

Meadowbank Primary School

Half Termly Knowledge and Skills Based Curriculum - Spring 1 2025 Phase Foundation Stage Year Group Foundation Stage 1



	Week 1	Week 1 Week 2 Week 3	Week 4	Week 5	Week 6	
	Wk Beg 06.01	Wk Beg 13.01	Wk Beg 20.01	Wk Beg 27.01	Wk Beg 03.02	Wk Beg 10.02
Characteristics of Effective Teaching and Learning	e Teaching Finding out and exploring		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 you a su	iperhero?				
Connected Concepts	Cause and Effect	Cause and Effect	Cause and Effect	Cause and Effect	Cause and Effect	Cause and Effect
Book Studies	Hey There What's Your Superpower?	My Mum is a Superhero Apple Technic Meritality Superhero Superhero	A Superhero Like You DR RANJ DR RANJ	Emergency! EMERGENCY: Margaret Mayor Alex Agriffe	Animal Super Heroes ANIMAL SUPERIOR	Supertato Supertato Supertato Supertato Supertato Supertato
Children steering learning	I want to know what makes me super. DS I want to fly. CK/BA/NM I want to be a superhero. ZK/JT/DS/NM	I want to know what Daddy's superpower is. JL My Mummy and Daddy and brother are super. MW	I want to learn about doctors. DS I want to be a teacher. MW/DS/MS How do doctors help us to feel better? ML	I want to meet a firefighter.MS I want to learn about fire engines. RS/TP	Can animals be superheroes? JT I want to learn about animal superheroes. JL	Can Supertato fly? JL I want to make a Supertato. MS/RS/ZK/MW/AW I want to make a Supertato story. MW
Key Vocabulary	Power Skill Individual	Unique Future Past	Community Qualities Interview	Bravery Emergency Investigate	Guide Support Job	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!	-Guide dogs for the blind	-Little Fella Superhero -Superworm
Communication and Language -Listening, Attention and Understanding -Speaking	Use a wider range of vocabulary that reflects the breadth of their experiences. Weekly WOW Words.	Use a wider range of vocabulary that reflects the breadth of their experiences. Weekly WOW Words.	Use a wider range of vocabulary that reflects the breadth of their experiences. Weekly WOW Words.	Use a wider range of vocabulary that reflects the breadth of their experiences. Weekly WOW Words.	Use a wider range of vocabulary that reflects the breadth of their experiences. Weekly WOW Words.	Use a wider range of vocabulary that reflects the breadth of their experiences. Weekly WOW Words.

	Use language to share feelings, experiences and thoughts. Pre-Questions to evaluate children's knowledge of the 'Big Question'. Evaluate weekly how each of the concepts within our 'Big Question' link together. 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. Pay attention to more than one thing at a time, which can be difficult. Develop our knowledge of Makaton - superhero, help Take part in Makaton's 'Sign of the Week'.	Use language to share feelings, experiences and thoughts. Evaluate weekly how each of the concepts within our 'Big Question' link together. 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. Pay attention to more than one thing at a time, which can be difficult. Develop our knowledge of Makaton - mummy, daddy Take part in Makaton's 'Sign of the Week'.	Use language to share feelings, experiences and thoughts. Evaluate weekly how each of the concepts within our 'Big Question' link together. 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. Pay attention to more than one thing at a time, which can be difficult. Develop our knowledge of Makaton - fire engine, police officer Take part in Makaton's 'Sign of the Week'.	Use language to share feelings, experiences and thoughts. Sticky Knowledge Acquire and Apply:- Name a positive quality 'super power' about ourselves. Discuss the positive qualities (superpowers) our families have Name at least two superheroes within our community. Evaluate weekly how each of the concepts within our 'Big Question' link together. 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 'when' question to the speaker. Pay attention to more than one thing at a time, which can be difficult. Develop our knowledge of Makaton - train, bus Take part in Makaton's 'Sign of the Week'.	Use language to share feelings, experiences and thoughts. Evaluate weekly how each of the concepts within our 'Big Question' link together. 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. Pay attention to more than one thing at a time, which can be difficult. Develop our knowledge of Makaton - animals Take part in Makaton's 'Sign of the Week'.	Use language to share feelings, experiences and thoughts. Post-Questions to evaluate children's knowledge of the 'Big Question'. Evaluate weekly how each of the concepts within our 'Big Question' link together. 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. Pay attention to more than one thing at a time, which can be difficult. Develop our knowledge of Makaton - rescue, sky. Take part in Makaton's 'Sign of the Week'.
Personal, Social and Emotional Development -Self-Regulation -Managing Self	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.	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.	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.	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.	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.	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.

-Building Relationships

JIGSAW SOW: Dreams and Goals - Challenge: I understand that if I persevere I can tackle challenges.

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.

Enjoy a sense of belonging through being involved in daily tasks and some new experiences.

Daily mindfulness session - Belly Breathing.

Introduce Peer Massage – a sequence of movements, focusing specifically on the "Bear Walk' movement.

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.

Begin to ask questions about differences, such as skin colour, types of hair, gender, special needs and disabilities, religion and so on.

Think Equal - 'Me, Myself and I' by Helen Lumgair.

-Demonstrate a positive sense of identity; Develop self-confidence and self-esteem

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.

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 - Rainbow Relaxation.

Introduce Peer Massage - a sequence of movements, focusing specifically on the 'Ice Skating' movement.

Begin to ask questions about differences, such as skin colour, types of hair, gender, special needs and disabilities, religion and so on.

Think Equal - 'Is there anyone like me?' by Fred Strydom. -Celebrate individuality and uniqueness.

-Discuss similarities and differences.
(PC-Race)

(BV-Respect and

Tolerance)

JIGSAW SOW: Dreams and Goals - Setting a Goal: I can set a goal and work towards it. (BV-Liberty)

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 - Bubble Bounce!

Introduce Peer Massage – a sequence of movements, focusing specifically on the 'Brushing the Horse' movement.

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.

Talk with others to solve conflicts.

Think Equal - 'Amazing
Daisy' by Nozizwe Herero.
-Demonstrate selfknowledge and selfesteem.
-Understand the
importance of
persistence.

JIGSAW SOW: Dreams and Goals - Obstacles and Support: I can use kind words to encourage people. (BV-Respect and Tolerance)

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 – A Mindful Moment – Rectangle.

Introduce Peer Massage - a sequence of movements, focusing specifically on the 'Brushing the Snow' movement.

Understand gradually how others might be feeling.

Think Equal - 'Healthy

Minds A'-Mindful bodies and awareness of attention and breath. -Show that they can pay attention to the inside. -Show that they can pay attention to the outside. 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. (PC-Age)

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?

Enjoy a sense of belonging through being involved in daily tasks and some new experiences.

Daily mindfulness session
- A Mindful Moment Circle.

Peer Massage - embed a sequence of movements.

Talk about their feelings using words like 'happy', 'sad', 'angry' or 'worried'.

Understand gradually how others might be feeling.

Respond to the feelings of others, showing concern and offering comfort.

Think Equal - 'The Colour Poem' by Helen Lumgair. -Begin to connect emotions and emotionwords to feelings and colours. -Begin to name emotions. JIGSAW SOW: Dreams and Goals - Award Ceremony: I can say how I feel when I achieve a goal and know what it means to feel proud. (BV-Liberty)

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?

Enjoy a sense of belonging through being involved in daily tasks and some new experiences.

Daily mindfulness session
- A Mindful Moment Star breathing.

Peer Massage - embed a sequence of movements.

Talk about their feelings using words like 'happy', 'sad', 'angry' or 'worried'.

Understand gradually how others might be feeling.

Respond to the feelings of others, showing concern and offering comfort.

Think Equal - 'How We Feel'.

- -Name 2-3 emotions.
- -Recognise that everyone has feelings.

Physical Development -Gross Motor Skills	-Recognise and value similarities and differences between themselves and others. (PC-Race) (BV-Respect/Tolerance) Use large-muscle movements to wave flags and streamers, paint and	Use large-muscle movements to wave flags and streamers, paint and	-Set a goal and work towards achieving it. Use large-muscle movements to wave flags and streamers, paint and	Use large-muscle movements to wave flags and streamers, paint and	-Become familiar with the mood meter. Use large-muscle movements to wave flags and streamers, paint and	Use large-muscle movements to wave flags and streamers, paint and
-Fine Motor Skills	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. Continue to develop their movement, for example, balancing, running, jumping and climbing. GetSet4PE SOW - Games - Unit 1. Lesson One - Cars: To work safely and develop running and stopping. GetSet4PE SOW - Gymnastics - Unit 1. Lesson One - Rainforest Animals: To copy and create shapes with your body.	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. 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. GetSet4PE SOW - Games - Unit 1. Lesson Two - Aeroplane: To develop throwing and learn how to keep score. Continue to develop their movement, for example, balancing, running, jumping and climbing. GetSet4PE SOW - Gymnastics - Unit 1. Lesson Two - Woodland Animals: To be able to create shapes whilst on apparatus.	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. Start taking part in some group activities which they make up for themselves, or in teams. GetSet4PE SOW - Games - Unit 1. Lesson Three - Cyclists: To be able to play games showing and understanding of the different roles within it. Continue to develop their movement, for example, balancing, running, jumping and climbing. GetSet4PE SOW - Gymnastics - Unit 1. Lesson Three - Lakeland Animals: To develop balancing and taking weight on different body parts.	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. Continue to develop their movement, for example, balancing, running, jumping and climbing. GetSet4PE SOW - Games - Unit 1. Lesson Four - Buses: To follow instructions and move safely when playing tagging games. GetSet4PE SOW - Gymnastics - Unit 1. Lesson Four - Desert: To develop jumping and landing safely.	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 markers to make marks. Start taking part in some group activities which they make up for themselves, or in teams. GetSet4PE SOW - Games - Unit 1. Lesson Five - Boats: To work cooperatively and learn to take turns. Continue to develop their movement, for example, balancing, running, jumping and climbing. GetSet4PE SOW - Gymnastics - Unit 1. Lesson Five - Sea Animals: To develop rocking and rolling.	make marks. Create lines and circles pivoting from the shoulder and elbow. Squiggle Whilst You Wiggle - Revisit the movements from the half term (The Hump/The Wiggle) using markers to make marks. Start taking part in some group activities which they make up for themselves, or in teams. GetSet4PE SOW - Games - Unit 1. Lesson Six - Trains: To work with others to play team games. Increasingly be able to use and remember sequences and patterns of movements which are related to music and rhythm. GetSet4PE SOW - Gymnastics - Unit 1. Lesson Six - Pet Animals: To copy and create short sequences by linking actions together.
Literacy -Comprehension -Word Reading	Develop their phonological awareness, so that they can: - spot and suggest rhymes,	Develop their phonological awareness, so that they can: - spot and suggest rhymes,	Develop their phonological awareness, so that they can: - spot and suggest rhymes,	Develop their phonological awareness, so that they can: - spot and suggest rhymes,	Develop their phonological awareness, so that they can: - spot and suggest rhymes,	Develop their phonological awareness, so that they can: - spot and suggest rhymes,

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Begin to notice numerals Flash cards to 10 starter

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.

Say one number for each item in order: 1,2,3,4,

Touch counting activities up to 5 objects. Touch counting to check when subitised.

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.

Toolkit - Correct or Not Correct.

Combine shapes to make new ones - an arch, a bigger triangle, etc. Creating capes with different shape stickers what shapes can you create? Begin to notice numerals. Flash cards to 10 starter

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.

Say one number for each item in order: 1,2,3,4,

Touch counting activities up to 5 objects. Touch counting to check when subitised.

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.

Toolkit - Correct or Not Correct.

Copy and extend ABAB patterns - stick, leaf, stick, leaf. Creating patters with

natural materials.

Begin to notice numerals. Flash cards to 10 starter.

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.

Say one number for each item in order: 1,2,3,4,

Touch counting activities up to 5 objects. Touch counting to check when subitised.

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.

Toolkit - Correct or Not Correct.

Begin to anticipate times of the day such as mealtimes or home time. Discuss routine and use visual timeline daily. **Begin to notice numerals.** Flash cards to 10 starter.

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.

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.

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.

Toolkit - Odd One Out. Explore differences in size.

Use comparative language relating to size in a range of contexts.

Begin to notice numerals. Flash cards to 10 starter.

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.

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.

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.

Toolkit - Odd One Out.

Explore differences height.

Use comparative language relating to height in a range of contexts.

Begin to notice numerals. Flash cards to 10 starter.

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.

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.

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.

Toolkit - Odd One Out.

Explore differences weight.

Use comparative language relating to weight in a range of contexts.

Understanding the World -Past and Present -People, Culture and Communities -The Natural World	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. (PC - Age) 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. Explore our own super powers. How are we similar/different to one another? (BV - Respect and Tolerance)	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?	Show interest in different occupations. Explore the roles of 'superheroes' in our local community. Interview the different 'superheroes' in our school. Who is behind the mask?	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. Which material would be best to make an air ambulance with? Explore how different materials travel through the air.	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. Explore how animals can be used to support a different people in a variety of different contexts and settings.	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. Plant our own 'evil' vegetables in our outdoor environment. What does a plant need to grow successfully? Assessment Indicators Identify and articulate key workers within our community. Articulate the life cycle of a plant.
Expressive Arts and Design	Tap out simple repeated patterns using body	Tap out simple repeated patterns using body	Tap out simple repeated patterns using body	Explore and learn how sounds and movements	Explore and learn how sounds and movements	Explore and learn how sounds and movements
-Creating with	percussion. Charanga - Everyone -	percussion. Charanga - Everyone -	percussion. Charanga - Everyone -	can be changed. Charanga - Everyone -	can be changed. Charanga - Everyone -	can be changed. Charanga - Everyone -
Materials	Step 1 - Learn to sing	Step 2 - Listen to sing	Step 3 - Learn to sing	Step 4 - Learn to sing	Step 5 - Listen to sing	Step 6 - Listen to sing
-Being Imaginative	Wind The Bobbin Up.	along with and play with	Five Little Monkeys.	Twinkle Twinkle Little	along with and play with	along with and play with
and Expressive	Sing to self and make up	the action song If You're	Sing to self and make up	Star.	the action song Head	the action songs we have
	simple songs.	Happy And You Know It.	simple songs.	Sing to self and make up	Shoulders Knees & Toes.	visited this half term.
	Sings key nursery rhymes independently. Explore different materials freely, to	Sing to self and make up simple songs. Sings key nursery rhymes independently.	Sings key nursery rhymes independently. Explore different materials freely, to	simple songs. Sings key nursery rhymes independently. Explore different	Sing to self and make up simple songs. Sings key nursery rhymes independently.	Sing to self and make up simple songs. Sings key nursery rhymes independently.
	develop their ideas about how to use them and what to make. Printing using our fingers and hands.	Explore different materials freely, to develop their ideas about how to use them and what to make.	develop their ideas about how to use them and what to make. Printing using nature. Leaves and flowers	materials freely, to develop their ideas about how to use them and what to make. Printing using stamps.	Explore different materials freely, to develop their ideas about how to use them and what to make.	Explore different materials freely, to develop their ideas about how to use them and what to make.
	Join different materials and explore different textures.	Potato printing.	Join different materials and explore different textures.	Explore colour and colour mixing. Experiment colour mixing using primary colours.	Explore colour and colour mixing. Experiment colour mixing using primary colours.	Styrofoam printing with stamps we created. Engraving Styrofoam.

	Explore a variety of different fabrics and use both PVA and glue sticks to join them together. Create closed shapes with continuous lines and begin to use these shapes to represent objects. Artist study - David Hockney Self-Portrait 1954	Join different materials and explore different textures. Explore a variety of different fabrics and use both PVA and glue sticks to join them together. Create closed shapes with continuous lines and begin to use these shapes to represent objects. Artist study - Hockney Hollywood Bowl 1965	Explore a variety of different fabrics and use masking tape to join them together. Create closed shapes with continuous lines and begin to use these shapes to represent objects. Artist study - Hockney Apples, Pears & Grapes 1986	Create closed shapes with continuous lines and begin to use these shapes to represent objects. Artist study - Hockney Sun, 1973	Create closed shapes with continuous lines and begin to use these shapes to represent objects. Artist study - Hockney, Apple Tree (2019)	Join different materials and explore different textures. Explore a variety of different fabrics and use cello tape to join them together. Draw with increasing complexity and detail, such as representing a face with a circle and including details. Artist study - Hockney Lightning, 1973 Assessment Indicators Name our key artist of the half term. Sing one of the key nursery rhymes from the half term independently. Join two pieces of material together.
Key Composers and Songs	Richard Wagner	Giuseppe Verdi	Amy Beach	Franz Schubert	Pyotr Ilyich Tchaikovsky	Scott Joplin
Outdoor Learning	Squiggle Whilst You Wiggle - Large scale movements.	Winter welly walk to observe seasonal change	Birdwatching Creating tally/barcharts. Making bird houses and feeders.	Explore floating and sinking/how different materials travel through air.	Squiggle Whilst You Wiggle - Large scale movements.	Explore planting a range of fruits and vegetables from the key text.
Enhancements Visits and Visitors			Big Garden Birdwatch 24.01.25	Visit from Firefighters W/B 27.01.25		
Parental Engagement		Early Years Foundation Stage Mathematics workshop. Tell Me/Show me event 15.01.25 9:00am/1.45pm				
Whole School and National Events			Big Garden Birdwatch 24-26.01.25	Chinese New Year 29.01.25		Safer Internet Day 11.02.25

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.