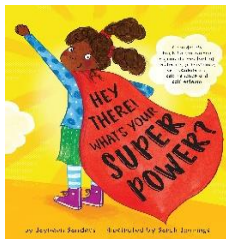
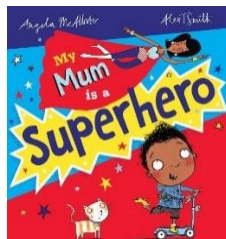
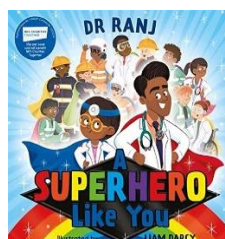
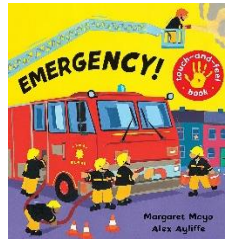
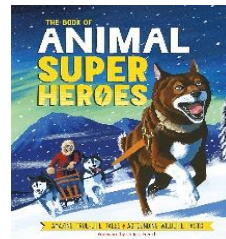
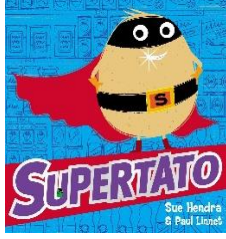




Meadowbank Primary School
Half Termly Knowledge and Skills Based Curriculum – Spring 1 2026
Phase Foundation Stage Year Group Foundation Stage 1



	Week 1 Wk Beg 05.01	Week 2 Wk Beg 12.01	Week 3 Wk Beg 19.01	Week 4 Wk Beg 26.01	Week 5 Wk Beg 02.02	Week 6 Wk Beg 09.02
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 you a superhero?					
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 	A Superhero Like You 	Emergency! 	Animal Super Heroes 	Supertato 
Children steering learning....	I want to be a superhero! JK/ASt I want to have superpowers. MB	I want to know what my mummy and daddy's superpowers are. AB/EC My mummy has superpowers! AT/MB	I want to learn about doctors. MB I want to be a doctor. MB/AT I want to be a teacher. AT/OL	I want to meet a firefighter. OL I want to learn about fire engines.TJ-W	How do dogs help us? EC/CW How do other animals help people? AB	I want to learn about Supertato's superpowers. HD I want to make Supertato. AB I want to find the evil pea!. MB
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.

	<p>Use language to share feelings, experiences and thoughts. Pre-Questions to evaluate children's knowledge of the 'Big Question'.</p> <p>Evaluate weekly how each of the concepts within our 'Big Question' link together.</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 Take part in Makaton's 'Sign of the Week'.</p>	<p>Use language to share feelings, experiences and thoughts. Evaluate weekly how each of the concepts within our 'Big Question' link together.</p> <p>Use 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 Take part in Makaton's 'Sign of the Week'.</p>	<p>Use language to share feelings, experiences and thoughts. Evaluate weekly how each of the concepts within our 'Big Question' link together.</p> <p>Use 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 Take part in Makaton's 'Sign of the Week'.</p>	<p>Use language to share feelings, experiences and thoughts. <u>Sticky Knowledge</u> <i>Acquire and Apply:-</i> Name a positive quality 'super power' about ourselves. Discuss the positive qualities (superpowers) our families have. Name at least two superheroes within our community.</p> <p>Evaluate weekly how each of the concepts within our 'Big Question' link together.</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 'when' 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 - train, bus Take part in Makaton's 'Sign of the Week'.</p>	<p>Use language to share feelings, experiences and thoughts. Evaluate weekly how each of the concepts within our 'Big Question' link together.</p> <p>Use 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 a time, which can be difficult. Develop our knowledge of Makaton - animals Take part in Makaton's 'Sign of the Week'.</p>	<p>Use language to share feelings, experiences and thoughts. Post-Questions to evaluate children's knowledge of the 'Big Question'.</p> <p>Evaluate weekly how each of the concepts within our 'Big Question' link together.</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 a time, which can be difficult. Develop our knowledge of Makaton - rescue, sky. Take part in Makaton's 'Sign of the Week'.</p>
Personal, Social and Emotional Development -Self-Regulation -Managing Self	<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.</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.</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.</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.</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.</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.</p>

<p>-Building Relationships</p>	<p>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. Introduce Peer Massage – a sequence of movements, focusing specifically on the 'Bear Walk' movement.</p> <p>Talk about their feelings using words like 'happy', 'sad', 'angry' or 'worried'.</p> <p>Respond to the feelings of others, showing concern and offering comfort. Think Equal Programme – Healthy Minds C – What else can we do when we are upset? -Name three things to do to calm their feelings.</p>	<p>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 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 – Rainbow Relaxation. Introduce Peer Massage – a sequence of movements, focusing specifically on the 'Ice Skating' movement.</p> <p>Begin to ask questions about differences, such as skin colour, types of hair, gender, special needs and disabilities, religion and so on.</p> <p>Respond to the feelings of others, showing concern and offering comfort. Think Equal – 'Kitchi's Moccasins' -Understand the importance of respecting everyone's ideas, thoughts and feelings. -Think about being inclusive and kind to others who might be different to them.</p>	<p>JIGSAW SOW: Dreams and Goals – Setting a Goal: I can set a goal and work towards it. (BV-Liberty)</p> <p>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?</p> <p>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.</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. Think Equal – 'Helping Hands' -Understand that kind actions make a positive difference. -Name and appreciate contributions by people in their lives. -Understand that all jobs can be performed by both men and women.</p>	<p>JIGSAW SOW: Dreams and Goals – Obstacles and Support: I can use kind words to encourage people. (BV-Respect and Tolerance)</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. Introduce Peer Massage – a sequence of movements, focusing specifically on the 'Brushing the Snow' movement.</p> <p>Understand gradually how others might be feeling.</p> <p>Begin to ask questions about differences, such as skin colour, types of hair, gender, special needs and disabilities, religion and so on. Think Equal – 'Diego's Great Idea' -Understand that no one should be excluded</p>	<p>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)</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. Peer Massage – embed a sequence of movements.</p> <p>Understand gradually how others might be feeling. Respond to the feelings of others, showing concern and offering comfort. Think Equal – 'Head, heart and hands' -Further develop their perspective-taking skills -Understand kindness -Associate the head with thoughts, heart with emotion and hands actions. (BV – Mutual Respect and Tolerance)</p>	<p>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)</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 – Star breathing. Peer Massage – embed a sequence of movements.</p> <p>Talk about their feelings using words like 'happy', 'sad', 'angry' or 'worried'.</p> <p>Understand gradually how others might be feeling. Respond to the feelings of others, showing concern and offering comfort. Think Equal – 'My Amazing Brain' -Understand that we all have a brain -Name one thing the brain can do</p>
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		(BV-Mutual Respect and Tolerance)	(PC - Gender) (BV - Mutual Respect and Tolerance)	-Explore friendships with those who are different to them. -Recognise feelings and experience empathy. (BV - Mutual Respect and Tolerance)		
Physical Development -Gross Motor Skills -Fine Motor Skills	<p>Use large-muscle movements to wave flags and streamers, paint and make marks.</p> <p>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. 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.</p>	<p>Use large-muscle movements to wave flags and streamers, paint and make marks.</p> <p>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. 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. 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.</p> <p>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. 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. 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.</p> <p>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. 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.</p>	<p>Use large-muscle movements to wave flags and streamers, paint and make marks.</p> <p>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.</p> <p>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 co-operatively and learn to take turns.</p> <p>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.</p>	<p>Use large-muscle movements to wave flags and streamers, paint and make marks.</p> <p>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.</p> <p>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.</p> <p>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.</p>
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,

<p>-Writing</p>	<p>count or clap syllables in a word, recognise words with the same initial sound, show awareness of alliteration and recognise rhythm in spoken words, songs, poems and rhymes. Success for All Phonics - First Steps to Phonics. Rhythm and Rhyme - Rhyme Recognition & Rhyme Substitution.</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>Understand the names of the different parts of a book and page sequencing. Reintroduce a range of non-fiction texts. How is the structure different/similar to fiction texts?</p>	<p>count or clap syllables in a word, recognise words with the same initial sound, show awareness of alliteration and recognise rhythm in spoken words, songs, poems and rhymes. Success for All Phonics - First Steps to Phonics. Rhythm and Rhyme - Rhyme Recognition & Rhyme Substitution.</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>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>count or clap syllables in a word, recognise words with the same initial sound, show awareness of alliteration and recognise rhythm in spoken words, songs, poems and rhymes. Success for All Phonics - First Steps to Phonics. Rhythm and Rhyme - Rhyme Recognition & Rhyme Substitution.</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>Understand the names of the different parts of a book and page sequencing. Create our own non-fiction books to share information about real life superheroes in our community.</p>	<p>count or clap syllables in a word, recognise words with the same initial sound, show awareness of alliteration and recognise rhythm in spoken words, songs, poems and rhymes. Success for All Phonics - First Steps to Phonics. Rhythm and Rhyme - Rhyme Recognition & Rhyme Substitution.</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>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>count or clap syllables in a word, recognise words with the same initial sound, show awareness of alliteration and recognise rhythm in spoken words, songs, poems and rhymes. Success for All Phonics - First Steps to Phonics. Rhythm and Rhyme - Rhyme Recognition & Rhyme Substitution.</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 'Animal' illustrations and captions.</p> <p>Understand the names of the different parts of a book and page sequencing. Use the photographs and illustrations in both the fiction and non-fiction texts as a stimulus for discussion and further research.</p>	<p>count or clap syllables in a word, recognise words with the same initial sound, show awareness of alliteration and recognise rhythm in spoken words, songs, poems and rhymes. Success for All Phonics - First Steps to Phonics. Rhythm and Rhyme - Rhyme Recognition & Rhyme Substitution.</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>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>Toolkit - Match Me Up.</p> <p>Talk about and explore 2D and 3D shapes (for example, circles, rectangles, triangles and cuboids) using informal language. Reintroduce the 2D Shapes and their properties.</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.) 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>Toolkit - Match Me Up</p> <p>Recognise that two objects have the same shape. Match Me Up - Using a range of 2D shapes.</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>Toolkit - Match Me Up.</p> <p>Talk about and explore 2D and 3D shapes (for example, circles, rectangles, triangles and cuboids) using informal language. Create our own 2D shapes using loose parts. Discuss their properties.</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>Toolkit - Match Me Up.</p> <p>Select shapes appropriately: flat surfaces for building, a triangular prism for a roof, etc. Creating paths (NRICH)</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>Toolkit - Match Me Up</p> <p>Recognise that two objects have the same shape. Sort the shapes dependent on their properties.</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>Toolkit - Match Me Up</p> <p>Combine shapes to make new ones - an arch, a bigger triangle, etc. Creating new shapes from existing 2D shapes.</p>
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<p>Understanding the World</p> <p>-Past and Present</p> <p>-People, Culture and Communities</p> <p>-The Natural World</p>	<p>Begin to make sense of their own life story and family's history.</p> <p>Using our 'Then and Now' display to support us, look back at how we have changed over time. (PC - Age)</p> <p>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.</p> <p>Explore our own super powers. How are we similar/different to one another? (BV - Respect and Tolerance)</p>	<p>Begin to make sense of their own life story and family's history.</p> <p>Show interest in different occupations.</p> <p>Explore our family's jobs. Which super powers do these jobs use?</p>	<p>Show interest in different occupations.</p> <p>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.</p> <p>Talk about the differences between materials and changes they notice.</p> <p>Explore emergency vehicles that travel on water, Investigate which materials float/sink.</p> <p>Which material would be best to make an air ambulance with? Explore how different materials travel through the air.</p>	<p>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.</p> <p>Explore how animals can be used to support a different people in a variety of different contexts and settings.</p>	<p>Plant seeds and care for growing plants.</p> <p>Understand the key features of the life cycle of a plant and an animal.</p> <p>Begin to understand the need to respect and care for the natural environment and all living things.</p> <p>Plant our own 'evil' vegetables in our outdoor environment. What does a plant need to grow successfully?</p> <p>Assessment Indicators</p> <p>Identify and articulate key workers within our community.</p>
<p>Expressive Arts and Design</p> <p>-Creating with Materials</p> <p>-Being Imaginative and Expressive</p>	<p>Tap out simple repeated patterns using body percussion.</p> <p>Charanga - My Stories - Step 1 - Learn to sing I'm a Little Teapot</p> <p>Sing to self and make up simple songs.</p> <p>Sings key nursery rhymes independently.</p> <p>Explore colour and colour mixing</p> <p>Colour mixing water,</p> <p>Join different materials and explore different textures.</p> <p>Explore a variety of different materials and use both PVA and glue sticks to join them together.</p>	<p>Sing familiar songs, for example, pop songs, songs from tv programmes, rhymes and songs from home.</p> <p>Charanga - My Stories - Step 2 - Learn to sing The Grand old Duke of York</p> <p>Sing to self and make up simple songs.</p> <p>Sings key nursery rhymes independently.</p> <p>Explore colour and colour mixing</p> <p>Tuff tray colour mixing.</p>	<p>Sing familiar songs, for example, pop songs, songs from tv programmes, rhymes and songs from home.</p> <p>Charanga - My Stories - Step 3 - Learn to sing Ring O' Roses</p> <p>Sing to self and make up simple songs.</p> <p>Sings key nursery rhymes independently.</p> <p>Explore colour and colour mixing</p> <p>Playdough colour mixing.</p> <p>Join different materials and explore different textures.</p> <p>Explore a variety of different materials and use both PVA and glue</p>	<p>Tap out simple repeated patterns using body percussion.</p> <p>Charanga - My Stories - Step 4 - Rhythm Games (Copy Cat)</p> <p>Sing to self and make up simple songs.</p> <p>Sings key nursery rhymes independently.</p> <p>Explore colour and colour mixing.</p> <p>Colour mixing on folded paper.</p>	<p>Explore and learn how sounds and movements can be changed.</p> <p>Charanga - My Stories - Step 5 - Explore high and low (pitch and improvisation with voices)</p> <p>Sing to self and make up simple songs.</p> <p>Sings key nursery rhymes independently.</p> <p>Join different materials and explore different textures.</p> <p>Explore a variety of different materials and use both PVA and glue sticks to join them together.</p> <p>Explore colour and colour mixing.</p>	<p>Explore and learn how sounds and movements can be changed.</p> <p>Charanga - My Stories - Step 6 - Create your own sounds (improvisation and composition with voices and/or instruments)</p> <p>Sing to self and make up simple songs.</p> <p>Sings key nursery rhymes independently.</p> <p>Explore colour and colour mixing.</p> <p>Handprint colour mixing.</p> <p>Assessment Indicators</p> <p>Use both PVA and glue sticks to join two materials together.</p>

			sticks to join them together.		Colour mixing charts.	
Key Composers and Songs	Richard Wagner	Giuseppe Verdi	Amy Beach	Franz Schubert	Pyotr Ilyich Tchaikovsky	Scott Joplin
Outdoor Learning	Continuous outdoor daily provision. Squiggle Whilst You Wiggle - Large scale movements.	Continuous outdoor daily provision. Winter welly walk to observe seasonal change.	Continuous outdoor daily provision.	Continuous outdoor daily provision. Explore floating and sinking/how different materials travel through air.	Continuous outdoor daily provision. Squiggle Whilst You Wiggle - Large scale movements.	Continuous outdoor daily provision.
Enhancements Visits and Visitors					Visit from the Fire Service 04.02.2026	
Parental Engagement				28.01.2026 - Early Years Foundation Stage Mathematics Workshop. 9.00am-10.15am 1.45pm-3.00pm		
Whole School and National Events			Big Garden Birdwatch 23.01.26		NSPCC Number Day 06.02.26	Children's Mental Health Week 09.02.26 Safer Internet Day 10.02.26

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.