apples, Pears & Grapes 1986</p>	<p>Tap out simple repeated patterns using body percussion. Charanga - Everyone - Step 3 - Learn to sing Five Little Monkeys</p> <p>Sing to self and make up simple songs. Sings key nursery rhymes independently.</p> <p>Explore different materials freely, to develop their ideas about how to use them and what to make. Printing using nature - Leaves and flowers</p> <p>Create closed shapes with continuous lines and begin to use these shapes to represent objects. Artist study - Hockney - Apples, Pears & Grapes 1986</p>	<p>Explore and learn how sounds and movements can be changed. Charanga - Everyone - Step 4 - Learn to sing Twinkle Twinkle Little Star</p> <p>Sing to self and make up simple songs. Sings key nursery rhymes independently.</p> <p>Explore different materials freely, to develop their ideas about how to use them and what to make. Printing using stamps</p> <p>Create closed shapes with continuous lines and begin to use these shapes to represent objects. Artist study - Hockney - Sun, 1973</p>	<p>Explore and learn how sounds and movements can be changed. Charanga - Everyone - Step 5 - Listen to sing along with and play with the action song Head Shoulders Knees & Toes</p> <p>Sing to self and make up simple songs. Sings key nursery rhymes independently.</p> <p>Explore different materials freely, to develop their ideas about how to use them and what to make. Cork printing - designing own print by painting cork</p> <p>Draw with increasing complexity and detail, such as representing a face with a circle and including details. Artist study - Hockney - Rain, 1973</p>	<p>Explore and learn how sounds and movements can be changed. Charanga - Everyone - Step 6 - Perform your favourite songs in groups.</p> <p>Sing to self and make up simple songs. Sings key nursery rhymes independently.</p> <p>Explore different materials freely, to develop their ideas about how to use them and what to make. Styrofoam printing with stamps we created - engraving Styrofoam</p> <p>Draw with increasing complexity and detail, such as representing a face with a circle and including details. Artist study - Hockney - Lightning, 1973</p>
<p>Key Composers and Songs</p>	Richard Wagner	Giuseppe Verdi	Amy Beach	Franz Schubert	Giacomo Puccini	Scott Joplin
<p>Enhancements Visits and Visitors</p>				Visit from Firefighters Week beginning 30.01.23		
<p>Parental Engagement</p>					Nursery Rhyme Time Session 08.02.23	

Whole School and National Events	Staff Team Member for the day 12.01.23	Ukraine Charity Event- Wear something yellow 20.01.23	Chinese New Year 22.01.23		Safer Internet day 07.02.2023 Mental Health Week Let's Connect	
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Progression of knowledge and skills are shown horizontally across the half term. The different areas and aspects of learning are shown vertically. Learning opportunities are planned alongside the children through a cross curricular thematic approach and also through discrete teaching.