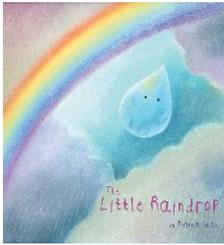
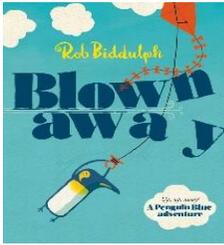
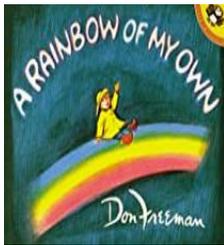
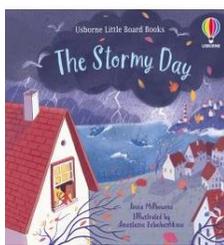
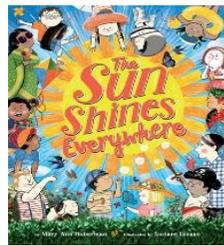




Meadowbank Primary School
Half Termly Knowledge and Skills Based Curriculum – Spring 2 2026
Phase Foundation Stage Year Group Foundation Stage 1



	Week 1 Wk Beg 23.02	Week 2 Wk Beg 02.03	Week 3 Wk Beg 09.03	Week 4 Wk Beg 16.03	Week 5 Wk Beg 23.03
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
Book Studies	The Little Raindrop 	Blown Away 	A Rainbow of my Own 	The Stormy Day 	The Sun Shines Everywhere 
Children steering learning...	How does rain happen? MB Where does rain come from? AT Why do floods sometimes happen? MB	How does wind happen? MB Can we see the wind? MB	Do sun and rain make a rainbow? AT/FG/HD/RD I want to find a rainbow. IM How do rainbows go away? CW/TJW What's at the end of a rainbow? AT	Why do storms happen? MB Where does thunder come from? JK/EC What is lightning? MB	Where is the sun? EC Why does the sun come out in the morning? JK Why is it hot in the summer but not in the autumn? MB
Other Key Literature	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	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 key Words. Use language to share feelings, experiences and thoughts.	Use a wider range of vocabulary that reflects the breadth of their experiences. Weekly key Words. Use language to share feelings, experiences and thoughts.	Use a wider range of vocabulary that reflects the breadth of their experiences. Weekly key Words. Use a wider range of vocabulary that reflects the breadth of their experiences.	Use a wider range of vocabulary that reflects the breadth of their experiences. Weekly key Words. Develop pronunciation of sounds and multi-syllabic words.	Use a wider range of vocabulary that reflects the breadth of their experiences. Weekly key Words. Use longer sentences of four to six words.

	<p>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>Listen to the French spoken language. Listen to songs and rhymes in French. Brille brille petite étoile (Twinkle twinkle little star)</p>	<p>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>Listen to the French spoken language. Listen to songs and rhymes in French. Brille brille petite étoile (Twinkle twinkle little star)</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 - Wind, Storm.</p> <p>Listen to the French spoken language. Listen to songs and rhymes in French. Brille brille petite étoile (Twinkle twinkle little star)</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 - Rainbow, Sun.</p> <p>Listen to the French spoken language. Listen to songs and rhymes in French. Brille brille petite étoile (Twinkle twinkle little star)</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 - Sunshine, hot.</p> <p>Listen to the French spoken language. Listen to songs and rhymes in French. Brille brille petite étoile (Twinkle twinkle little star)</p>
Key Vocabulary	Cycle Gravity Journey	Speed Direction	Hopes Dreams Cause	Thunder Lightning Storm	Temperature Forecast Light
Personal, Social and Emotional Development -Self-Regulation -Managing Self -Building Relationships	<p>PSHEE 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 each option. How do the numbers compare?</p> <p>Enjoy a sense of belonging through being involved in daily tasks and some new experiences.</p>	<p>PSHEE 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 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</p>	<p>PSHEE 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 how our class results compare to the rest of school.</p> <p>Enjoy a sense of belonging through being involved in daily</p>	<p>PSHEE 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 how our school results compare to the rest of the borough.</p> <p>Enjoy a sense of belonging through being involved in daily</p>	<p>PSHEE 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 Challenge. Carry out a daily dash up and down the school path.</p> <p>Enjoy a sense of belonging through being involved in daily</p>

	<p>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.</p> <p>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 D.</p> <p>Understand gradually how others might be feeling.</p> <p>Develop appropriate ways of being assertive.</p> <p>Talk with others to solve conflicts.</p> <p>-Learn to apologise sincerely and offer help to another</p> <p>-Say how it feels on the inside to forgive someone</p>	<p>tasks and some new experiences.</p> <p>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.</p> <p>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.</p> <p>-Understand that all people deserve shelter.</p> <p>-Understand that homes around the world look different.</p> <p>-Name similarities and differences among homes around the world.</p> <p>(BV - Mutual respect/Tolerance)</p>	<p>tasks and some new experiences.</p> <p>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.</p> <p>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'</p> <p>-Recognise feelings of excitement and frustration.</p> <p>-Identify strategies to help regulate emotions.</p> <p>-Understand that all emotions and feelings are okay.</p>	<p>tasks and some new experiences.</p> <p>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.</p> <p>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.</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>-Demonstrate a sense of responsibility for Earth.</p> <p>-Understand the importance of saving our natural resources.</p> <p>-Understand the interconnectedness of all living creatures.</p> <p>(BV - Mutual respect/Tolerance)</p>	<p>tasks and some new experiences.</p> <p>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.</p> <p>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.</p> <p>Respond to the feelings of others, showing concern and offering comfort.</p> <p>-Understand the importance of kindness and sharing.</p> <p>-Take the perspective of others.</p> <p>-Work collaboratively.</p> <p>(BV - Liberty)</p>
<p>Physical Development</p> <p>-Gross Motor Skills</p> <p>-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.</p> <p>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.</p> <p>GetSet4PE SOW - Ball Skills.</p> <p>Unit 1. Lesson 1 - Beetles.</p> <p>To develop rolling a ball to a target.</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.</p> <p>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.</p> <p>GetSet4PE SOW - Ball Skills.</p> <p>Unit 1. Lesson 2 - Busy Bees</p> <p>To develop stopping a rolling ball.</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.</p> <p>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.</p> <p>GetSet4PE SOW - Ball Skills.</p> <p>Unit 1. Lesson 3 - Ladybirds and Butterflies:</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.</p> <p>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.</p> <p>GetSet4PE SOW - Ball Skills - Unit 1. Lesson 4 - Grasshoppers.</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.</p> <p>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.</p> <p>GetSet4PE SOW - Ball Skills - Unit 1. Lesson 5 - Caterpillars:</p> <p>To develop dribbling a ball with your feet.</p>

	<p>GetSet4PE SOW - Gymnastics. Unit 1. Lesson 1 - Rainforest. Animals: To copy and create shapes with your body.</p>	<p>GetSet4PE SOW - Gymnastics. Unit 1. Lesson 2 - Woodland. Animals: To be able to create shapes whilst on apparatus.</p>	<p>To develop accuracy when throwing to a target.</p> <p>Continue to develop their movement, for example, balancing, running, jumping and climbing.</p> <p>GetSet4PE SOW - Gymnastics. Unit 1. Lesson 3 - Lakeland. Animals: To develop balancing and taking weight on different body parts.</p>	<p>To develop bouncing and catching a ball.</p> <p>Continue to develop their movement, for example, balancing, running, jumping and climbing.</p> <p>GetSet4PE SOW - Gymnastics. Unit 1. Lesson 4 - Desert. To develop jumping and landing safely.</p>	<p>Continue to develop their movement, for example, balancing, running, jumping and climbing.</p> <p>GetSet4PE SOW - Gymnastics. Unit 1. Lesson 5 - Sea Animals: To develop rocking and rolling.</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.</p> <p>Success for All Phonics - First Steps to Phonics. Alliteration/Voice Sounds.</p> <p>Look at and enjoys print and digital books independently.</p> <p>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.</p> <p>Tales Toolkit, using boxes to create class stories and fabric strip for independent storytelling. Create a story based around our favourite fictional characters using the story strips.</p> <p>Write some or all of their name.</p> <p>Practice writing our names, beginning with the initial sound.</p>	<p>Develop phonological awareness to spot and suggest rhymes and recognise words with the same initial sound.</p> <p>Success for All Phonics - First Steps to Phonics. Alliteration/Voice Sounds.</p> <p>Look at and enjoys print and digital books independently.</p> <p>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.</p> <p>Tales Toolkit, using boxes to create class stories and fabric strip for independent storytelling. Create a story based around our favourite fictional characters using the story strips.</p> <p>Write some or all of their name.</p> <p>Practice writing our names, beginning with the initial sound.</p> <p>Engage in extended conversations about stories, learning new vocabulary.</p> <p>Celebrate World Book Day. Explore the text 'The Bridges' by Tom Percival.</p>	<p>Develop phonological awareness to spot and suggest rhymes and recognise words with the same initial sound.</p> <p>Success for All Phonics - First Steps to Phonics. Alliteration/Voice Sounds.</p> <p>Understand the five key concepts about print.</p> <p>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.</p> <p>Tales Toolkit, using boxes to create class stories and fabric strip for independent storytelling. Create movements to represent parts of the story.</p> <p>Write some or all of their name.</p> <p>Practice writing our names to sign our Mother's Day cards. Which sounds can we spot in our names?</p>	<p>Develop phonological awareness to spot and suggest rhymes and recognise words with the same initial sound.</p> <p>Success for All Phonics - First Steps to Phonics. Alliteration/Voice Sounds.</p> <p>Recognise familiar words and signs such a as own name, advertising logos and screen icons.</p> <p>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.</p> <p>Tales Toolkit, using boxes to create class stories and fabric strip for independent storytelling. Create movements to represent parts of the story.</p> <p>Enjoys drawing and writing on different textures.</p> <p>Explore writing into a variety of different textures (E.g. water bubbles, bubbles)</p>	<p>Develop phonological awareness to spot and suggest rhymes and recognise words with the same initial sound.</p> <p>Success for All Phonics - First Steps to Phonics. Alliteration/Voice Sounds.</p> <p>Recognise familiar words and signs such a as own name, advertising logos and screen icons.</p> <p>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.</p> <p>Tales Toolkit, using boxes to create class stories and fabric strip for independent storytelling. Create sounds effects using our bodies, voices and instruments.</p> <p>Write some or all of their name.</p> <p>Practice writing our names, focusing on the sounds we can hear.</p>

<p>Mathematics -Number -Numerical Patterns</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>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 - Cover Up.</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>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 - Cover Up.</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>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 - Cover Up.</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>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 - Cover Up.</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 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>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>Explore and talk about different forces they can feel. Explore floating and sinking.</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?</p> <p>Explore and talk about different forces they can feel.</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>Sticky Knowledge Acquire and Apply:- -Name two different types of weather. -Name two different types of cloud.</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 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</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 compare to other months in the year?</p> <p>Talk about what they see, using a wide vocabulary. Explore how the sun creates shadows. Where does light come from?</p>

		Create our own 'Wind Wands' to investigate the direction of the wind.	-Talk through the stages of the water cycle.	day/week? Record our findings with photographs.	Assessment Indicators: -Name 3 different weathers. -Name one environment that is different from the one in which they live either from experience or seen in photographs.
Expressive Arts and Design -Creating with Materials -Being Imaginative and Expressive	Explore and learn how sounds and movements can be changed. Charanga - Our World - Step 1 - Learn to sing Old Macdonald. Enjoy joining in with moving, dancing and ring games. Nursery Rhyme focus C-G Encourage singing from memory and smooth stepwise movement. The Wheels on the Bus. Begin to show different emotions in their drawings and paintings, like happiness and sadness. Explore colour and colour mixing. Explore painting and effects.	Explore and learn how sounds and movements can be changed. Charanga - Our World - Step 2 - Learn to sing Incy Wincy Spider Enjoy joining in with moving, dancing and ring games. Nursery Rhyme focus C-G Encourage singing from memory and smooth stepwise movement The Grand Old Duke of York. Begin to show different emotions in their drawings and paintings, like happiness and sadness. Explore colour and colour mixing. Explore painting and effects.	Explore and learn how sounds and movements can be changed. Charanga - Our World - Step 3 - Learn to sing Baa Baa Black Sheep. Enjoy joining in with moving, dancing and ring games. Nursery Rhyme focus C-G Encourage singing from memory and smooth stepwise movement. Row, Row, Row your Boat. Explore different materials freely, to develop their ideas about how to use them and what to make. Create Mother's Day cards to celebrate Mother's Day. Begin to show different emotions in their drawings and paintings, like happiness and sadness. Explore colour and colour mixing. Explore painting and effects.	Explore and learn how sounds and movements can be changed. Charanga - Our World - Step 4 - Learn to sing Row, Row, Row Your Boat. Enjoy joining in with moving, dancing and ring games. Nursery Rhyme focus C-G Encourage singing from memory and smooth stepwise movement. Polly put the Kettle on. Begin to show different emotions in their drawings and paintings, like happiness and sadness. Explore colour and colour mixing. Explore painting and effects.	Explore and learn how sounds and movements can be changed. Charanga - Our World - Step 5 - Learn to sing The Wheels on the Bus. Enjoy joining in with moving, dancing and ring games. Nursery Rhyme focus C-G Encourage singing from memory and smooth stepwise movement. Little Miss Muffet. Begin to show different emotions in their drawings and paintings, like happiness and sadness. Explore colour and colour mixing. Explore painting and effects.
Key Composers	Louis Armstrong	Sarah Vaughan	Frank Sinatra	Nat King Cole	Carmen McRae
Outdoor Learning	Squiggle Whilst You Wiggle - Large scale movements.	Welly Walk - Cloud Spotting.	National Science Week.	Spring Welly Walk.	Creating Shadows.
Enhancements Visits and Visitors			Visit from the 'Eco Committee'		
Parental Engagement				Parent Consultation Meetings 17.03.26 and 18.03.26 3.40-5.50	Science Showcase 25.03.26 Full time/Beg of week 9.00-10.00 Full time/End of week 2.00-3.00
Whole School and National Events		World Book Day 05.03.26	National British Science Week 09.03.26 Mother's Day 15.03.26	Comic Relief Red Nose Day 20.03.26	

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.