

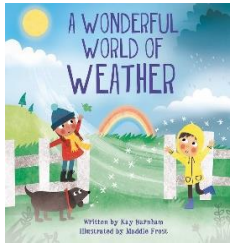
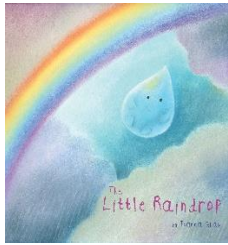
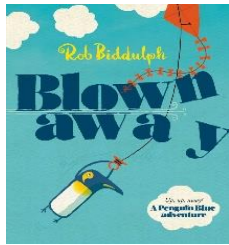
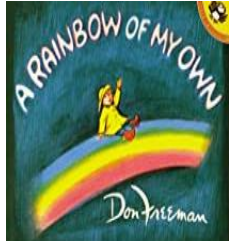
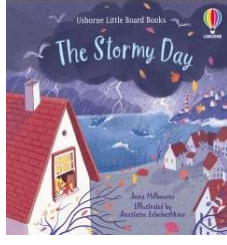
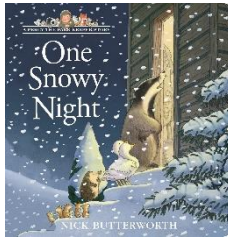
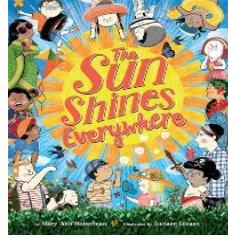


Meadowbank Primary School

Half Termly Knowledge and Skills Based Curriculum - Spring 2 2025

Phase Foundation Stage Year Group Foundation Stage 1



	Week 1 Wk Beg 24.02	Week 2 Wk Beg 03.03	Week 3 Wk Beg 10.03	Week 4 Wk Beg 17.03	Week 5 Wk Beg 24.03	Week 6 Wk Beg 31.03	Week 7 Wk Beg 07.04
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 is above our heads?						
Connected Concepts	Cause & Effect Power	Cause & Effect Power	Cause & Effect Power	Cause & Effect Power	Cause & Effect Power	Cause and Effect Power	Cause and Effect Power
Book Studies	The Wonderful World of Weather 	The Little Raindrop 	Blown Away 	A Rainbow of my Own 	The Stormy Day 	One Snowy Night 	The Sun Shines Everywhere 
Children steering learning....	I live in England, what is the weather like? BA What is the weather like in other countries, like America? CK	Where does the rain come from? JL/CK Are raindrops all the same size? JT	Does the wind blow the leaves off the trees? MW Can we see the wind or is it invisible? JL/NM What is a tornado? CK	What makes a rainbow? ML Which colours are in the rainbow? MW I want to see a rainbow in the sky LH	I want to learn about lightning NM I want to listen to a storm DS/AC	Where does snow come from? DS Does it just snow in winter or can it snow in the other seasons? CK Where does ice come from? TP	Why does the sun hurt our eyes? CK Why is the sun so bright? JL How high is the sun? CK Where does the sun live? AW
Other Key Literature	-Children's Atlas	-Wilfred to the Rescue -The Drop Goes Plop	-Paper Planes -How High is the Sky?	-Sky Color -The Big Black Book of Colour -Colours	-One Springy Day	-Polar bear, polar bear, what do you see? -The Snowman	-Children's Atlas
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	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 longer sentences of four to six 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. Evaluate weekly how each of the concepts within our 'Big Question' link together.</p> <p>Use language to share feelings, experiences and thoughts. SMILE time. Sharing wider experiences and achievements using items posted on Class Dojo as an aid. Model asking 'who', 'what', 'where', 'why' and 'how' questions. Encourage the children to ask their own questions.</p> <p>Use a wider range of vocabulary that reflects the breadth of their experiences Develop our knowledge and use of Makaton - Weather.</p>	<p>Use language to share feelings, experiences and thoughts. Evaluate weekly how each of the concepts within our 'Big Question' link together.</p> <p>Use language to share feelings, experiences and thoughts. SMILE time. Sharing wider experiences and achievements using items posted on Class Dojo as an aid. Model asking 'who', 'what', 'where', 'why' and 'how' questions. Encourage the children to ask their own questions.</p> <p>Use a wider range of vocabulary that reflects the breadth of their experiences Develop our knowledge and use of Makaton - Rain, Water</p>	<p>reflects the breadth of their experiences. Evaluate weekly how each of the concepts within our 'Big Question' link together.</p> <p>Use a variety of questions SMILE time. Sharing wider experiences and achievements using items posted on Class Dojo as an aid. Model asking 'who', 'what', 'where', 'why' and 'how' questions. Encourage the children to ask their own questions.</p> <p>Use a wider range of vocabulary that reflects the breadth of their experiences Develop our knowledge and use of Makaton - Wind, Storm</p>	<p>Develop pronunciation of sounds and multi-syllabic words. Evaluate weekly how each of the concepts within our 'Big Question' link together.</p> <p>Use a variety of questions SMILE time. Sharing wider experiences and achievements using items posted on Class Dojo as an aid. Model asking 'who', 'what', 'where', 'why' and 'how' questions. Encourage the children to ask their own questions.</p> <p>Use a wider range of vocabulary that reflects the breadth of their experiences Develop our knowledge and use of Makaton - Rainbow, Sun</p>	<p>Evaluate weekly how each of the concepts within our 'Big Question' link together.</p> <p>Use a variety of questions SMILE time. Sharing wider experiences and achievements using items posted on Class Dojo as an aid. Model asking 'who', 'what', 'where', 'why' and 'how' questions. Encourage the children to ask their own questions.</p> <p>Use a wider range of vocabulary that reflects the breadth of their experiences Develop our knowledge and use of Makaton - Lamb, Goat</p>	<p>To use the future and past tense as well as plurals. Evaluate weekly how each of the concepts within our 'Big Question' link together.</p> <p>Use a variety of questions SMILE time. Sharing wider experiences and achievements using items posted on Class Dojo as an aid. Model asking 'who', 'what', 'where', 'why' and 'how' questions. Encourage the children to ask their own questions.</p> <p>Use a wider range of vocabulary that reflects the breadth of their experiences Develop our knowledge and use of Makaton - Snow, Cold</p>	<p>To use the future and past tense as well as plurals. Evaluate weekly how each of the concepts within our 'Big Question' link together.</p> <p>Use a variety of questions SMILE time. Sharing wider experiences and achievements using items posted on Class Dojo as an aid. Model asking 'who', 'what', 'where', 'why' and 'how' questions. Encourage the children to ask their own questions.</p> <p>Use a wider range of vocabulary that reflects the breadth of their experiences Develop our knowledge and use of Makaton - Sunshine, Hot</p>
Key Vocabulary	Earth Seasons Change	Cycle Gravity Journey	Holi Speed Direction	Hopes Dreams Cause	Ramadan Beliefs Seasons	Frozen Liquid Melt	Temperature Forecast Light
Personal, Social and Emotional Development -Self-Regulation -Managing Self -Building Relationships	<p>JIGSAW SOW: Healthy Me. Make healthy choices about activity. Everybody's Body. To understand that I need to exercise to keep my body healthy.</p> <p>Make healthy choices about activity. Take part in our whole school daily WOW - The Walk to School Challenge. Count the number of children for</p>	<p>JIGSAW SOW: Healthy Me. Make healthy choices about activity. Healthy Me. We Like to Move it Move it! To understand how moving and resting are good for my body.</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</p>	<p>JIGSAW SOW: Healthy Me. Make healthy choices about food and drink. Food, Glorious Food. To know which foods are healthy and not so I can make healthy food choices.</p> <p>Make healthy choices about activity. Take part in our whole school daily WOW - The Walk to School Challenge. Using the dashboard tool, observe</p>	<p>JIGSAW SOW: Healthy Me. Make healthy choices about activity. Sweet Dreams. To know how to help myself go to sleep and understand why sleep is good for me.</p> <p>Make healthy choices about activity. Take part in our whole school daily WOW - The Walk to School Challenge. Using the dashboard tool, observe</p>	<p>JIGSAW SOW: Healthy Me. Be increasingly independent in meeting their own care needs. Keeping Clean. To wash my hands thoroughly and understand why this is important especially before I eat/after I go to the toilet.</p> <p>Make healthy choices about activity. Take part in our whole school daily WOW - The Walk to School</p>	<p>JIGSAW SOW: Healthy Me. Be increasingly independent in meeting their own care needs. Stranger Danger. To know what a stranger is and how to stay safe if a stranger approaches me.</p> <p>Make healthy choices about activity. Take part in our whole school daily WOW - The Walk to School</p>	<p>JIGSAW SOW: Healthy Me. Be increasingly independent in meeting their own care needs. Award Ceremony.</p> <p>Make healthy choices about activity. Take part in our whole school daily WOW - The Walk to School Challenge. Celebrate our final week with badges.</p> <p>Enjoy a sense of belonging through being involved in daily tasks</p>

<p>each option. How do the numbers compare?</p> <p>Enjoy a sense of belonging through being involved in daily tasks and some new experiences. Daily mindfulness session - Mindfulness with BBC Recharge (1)</p> <p>Enjoy a sense of belonging through being involved in daily tasks and some new experiences. Peer Massage - a sequence of movements carried out as a group. Listen to the relaxing music and focus on our breathing.</p> <p>Think Equal Programme- Home.</p> <p>Begin to ask questions about differences, such as skin colour, types of hair, gender, special needs and disabilities, religion and so on. -Understand that all people deserve shelter. -Understand that homes around the world look different. -Name similarities and differences among homes around the world. (BV - Mutual respect and Tolerance)</p>	<p>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 - Mindfulness with BBC Recharge (2)</p> <p>Enjoy a sense of belonging through being involved in daily tasks and some new experiences. Peer Massage - a sequence of movements carried out as a group. Listen to the relaxing music and focus on our breathing.</p> <p>Think Equal Programme- A time to be noisy.</p> <p>Talk about their feelings using words like 'happy', 'sad', 'angry' or 'worried' -Recognise feelings of excitement and frustration. -Identify strategies to help regulate emotions. -Understand that all emotions and feelings are okay.</p>	<p>how our class results compare to the rest of school.</p> <p>Enjoy a sense of belonging through being involved in daily tasks and some new experiences. Daily mindfulness session - Mindfulness with BBC Recharge (3)</p> <p>Enjoy a sense of belonging through being involved in daily tasks and some new experiences. Peer Massage - a sequence of movements carried out as a group. Listen to the relaxing music and focus on our breathing.</p> <p>Think Equal Programme- I love my planet.</p> <p>Understand gradually how others might be feeling. Begin to ask questions about differences, such as skin colour, types of hair, gender, special needs and disabilities, religion and so on. -Demonstrate a sense of responsibility for Earth. -Understand the importance of saving our natural resources. -Understand the interconnectedness of all living creatures. (BV - Mutual respect and Tolerance)</p>	<p>how our school results compare to the rest of the borough.</p> <p>Enjoy a sense of belonging through being involved in daily tasks and some new experiences. Daily mindfulness session - Mindfulness with BBC Recharge (4)</p> <p>Enjoy a sense of belonging through being involved in daily tasks and some new experiences. Peer Massage - a sequence of movements carried out as a group. Listen to the relaxing music and focus on our breathing.</p> <p>Think Equal Programme- Anjali's Kite.</p> <p>Understand gradually how others might be feeling. Respond to the feelings of others, showing concern and offering comfort. -Understand the importance of kindness and sharing. -Take the perspective of others. -Work collaboratively. (BV - Liberty)</p>	<p>Challenge. Carry out a daily dash up and down the school path.</p> <p>Enjoy a sense of belonging through being involved in daily tasks and some new experiences. Daily mindfulness session - Mindfulness with BBC Recharge (5)</p> <p>Enjoy a sense of belonging through being involved in daily tasks and some new experiences. Peer Massage - a sequence of movements carried out as a group. Listen to the relaxing music and focus on our breathing.</p> <p>Think Equal Programme- Healthy Minds E.</p> <p>Begin to ask questions about differences, such as skin colour, types of hair, gender, special needs and disabilities, religion and so on. -Say one way they are the same and different from others. -Name one thing that everyone wants - peace. (BV - Mutual Respect and Tolerance)</p>	<p>Challenge. Celebrate our final week with badges.</p> <p>Enjoy a sense of belonging through being involved in daily tasks and some new experiences. Daily mindfulness session - Mindfulness with BBC Recharge (6)</p> <p>Enjoy a sense of belonging through being involved in daily tasks and some new experiences. Peer Massage - a sequence of movements carried out as a group. Listen to the relaxing music and focus on our breathing.</p> <p>Think Equal Programme- Sizwe's Smile.</p> <p>Understand gradually how others might be feeling. -Understand that positive actions can have a positive effect on others and ourselves. (BV - Liberty)</p>	<p>and some new experiences. Daily mindfulness session - Mindfulness with BBC Recharge (7)</p> <p>Enjoy a sense of belonging through being involved in daily tasks and some new experiences. Peer Massage - a sequence of movements carried out as a group. Listen to the relaxing music and focus on our breathing.</p> <p>Think Equal Programme- My Special Hair.</p> <p>Begin to ask questions about differences, such as skin colour, types of hair, gender, special needs and disabilities, religion and so on. -Value themselves and express a healthy sense of identity. -Celebrate diversity. (BV - Mutual Respect and Tolerance) (PC - Race/Religion)</p>
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<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 Hook Up (Left) using large paper to make marks.</p> <p>Continue to develop their movement, for example, balancing, running, jumping and climbing. GetSet4PE SOW - Ball Skills - Unit 1. Lesson One - Beetles: To develop rolling a ball to a target.</p> <p>Create lines and circles pivoting from the shoulder and elbow. GetSet4PE SOW - Dance - Unit 1. Lesson One - Head, Shoulders, Knees and Toes: To explore different body parts and how they move.</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 Hook Up (Right) using paintbrushes and water to make marks on the playground.</p> <p>Continue to develop their movement, for example, balancing, running, jumping and climbing. GetSet4PE SOW - Ball Skills - Unit 1. Lesson Two - Busy Bees: To develop stopping a rolling ball.</p> <p>Increasingly be able to use and remember sequences and patterns of movements which are related to music and rhythm. GetSet4PE SOW - Dance - Unit 1. Lesson Two - Head, Shoulders, Knees and Toes: To explore different body parts and how they move and remember and repeat actions.</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 Downward Hook (Left) using chunky chalks to make marks.</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 - Ball Skills - Unit 1. Lesson Three - Ladybirds and Butterflies: To develop accuracy when throwing to a target.</p> <p>Start taking part in some group activities which they make up for themselves, or in teams. GetSet4PE SOW - Dance - Unit 1. Lesson Three - Transport: To express and communicate ideas through movement exploring directions and levels.</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 Downward Hook (Right) using streamers and ribbons to make marks.</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 - Ball Skills - Unit 1. Lesson Four - Grasshoppers: To develop bouncing and catching a ball.</p> <p>Increasingly be able to use and remember sequences and patterns of movements which are related to music and rhythm. GetSet4PE SOW - Dance - Unit 1. Lesson Four - Transport: To create movements and adapt and perform simple dance patterns.</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 Pre-cursive Spiral Down/Up using whiteboards and pens to make marks.</p> <p>Kick a stationary ball with either foot. GetSet4PE SOW - Ball Skills - Unit 1. Lesson Five - Caterpillars: To develop dribbling a ball with your feet.</p> <p>Increasingly be able to use and remember sequences and patterns of movements which are related to music and rhythm. GetSet4PE SOW - Dance - Unit 1. Lesson Five - Morning Routine: To copy and repeat actions showing confidence and imagination.</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 Pre-cursive Spiral Left/Right using pencils to make marks.</p> <p>Kick a stationary ball with either foot. GetSet4PE SOW - Ball Skills - Unit 1. Lesson Six: Spiders: To develop kicking a ball.</p> <p>Increasingly be able to use and remember sequences and patterns of movements which are related to music and rhythm. GetSet4PE SOW - Dance - Unit 1. Lesson Six- My Journey To School: To move with control and co-ordination, linking, copying and repeating actions,</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 - Revisit each movement from the half term.</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 Pre-cursive Spiral Left/Right using pencils to make marks.</p> <p>Kick a stationary ball with either foot. GetSet4PE SOW - Ball Skills - Unit 1. Develop the skills taught over the half term.</p> <p>Increasingly be able to use and remember sequences and patterns of movements which are related to music and rhythm. GetSet4PE SOW - Dance - Unit 1. Develop the skills taught over the half term.</p>
<p>Literacy - Comprehension -Word Reading -Writing</p>	<p>Develop phonological awareness to spot and suggest rhymes and recognise words with the same initial sound. Success for All Phonics - First Steps to Phonics.</p>	<p>Develop phonological awareness to spot and suggest rhymes and recognise words with the same initial sound. Success for All Phonics - First Steps to Phonics.</p>	<p>Develop phonological awareness to spot and suggest rhymes and recognise words with the same initial sound. Success for All Phonics - First Steps to Phonics.</p>	<p>Develop phonological awareness to spot and suggest rhymes and recognise words with the same initial sound. Success for All Phonics - First Steps to Phonics.</p>	<p>Develop phonological awareness to spot and suggest rhymes and recognise words with the same initial sound. Success for All Phonics - First Steps to Phonics.</p>	<p>Develop phonological awareness to spot and suggest rhymes and recognise words with the same initial sound. Success for All Phonics - First Steps to Phonics.</p>	<p>Develop phonological awareness to spot and suggest rhymes and recognise words with the same initial sound. Success for All Phonics - First Steps to Phonics.</p>

	<p>Alliteration/Voice Sounds.</p> <p>Look at and enjoys print and digital books independently. Visit the library for a story time session and choose a book to take home. Review the book we read as a group, what are our opinions?</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.</p> <p>Write some or all of their name. Practice writing our names, beginning with the initial sound.</p>	<p>Alliteration/Voice Sounds.</p> <p>Look at and enjoys print and digital books independently. Visit the library for a story time session and choose a book to take home. Review the book we read as a group, what are our opinions?</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.</p> <p>Write some or all of their name. Practice writing our names, beginning with the initial sound.</p>	<p>Alliteration/Voice Sounds.</p> <p>Understand the five key concepts about print. Visit the library for a story time session and choose a book to take home. Ask the children to review their book, share these with talk partners.</p> <p>Begin to be aware of the way stories are structured, and to tell own stories.</p> <p>Sometimes give meaning to their drawings and paintings. Tales Toolkit, using boxes to create class stories and fabric strip for independent storytelling.</p> <p>Write some or all of their name. Practice writing our names to sign our Mother's Day cards. Which sounds can we spot in our names?</p> <p>Engage in extended conversations about stories, learning new vocabulary. Celebrate World Book Day.</p>	<p>Alliteration/Voice Sounds.</p> <p>Recognise familiar words and signs such as own name, advertising logos and screen icons. Visit the library for a story time session and choose a book to take home. Ask the children to review their book, share these as a group.</p> <p>Begin to be aware of the way stories are structured, and to tell own stories.</p> <p>Enjoys drawing and writing on different textures. Tales Toolkit, using boxes to create class stories and fabric strip for independent storytelling.</p> <p>Enjoys drawing and writing on different textures. Explore writing into a variety of different textures (E.g. water bubbles, bubbles)</p>	<p>Alliteration/Voice Sounds.</p> <p>Recognise familiar words and signs such as own name, advertising logos and screen icons. Visit the library for a story time session and choose a book to take home. Leave a review of our group read for FS2 to find on their visit.</p> <p>Begin to be aware of the way stories are structured, and to tell own stories.</p> <p>Attempt to write using combinations of lines, circles and letter type shapes. Tales Toolkit, using boxes to create class stories and fabric strip for independent storytelling.</p> <p>Write some or all of their name. Practice writing our names, focusing on the sounds we can hear.</p>	<p>Alliteration/Voice Sounds.</p> <p>Recognise familiar words and signs such as own name, advertising logos and screen icons. Visit the library for a story time session and choose a book to take home. Find a review left by FS2 and read the book, share our thoughts.</p> <p>Begin to be aware of the way stories are structured, and to tell own stories.</p> <p>Attempt to write using combinations of lines, circles and letter type shapes. Tales Toolkit, using boxes to create class stories and fabric strip for independent storytelling.</p> <p>Write some or all of their name. Practice writing our names, focusing on the sounds we can hear.</p>	<p>Alliteration/Voice Sounds.</p> <p>Recognise familiar words and signs such as own name, advertising logos and screen icons. Visit the library for a story time session and choose a book to take home. Children share their favourite story with the group.</p> <p>Begin to be aware of the way stories are structured, and to tell own stories.</p> <p>Attempt to write using combinations of lines, circles and letter type shapes. Tales Toolkit, using boxes to create class stories and fabric strip for independent storytelling.</p> <p>Write some or all of their name. Practice writing our names, focusing on the sounds we can hear.</p>
Mathematics -Number -Numerical Patterns	<p>Know that the last number reached when counting a small set of objects tells you how many there are in total ('cardinal principle'). Up to 3.</p>	<p>Know that the last number reached when counting a small set of objects tells you how many there are in total ('cardinal principle'). Up to 3.</p>	<p>Know that the last number reached when counting a small set of objects tells you how many there are in total ('cardinal principle'). Up to 4.</p>	<p>Know that the last number reached when counting a small set of objects tells you how many there are in total ('cardinal principle'). Up to 4.</p>	<p>Know that the last number reached when counting a small set of objects tells you how many there are in total ('cardinal principle'). Up to 5.</p>	<p>Know that the last number reached when counting a small set of objects tells you how many there are in total ('cardinal principle'). Up to 5.</p>	<p>Know that the last number reached when counting a small set of objects tells you how many there are in total ('cardinal principle'). Up to 5.</p>

	<p>Show 'finger numbers' up to 5. 'Show me' starter up to 3.</p> <p>Through play and exploration, beginning to learn that numbers are made up (composed) of smaller numbers (up to 3). Exploration of composition of numbers using counters.</p> <p>Begin to recognise that each counting number is one more than the one before. Exploration of ordering numbers making number lines to 5.</p> <p>Develop fast recognition of up to 4 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 - Correct or Not Correct.</p>	<p>Show 'finger numbers' up to 5. 'Show me' starter up to 3.</p> <p>Through play and exploration, beginning to learn that numbers are made up (composed) of smaller numbers (up to 3). Exploration of composition of numbers using counters.</p> <p>Begin to recognise that each counting number is one more than the one before. Exploration of ordering numbers making number lines to 5.</p> <p>Develop fast recognition of up to 4 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 - Correct or Not Correct.</p>	<p>Show 'finger numbers' up to 5. 'Show me' starter up to 4.</p> <p>Through play and exploration, beginning to learn that numbers are made up (composed) of smaller numbers (up to 4). Exploration of composition of numbers using counters.</p> <p>Begin to recognise that each counting number is one more than the one before. Exploration of ordering numbers making number lines to 5.</p> <p>Develop fast recognition of up to 4 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 - Correct or Not Correct.</p>	<p>Show 'finger numbers' up to 5. 'Show me' starter up to 4.</p> <p>Through play and exploration, beginning to learn that numbers are made up (composed) of smaller numbers (up to 4). Exploration of composition of numbers using counters.</p> <p>Begin to recognise that each counting number is one more than the one before. Exploration of ordering numbers using 5 frames - one more.</p> <p>Develop fast recognition of up to 4 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 - Correct or Not Correct.</p>	<p>Show 'finger numbers' up to 5. 'Show me' starter up to 5.</p> <p>Through play and exploration, beginning to learn that numbers are made up (composed) of smaller numbers (up to 5). Exploration of composition of numbers using images.</p> <p>Begin to recognise that each counting number is one more than the one before. Exploration of ordering numbers using 5 frames - one more.</p> <p>Develop fast recognition of up to 4 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 - Cover Up.</p>	<p>Show 'finger numbers' up to 5. 'Show me' starter up to 5.</p> <p>Through play and exploration, beginning to learn that numbers are made up (composed) of smaller numbers (up to 5). Exploration of composition of numbers using images.</p> <p>Begin to recognise that each counting number is one more than the one before. Exploration of ordering numbers using counters - one more.</p> <p>Develop fast recognition of up to 4 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 - Cover Up.</p>	<p>Show 'finger numbers' up to 5. 'Show me' starter up to 5.</p> <p>Through play and exploration, beginning to learn that numbers are made up (composed) of smaller numbers (up to 5). Exploration of composition of numbers using images.</p> <p>Begin to recognise that each counting number is one more than the one before. Exploration of ordering numbers using counters - one more.</p> <p>Develop fast recognition of up to 4 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 - Cover Up.</p>
<p>Understanding the World -Past and Present -People, Culture and Communities -The Natural World</p>	<p>Comments and ask questions about aspects of their familiar world, such as the place where they live or the natural world. Observe the weather at the beginning of each day. How does it change throughout the day/week? Record our findings with symbols in a chart.</p>	<p>Talk about what they see, using a wide vocabulary. Explore the different stages of the water cycle. What happens at each stage?</p> <p>Comments and ask questions about aspects of their familiar world, such as the place where they live or the natural world. Observe the weather at the beginning of each day. How does it change throughout the day/week? Record our findings with symbols in a chart.</p>	<p>Comments and ask questions about aspects of their familiar world, such as the place where they live or the natural world. Observe the weather at the beginning of each day. How does it change throughout the day/week? Record our findings with symbols in a chart.</p>	<p>Comments and ask questions about aspects of their familiar world, such as the place where they live or the natural world. Celebrate the first day of Spring. Go on a welly walk to spot the signs of Spring.</p> <p>Shows an interest in technological toys with</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. Celebrate Ramadan & Eid. Explore key stories</p>	<p>Comments and ask questions about aspects of their familiar world, such as the place where they live or the natural world. Compare the weather forecast for this week with different areas around the country. Is the weather always the same across the country? How does this</p>	<p>Comments and ask questions about aspects of their familiar world, such as the place where they live or the natural world. Compare the weather forecast for this week with different countries around the world. Is the weather always the same across the country? How does this</p>

	Use the atlas to explore the different countries in the world. How is the weather similar/different all over the world?	<p>live or the natural world. Observe the weather at the beginning of each day. How does it change throughout the day/week?</p> <p>Explore and talk about different forces they can feel. Explore floating and sinking</p>	<p>Explore and talk about different forces they can feel. Create our own 'Wind Wands' to investigate the direction of the wind.</p>	<p>knobs or pulleys, real objects such as cameras, and touchscreen devices such as mobile phones and tablets. Observe the weather at the beginning of each day. How does it change throughout the day/week? Record our findings with photographs.</p> <p><u>Sticky Knowledge</u> <i>Acquire and Apply:-</i> -Name two different types of weather. -Name two different types of cloud. -Talk through the stages of the water cycle.</p>	and traditions and share personal experiences. Comments and ask questions about aspects of their familiar world, such as the place where they live or the natural world. Look at the weather forecast for the week. Is the forecast accurate?	compare to other months in the year? Use all their senses in hands-on exploration of natural materials. Explore how the snow and ice melts under different conditions.	compare to other months in the year? Talk about what they see, using a wide vocabulary. Explore how the sun creates shadows. Where does light come from? <u>Assessment Indicators</u> <i>Name 3 different weathers.</i> <i>Name one environment that is different from the one in which they live either from experience or seen in photographs.</i>
Expressive Arts and Design -Creating with Materials -Being Imaginative and Expressive	<p>Explore and learn how sounds and movements can be changed. Charanga - Our World - Step 1 - Learn to sing and play Old Macdonald</p> <p>Enjoy joining in with moving, dancing and ring games. Performs nursery rhymes independently and in a group.</p> <p>Explore colour and colour mixing.</p> <p>Draw with increasing complexity and detail, such as representing a face with a circle and including details. Artist study - Claude Monet: Impression, Sunrise (1872)</p>	<p>Explore and learn how sounds and movements can be changed. Charanga - Our World - Step 2 - Learn to sing and play Incy Wincy Spider</p> <p>Enjoy joining in with moving, dancing and ring games. Performs nursery rhymes independently and in a group.</p> <p>Explore colour and colour mixing.</p> <p>Draw with increasing complexity and detail, such as representing a face with a circle and including details. Artist study - Claude Monet: The Water Lily Pond (1899)</p>	<p>Explore and learn how sounds and movements can be changed. Charanga - Our World - Step 3 - Learn to sing and play Baa Baa Black Sheep</p> <p>Enjoy joining in with moving, dancing and ring games. Performs nursery rhymes independently and in a group.</p> <p>Explore colour and colour mixing. Artist study - Claude Monet: The Artist's Garden at Giverny (1900)</p>	<p>Explore and learn how sounds and movements can be changed. Charanga - Our World - Step 4 - Learn to sing and play Row, Row, Row Your Boat</p> <p>Enjoy joining in with moving, dancing and ring games. Performs nursery rhymes independently and in a group.</p> <p>Explore colour and colour mixing. Artist study - Claude Monet: Garden at Sainte-Adresse (1867)</p>	<p>Explore and learn how sounds and movements can be changed. Charanga - Our World - Step 5 - Learn to sing and play The Wheels on the Bus</p> <p>Enjoy joining in with moving, dancing and ring games. Performs nursery rhymes independently and in a group.</p> <p>Explore colour and colour mixing. Artist study - Claude Monet: The Beach at Sainte-Adresse (1867)</p>	<p>Explore and learn how sounds and movements can be changed. Charanga - Our World - Step 6 - Learn to sing and play The Hokey Cokey.</p> <p>Enjoy joining in with moving, dancing and ring games. Performs nursery rhymes independently and in a group.</p> <p>Explore colour and colour mixing. Artist study - Claude Monet: Bouquet of Sunflowers (1881)</p>	<p>Explore and learn how sounds and movements can be changed. Charanga - Our World - Perform each of the songs from this half term.</p> <p>Enjoy joining in with moving, dancing and ring games. Performs nursery rhymes independently and in a group.</p> <p>Explore colour and colour mixing. Artist study - Claude Monet: San Giorgio Maggiore At Dusk (1908)</p>

Key Composers	Louis Armstrong	Sarah Vaughan	Frank Sinatra	Nat King Cole	Carmen McRae	Ray Charles	Nina Simone
Outdoor Learning	Be a nature detective - what can we find?	Squiggle Whilst You Wiggle - Large scale movements.	Welly Walk - Cloud Spotting.	Spring Welly Walk.	Litter Picking.	What happens to ice when it melts? Where does a puddle go?	Creating Shadows.
Enhancements Visits and Visitors			Visit from the children's 'Eco Committee'				
Parental Engagement			Find out how we teach 'Understanding the World' 12.03.25 9.00-9.45 Full time/Beg Wk or 2.15-3.00 Full time/End Wk	Book Fair 17.03-19.03.25 3.30-4.00		Parent Consultation Meetings 02.04.25 & 03.04.25 from 3.40-5.50	Mental Health Team - Parenting Anxious Children 09.04.25 9.00-10.00
Whole School and National Events		National Careers Week 03.03.25 World Book Day 06.03.25	National British Science Week 10.03.25		Comic Relief Red Nose Day 21.03.25	Mother's Day 31.03.25	

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.