


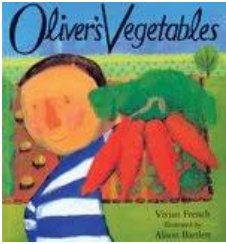
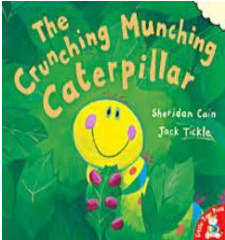
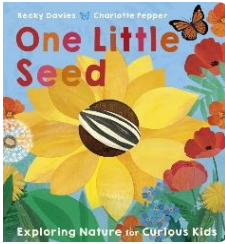
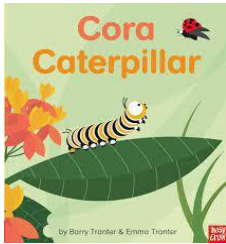
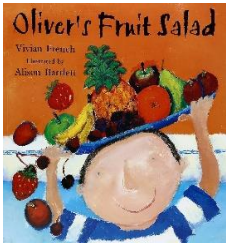


Meadowbank Primary School

Half Termly Knowledge and Skills Based Curriculum - Summer 1 2024

Phase Foundation Stage Year Group Foundation Stage 1



	Week 1 Wk Beg 15.04	Week 2 Wk Beg 22.04	Week 3 Wk Beg 29.04	Week 4 Wk Beg 06.05	Week 5 Wk Beg 13.05	Week 6 Wk Beg 20.05
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's under our feet?					
Connected Concepts	Cause & Effect Power Significance	Cause & Effect Power Significance	Cause & Effect Power Significance	Cause & Effect Power Significance	Cause & Effect Power Significance	Cause & Effect Power Significance
Book Studies	The Very Hungry Caterpillar 	Oliver's Vegetables 	The Crunching Munching Caterpillar 	One Little Seed 	Cora Caterpillar 	Oliver's Fruit Salad 
Children steering learning....	How do caterpillars turn into butterflies? CL Why do they go into cocoons? CB I want to learn about the food. CL	I want to learn about vegetables. Do they make us strong? EW	What do caterpillars like to eat? CB I want to go on a mini beast hunt. BB I want to have caterpillars in our classroom. BB	I want to learn about flowers. PD/FS/LMS I want to grow some flowers. AH/LMS/SH	Which other creatures live underground? BB	I want to learn about fruit, why do they have seeds in them? CL I want to make a fruit salad. BB/EW
Other Key Literature	Superworm The Very Busy Spider	A Seed in Need	The Terribly Greedy Fossiloo Mad About Minibeasts	Cedric the Seed	The King of Tiny Things Yucky Worms	Ten Seeds
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 language to share feelings, experiences and thoughts.	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.	Use a wider range of vocabulary that reflects the breadth of their experiences. Weekly WOW Words. Develop pronunciation of sounds and multi-syllabic 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. Evaluate weekly how each of the concepts within our	Use a wider range of vocabulary that reflects the breadth of their experiences. Weekly WOW Words. To use the future and past tense as well as plurals.	Use a wider range of vocabulary that reflects the breadth of their experiences. Weekly WOW Words. To use the future and past tense as well as plurals.

	<p>Evaluate weekly how each of the concepts within our 'Big Question' link together.</p> <p>Use language to share feelings, experiences and thoughts. Use a variety of questions. SMILE time. Sharing wider experiences and achievements using items posted on Class Dojo as an aid. Model asking 'who' questions. Encourage the children to ask their own questions and answer in further detail. (Mutual Respect)</p> <p>Use a wider range of vocabulary that reflects the breadth of their experiences Develop our knowledge and use of Makaton - Makaton's Sign of the Week. (Mutual Respect)</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. Use a variety of questions. SMILE time. Sharing wider experiences and achievements using items posted on Class Dojo as an aid. Model asking 'who' and 'what' questions. Encourage the children to ask their own questions and answer in further detail. (Mutual Respect)</p> <p>Use a wider range of vocabulary that reflects the breadth of their experiences Develop our knowledge and use of Makaton - Makaton's Sign of the Week. (Mutual Respect)</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. 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' and 'where' questions. Encourage the children to ask their own questions and answer in further detail. (Mutual Respect)</p> <p>Use a wider range of vocabulary that reflects the breadth of their experiences Develop our knowledge and use of Makaton - Makaton's Sign of the Week. (Mutual Respect)</p>	<p>'Big Question' link together.</p> <p>Use language to share feelings, experiences and thoughts. 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' and 'why' questions. Encourage the children to ask their own questions and answer in further detail. (Mutual Respect)</p> <p>Use a wider range of vocabulary that reflects the breadth of their experiences Develop our knowledge and use of Makaton - Makaton's Sign of the Week. (Mutual Respect)</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. 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 and answer in further detail. (Mutual Respect)</p> <p>Use a wider range of vocabulary that reflects the breadth of their experiences Develop our knowledge and use of Makaton - Makaton's Sign of the Week. (Mutual Respect)</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. 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 and answer in further detail. (Mutual Respect)</p> <p>Use a wider range of vocabulary that reflects the breadth of their experiences Develop our knowledge and use of Makaton - Makaton's Sign of the Week. (Mutual Respect)</p>
Key Vocabulary	Insect, arachnid, pattern.	Plant, underground, grow.	Cocoon, life cycle.	Observe, document, needs.	Measure, change.	Healthy, diet, vitamins.
Personal, Social and Emotional Development -Self-Regulation -Managing Self -Building Relationships	<p>PSHE Jigsaw SOW - Relationships - My Family and Me! Enjoy a sense of belonging through being involved in daily tasks and some new experiences. Identify some of the jobs I do in my family and how I feel like I belong.</p> <p>Make healthy choices about activity. Take part in our whole school daily WOW - The Walk to School Challenge.</p>	<p>PSHE Jigsaw SOW - Relationships - Make friends, make friends, never ever break friends! (Part 1) Enjoy playing alone, alongside and with others, inviting others to play and attempting to join others play. Know how to make friends to stop myself from feeling lonely.</p> <p>Make healthy choices about activity.</p>	<p>PSHE Jigsaw SOW - Relationships Make Friends, Make Friends (Part 2) Develop appropriate ways of being assertive and Talk with others to solve conflicts. Think of ways to solve problems and stay friends.</p> <p>Make healthy choices about activity. Take part in our whole school daily WOW - The Walk to School Challenge. Explore other ways to</p>	<p>PSHE Jigsaw SOW - Relationships Falling out and Bullying (Part 1) Understand gradually how others might be feeling. Start to understand the impact of unkind words.</p> <p>Make healthy choices about activity. Take part in our whole school daily WOW - The Walk to School Challenge. Encourage the children to share their journey to school with their friends.</p>	<p>PSHE Jigsaw SOW - Relationships Falling out and Bullying (Part 2) Seek comfort from familiar adults when needed and distract themselves. Use Calm Me time to manage my feelings.</p> <p>Make healthy choices about activity. Take part in our whole school daily WOW - The Walk to School Challenge. Read one of the 'Walk to</p>	<p>PSHE Jigsaw SOW - Relationships Being the Best Friends we can be Build relationships with special people. To know how to be a good friend.</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</p>

	<p>Observe how successful we were last half term and set our goal for this half term.</p> <p>Enjoy a sense of belonging through being involved in daily tasks and some new experiences. Daily mindfulness session - Cosmic Kids Yoga Zen Den: Superpower Listening.</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 have a plan. Understand gradually how others might be feeling. -Show ability to listen to others' words. -Demonstrate compassion for all creatures - animals and humans.</p>	<p>Take part in our whole school daily WOW - The Walk to School Challenge. Explore the animal of the half term and learn some interesting facts to share with our families.</p> <p>Enjoy a sense of belonging through being involved in daily tasks and some new experiences. Daily mindfulness session - Cosmic Kids Yoga Zen Den: Mini the Puppy.</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 - The Wall. Begin to ask questions about differences, such as skin colour, types of hair, gender, special needs and disabilities, religion and so on. -Understand similarities and differences. -Celebrate diversity and understand and accept others. -Collaborate to create pieces of group artwork. (Disability, Age, Race, Religion/Belief, Sex)</p>	<p>stay healthy and active alongside walking to school.</p> <p>Enjoy a sense of belonging through being involved in daily tasks and some new experiences. Daily mindfulness session - Cosmic Kids Yoga Zen Den: The 'I Can't Monster'</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 - The Tale of Baby Beetroot. Begin to ask questions about differences, such as skin colour, types of hair, gender, special needs and disabilities, religion and so on. -Recognise kind behaviour. -Celebrate diversity. (Disability, Age, Race, Religion/Belief, Sex)</p>	<p>How do your journeys compare?</p> <p>Enjoy a sense of belonging through being involved in daily tasks and some new experiences. Daily mindfulness session - Cosmic Kids Yoga Zen Den: The Listening Game.</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 - Lara the Yellow Ladybird. Begin to ask questions about differences, such as skin colour, types of hair, gender, special needs and disabilities, religion and so on. -Demonstrate a strong sense of identity. -Demonstrate an appreciation of diversity. -Express self-confidence and self-esteem. (Disability, Age, Race, Religion/Belief, Sex)</p>	<p>School Stories' with the children, how does their journey compare to yours this morning?</p> <p>Enjoy a sense of belonging through being involved in daily tasks and some new experiences. Daily mindfulness session - Cosmic Kids Yoga Zen Den: The Owl and the Guard Dog.</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 Voice. Begin to ask questions about differences, such as skin colour, types of hair, gender, special needs and disabilities, religion and so on. -Demonstrate self-esteem and self-confidence. -Demonstrate a sense of empowerment and voice, regardless of their gender. (Disability, Age, Race, Religion/Belief, Sex)</p>	<p>our goals/the rest of the school/schools in our local area? Celebrate with badges.</p> <p>Enjoy a sense of belonging through being involved in daily tasks and some new experiences. Daily mindfulness session - Cosmic Kids Yoga Zen Den: Thought Bubbles.</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 C. Talk with others to solve conflicts. -Name three things you can do to calm your feelings.</p>
<p>Physical Development -Gross Motor Skills -Fine Motor Skills</p>	<p>Use large-muscle movements to wave flags and streamers, paint and make marks. Create lines</p>	<p>Use large-muscle movements to wave flags and streamers, paint and make marks. Create lines</p>	<p>Use large-muscle movements to wave flags and streamers, paint and make marks. Create lines</p>	<p>Use large-muscle movements to wave flags and streamers, paint and make marks. Create lines</p>	<p>Use large-muscle movements to wave flags and streamers, paint and make marks. Create lines</p>	<p>Use large-muscle movements to wave flags and streamers, paint and make marks. Create lines</p>

	<p>and circles pivoting from the shoulder and elbow. Squiggle Whilst You Wiggle - 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.</p> <p>GetSet4PE SOW - Gymnastics - Unit 1. Lesson One - Rainforest Animals: To copy and create shapes with your body.</p>	<p>and circles pivoting from the shoulder and elbow. Squiggle Whilst You Wiggle - 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>and circles pivoting from the shoulder and elbow. Squiggle Whilst You Wiggle - 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>and circles pivoting from the shoulder and elbow. Squiggle Whilst You Wiggle - 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.</p> <p>GetSet4PE SOW - Gymnastics Unit 1. Lesson Four - Desert: To develop jumping and landing safely.</p>	<p>and circles pivoting from the shoulder and elbow. Squiggle Whilst You Wiggle - using whiteboards and pens to make marks.</p> <p>Start taking part in some group activities which they make up for themselves, or in teams. 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>and circles pivoting from the shoulder and elbow. Squiggle Whilst You 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 Three - Pet Animals: To copy and create short sequences by linking actions together.</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. Oral Segmenting and Blending.</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.</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. Oral Segmenting and Blending.</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.</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. Oral Segmenting and Blending.</p> <p>Understand the five key concepts about print. Visit the library for a story time session and choose a book to take home.</p> <p>Begin to be aware of the way stories are</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. Oral Segmenting and Blending.</p> <p>Recognise familiar words and signs such a as own name, advertising logos and screen icons. Visit the library for a story time session and choose a book to take home.</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. Oral Segmenting and Blending.</p> <p>Recognise familiar words and signs such a as own name, advertising logos and screen icons. Visit the library for a story time session and choose a book to take home.</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. Oral Segmenting and Blending.</p> <p>Recognise familiar words and signs such a as own name, advertising logos and screen icons. Visit the library for a story time session and choose a book to take home.</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>Create illustrations for the story on the IWB.</p> <p>Enjoys drawing and writing on different textures.</p> <p>Write some or all of their name. Write messages into the mud for the minibests!</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>Create illustrations for the story on large sheets of paper.</p> <p>Use some of their print and letter knowledge in their early writing.</p> <p>Write some or all of their name. If you could send a message to an animal what would you like to tell/ask them? Caption our drawings/writing with our names.</p> <p>Create a diary to document how our caterpillars change over time. Begin by drawing the caterpillars.</p>	<p>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>Create illustrations for the story on individual Tales Toolkit strips.</p> <p>Use some of their print and letter knowledge in their early writing.</p> <p>Write some or all of their name. Create our own instructions on how to grow a vegetable.</p> <p>Caption our drawings/writing with our names.</p> <p>Continue our caterpillar diaries. How have they changed? Create drawings to document.</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>Can we create a story around our favourite character?</p> <p>Enjoys drawing and writing on different textures.</p> <p>Write some or all of their name. Write messages onto the playground using paintbrushes and water, observe as our messages are sent away with the sun.</p> <p>Continue our caterpillar diaries. How have they changed? Create drawings to document.</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>Hot seating - ask individual children to become the characters, how might they act/feel? What could we ask them?</p> <p>Use some of their print and letter knowledge in their early writing.</p> <p>Write some or all of their name. Revisit our self-portraits from last half term.</p> <p>Complete a new portrait, captioning it with the child's name.</p> <p>Continue our caterpillar diaries. How have they changed? Is this similar/different to the story? Create drawings to document.</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>Share the character, setting and problem - what could the ending be? Create alternate endings.</p> <p>Use some of their print and letter knowledge in their early writing.</p> <p>Write some or all of their name. Continue our caterpillar diaries. How have they changed? Create drawings to document and add captions using our letter knowledge.</p>
<p>Mathematics -Number -Numerical Patterns</p>	<p>Link numerals and amounts: for example, showing the right number of objects to match the numeral, up to 5. Up to 4.</p> <p>Show 'finger numbers' up to 5. 'Show me' starter up to 3 including different ways to make 3.</p>	<p>Link numerals and amounts: for example, showing the right number of objects to match the numeral, up to 5. Up to 4.</p> <p>Show 'finger numbers' up to 5. 'Show me' starter up to 3 including different ways to make 3.</p>	<p>Link numerals and amounts: for example, showing the right number of objects to match the numeral, up to 5. Up to 4.</p> <p>Show 'finger numbers' up to 5. 'Show me' starter up to 3 including different ways to make 3.</p>	<p>Link numerals and amounts: for example, showing the right number of objects to match the numeral, up to 5. Up to 4.</p> <p>Show 'finger numbers' up to 5. 'Show me' starter up to 3 including different ways to make 3.</p>	<p>Link numerals and amounts: for example, showing the right number of objects to match the numeral, up to 5. Up to 4.</p> <p>Show 'finger numbers' up to 5. 'Show me' starter up to 3 including different ways to make 3.</p>	<p>Link numerals and amounts: for example, showing the right number of objects to match the numeral, up to 5. Up to 4.</p> <p>Show 'finger numbers' up to 5. 'Show me' starter up to 3 including different ways to make 3.</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 10 using flash cards.</p> <p>Develop fast recognition of up to 5 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>Talk about and explore 2D and 3D shapes (for example, circles, rectangles, triangles and cuboids) using informal language Shape hunt.</p> <p>Link numerals and amounts Toolkit - Match Me Up - Numerals and Fives Frame.</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 10 using flash cards.</p> <p>Develop fast recognition of up to 5 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>Talk about and explore 2D and 3D shapes (for example, circles, rectangles, triangles and cuboids) using informal language Shape feely bag.</p> <p>Link numerals and amounts Toolkit - Match Me Up - Numerals and Hungarian Fives Frames.</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 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 10 using ten frames.</p> <p>Develop fast recognition of up to 5 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>Understand position through words alone - for example, "The bag is under the table," - with no pointing. Position games.</p> <p>Link numerals and amounts Toolkit - Match Me Up - Numerals and Numicon.</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 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 10 using ten frames.</p> <p>Develop fast recognition of up to 5 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>Understand position through words alone - for example, "The bag is under the table," - with no pointing. Position games in CP.</p> <p>Fast recognition of up to 3 objects, without having to count them individually ('subitising'). Toolkit - Match Expressions - Subitising amounts.</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 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 10 pictorial.</p> <p>Develop fast recognition of up to 5 objects, without having to count them individually ('subitising') Encourage children to subitise when comparing groups of objects and in a range of contexts in the environment.</p> <p>Copy and extend ABAB patterns - stick, leaf, stick, leaf Natural materials patterns.</p> <p>Talk about and explore 2D and 3D shapes (for example, circles, rectangles, triangles and cuboids) using informal language Toolkit - Match Expressions - 2D shapes.</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 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 10 pictorial.</p> <p>Develop fast recognition of up to 5 objects, without having to count them individually ('subitising') Encourage children to subitise when comparing groups of objects and in a range of contexts in the environment.</p> <p>Copy and extend ABAB patterns - stick, leaf, stick, leaf Pictorial patterns.</p> <p>Begin to recognise numerals 0 to 10. Toolkit - Match Expressions - Numerals.</p>
<p>Understanding the World -Past and Present -People, Culture and Communities</p>	<p>Talk about what they see, using a wide vocabulary.4</p> <p>Begin to understand the need to respect and care</p>	<p>Comments and ask questions about aspects of their familiar world, such as the place where they live or 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.</p>	<p>Comments and ask questions about aspects of their familiar world, such as the place where they live or 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.</p>	<p>Comments and ask questions about aspects of their familiar world, such as the place where they live or the natural world.</p>

<p>-The Natural World</p>	<p>for the natural environment and all living things. Go on a mini-beasts hunt, exploring the different types of mini-beasts in our outdoor environment.</p> <p>Enhance our bug hotel with fruits and vegetables that may attract more mini-beasts.</p> <p>Comments and ask questions about aspects of their familiar world, such as the place where they live or the natural world. Observe, discuss and record the weather at the beginning of each day using the class table.</p> <p>Operate mechanical toys. Operate and investigate how to use a variety of mechanical toys.</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. Use iPads to support Phonics independent learning.</p>	<p>Observe, discuss and record the weather at the beginning of each day using the class table.</p> <p>Compare the weather to the previous day, how is it similar/different?</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. Explore the BeeBots and investigate how they can move around the map.</p> <p>Plant seeds and care for growing plants. Understand the key features of the life cycle of a plant and an animal. Name the different parts of a plant.</p> <p>Understand which fruits and vegetables grow from the root and grow out own in the FS outdoor environment.</p>	<p>Observe, discuss and record the weather at the beginning of each day using the class table.</p> <p>Which weather is best for each of the different fruits/vegetables to grow?</p> <p>Know how to operate simple equipment, for example, uses a remote control, can navigate touch-capable technology with support. Use the remote control to operate the flashlights in Phonics.</p> <p>Take photographs of our class caterpillars to add to our diaries.</p> <p>Understand the key features of the life cycle of a plant and an animal. Introduce our class Caterpillars. Observe how they grow and change over the half term.</p>	<p>Observe, discuss and record the weather at the beginning of each day using the class table.</p> <p>How could we continue to grow our plants if the weather isn't sunny?</p> <p>Plant seeds and care for growing plants. 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. Plant flowers of the children's choice.</p> <p>Observe how they grow over time and understand what a plant needs to grow successfully.</p> <p>Seek to acquire basic skills in turning on and operating some digital equipment.</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. Teach the children how to take photographs of our seeds as they grow over time.</p> <p>Encourage the children to continue this as they take their seeds home.</p>	<p>Observe, discuss and record the weather at the beginning of each day using the class table.</p> <p>Take the children on a welly walk and spot the signs of Summer!</p> <p>Begin to understand the need to respect and care for the natural environment and all living things. Take home the flowers that we have been observing over the past couple of weeks and continue to care for them at home, following the key points we have learnt to grow successfully.</p> <p>Know how to operate simple equipment, for example, uses a remote control, can navigate touch-capable technology with support. Write our names independently on the IWB.</p> <p>Take photographs of our class caterpillars to add to our diaries.</p> <p>Understand the key features of the life cycle of a plant and an animal. Observe how our caterpillars have been growing and changing over the half term.</p> <p>Release the butterflies into our outdoor environment.</p>	<p>Observe, discuss and record the weather at the beginning of each day using the class table.</p> <p>How does the weather in Cheadle compare to the weather in towns?</p>
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<p>Expressive Arts and Design -Creating with Materials -Being Imaginative and Expressive</p>	<p>Explore and learn how sounds and movements can be changed. Charanga - Big Bear Funk - Step 1 - Practice singing the song.</p> <p>Enjoy joining in with moving, dancing and ring games Performs nursery rhymes independently/in a group.</p> <p>Develop their own ideas and then decide which materials to use to express them. Painting some objects from a landscape eg. Tree</p> <p>Join different materials and explore different textures. Artist study - Paul Cezanne - Forest 1890</p>	<p>Explore and learn how sounds and movements can be changed. Charanga - Big Bear Funk - Step 2 - Sing the song and play instrumental parts within the song.</p> <p>Enjoy joining in with moving, dancing and ring games Performs nursery rhymes independently/ in a group, using instruments to shake.</p> <p>Develop their own ideas and then decide which materials to use to express them. Painting some objects from a landscape e.g. Tree</p> <p>Join different materials and explore different textures. Artist study - Paul Cezanne - Mont Sainte Victorie 1895</p>	<p>Explore and learn how sounds and movements can be changed. Charanga - Big Bear Funk - Step 3 - Sing the song and improvise using voices and/or instruments within the song.</p> <p>Enjoy joining in with moving, dancing and ring games Performs nursery rhymes independently/in a group, using instruments to tap.</p> <p>Develop their own ideas and then decide which materials to use to express them. Take an image of the landscape using an ipad and use a grid overlay to help paint each part.</p> <p>Join different materials and explore different textures. Artist study - Paul Cezanne - Mont Sainte Chateau Noir 1904</p>	<p>Explore and learn how sounds and movements can be changed. Charanga - Big Bear Funk - Step 4 - Sing the song and perform composition(s) within the song.</p> <p>Use movement and sounds to express experiences, ideas and feelings. Performs nursery rhymes independently/in a group. Learn Makaton signs to go alongside the rhyme 'Rock a Bye Baby.'</p> <p>Develop their own ideas and then decide which materials to use to express them. Take an image of the landscape using an ipad and use a grid overlay to help paint each part.</p> <p>Join different materials and explore different textures. Artist study - Paul Cezanne - The Brook 1998</p>	<p>Explore and learn how sounds and movements can be changed. Charanga - Big Bear Funk - Step 5 - Choose what you perform (composition/ improvisation).</p> <p>Use movement and sounds to express experiences, ideas and feelings. Performs nursery rhymes independently/in a group. Learn Makaton signs to go alongside the rhyme 'I'm a Little Tea Pot.'</p> <p>Develop their own ideas and then decide which materials to use to express them. Take your painting materials outside and use a canvas to paint the landscape.</p> <p>Join different materials and explore different textures. Artist study - Paul Cezanne - Pine and Aqueduct 1900</p>	<p>Explore and learn how sounds and movements can be changed. Charanga - Big Bear Funk - Step 6 - Choose what you perform (composition/ improvisation).</p> <p>Use movement and sounds to express experiences, ideas and feelings. Performs nursery rhymes independently/in a group. Learn Makaton signs to go alongside the rhyme 'Hickory Dickory Dock.'</p> <p>Develop their own ideas and then decide which materials to use to express them. Take your painting materials outside and use a canvas to paint the landscape.</p> <p>Join different materials and explore different textures. Artist study - Paul Cezanne - In the Woods 1900</p>
<p>Key Composers</p>	<p>The Rolling Stones</p>	<p>Bob Dylan</p>	<p>James Brown</p>	<p>Ruth Brown</p>	<p>Ray Charles</p>	<p>LaVern Baker</p>
<p>Enhancements Visits and Visitors</p>			<p>Creepy Crawly Show 01.05.24</p>			
<p>Parental Engagement</p>						<p>Sports Day KS1/FS 22.05.24 9.15 am</p>
<p>Whole School and National Events</p>	<p>Class Photographs 17.04.24</p>	<p>Earth Day 22.04.24 Saint Georges Day 23.04.24</p>				

Progression of knowledge and skills are shown horizontally across the half term. The different areas and aspects of learning are shown vertically. Learning opportunities are planned alongside the children through a cross curricular thematic approach and also through discrete teaching.