
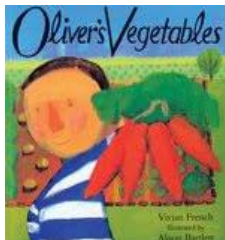
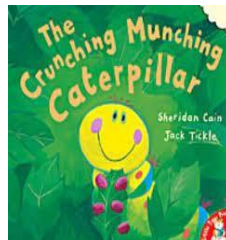
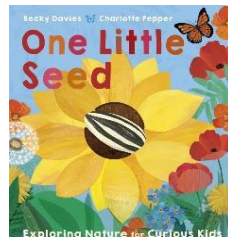
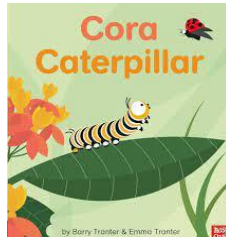




Meadowbank Primary School
Half Termly Knowledge and Skills Based Curriculum – Summer 1 2025
Phase Foundation Stage Year Group Foundation Stage 1



	Week 1 Wk Beg 28.04	Week 2 Wk Beg 05.05	Week 3 Wk Beg 12.05	Week 4 Wk Beg 19.05	Week 5 Wk Beg 09.06
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
Book Studies	The Very Hungry Caterpillar 	Oliver's Vegetables 	The Crunching Munching Caterpillar 	One Little Seed 	Cora Caterpillar 
Children steering learning....	How does a caterpillar turn into a butterfly? CK I want to see some real life creepy crawlies! MW	Where do vegetables come from? JM I want to grow my own vegetables JL	I want to go on a minibeast hunt! DK What do caterpillars eat? AC How do we stop the caterpillars eating our vegetable patch? CK	What do seeds need to help them to grow? MW I want to plant some seeds NM What are the different parts of the flower called? AW	Where do caterpillars like to live? MS Which other creatures live under the ground? AW
Key Vocabulary	Insect, arachnid, pattern.	Plant, underground, grow.	Cocoon, life cycle.	Observe, document, needs.	Measure, change.
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	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.	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. (BV-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. (BV-Mutual Respect)</p>	<p>breadth of their experiences. 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. (BV-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. (BV -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. (BV-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. (BVM-utual 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' and why' questions. Encourage the children to ask their own questions and answer in further detail. (BV-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. (BV-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. (BV-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. (BV- Mutual Respect)</p>
Other Key Literature	<p>Superworm The Very Busy Spider</p>	<p>A Seed in Need Oliver's Fruit Salad</p>	<p>The Terribly Greedy Fossifoo Mad About Minibeasts</p>	<p>Cedric the Seed</p>	<p>The King of Tiny Things Yucky Worms</p>
<p>Personal, Social and Emotional Development -Self-Regulation -Managing Self -Building Relationships</p>	<p>Enjoy a sense of belonging through being involved in daily tasks and some new experiences. JIGSAW SOW: Relationships My Family and Me! 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. Observe how successful we were last half term and set our goal for this half term.</p>	<p>Enjoy playing alone, alongside and with others, inviting others to play and attempting to join others play. JIGSAW SOW: Relationships Make friends, make friends, never ever break friends! Part 1. Know how to make friends to stop myself from feeling lonely.</p> <p>Make healthy choices about activity. 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>Develop appropriate ways of being assertive and Talk with others to solve conflicts. JIGSAW SOW: Relationships Make friends, make friends, never ever break friends! Part 2. 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 stay healthy and active alongside walking to school.</p> <p>Enjoy a sense of belonging through being involved in daily</p>	<p>Understand gradually how others might be feeling. JIGSAW SOW: Relationships Falling out and bullying, Part 1. 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. How do your journeys compare?</p> <p>Enjoy a sense of belonging through being involved in</p>	<p>Seek comfort from familiar adults when needed and distract themselves. JIGSAW SOW: Relationships Falling out and bullying, Part 2. 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 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</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- Sizwe's Smile. Understand gradually how others might be feeling. -Understand that positive actions can have a positive effect on others and ourselves. (BV Liberty)</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- My Special Hair. 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>	<p>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 - Mum loves me so much/Dad loves me so much. Begin to make sense of their own life story and family's history. -Understand that everyone deserves to feel loved and cared for -Recognise gender equality in family roles. (BV -Mutual Respect/Tolerance) (PC-Gender)</p>	<p>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 - Healthy Minds F. Begin to understand the need to respect and care for the natural environment and all living things. -Name three gifts the Earth gives us. -Name three ways they can take care of Earth.</p>	<p>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 - Caring Animals. -Develop their own narratives as a reflection of the Think Equal content. -Understand and explain how to create a book.</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 and circles pivoting from the shoulder and elbow. Squiggle Whilst You Wiggle. A gentle wave up, 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</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. A gentle wave down, 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.</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. A horizontal wave left, 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</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. A horizontal wave right, using streamers and ribbons to make marks.</p> <p>Continue to develop their movement, for example, balancing, running, jumping and climbing.</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. A horizontal wave crossing over, 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-</p>

	<p>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>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.</p> <p>GetSet4PE SOW - Gymnastics Unit 1. Lesson Two - Woodland Animals: To be able to create shapes whilst on apparatus.</p>	<p>understanding of the different roles within it.</p> <p>Continue to develop their movement, for example, balancing, running, jumping and climbing.</p> <p>GetSet4PE SOW - Gymnastics Unit 1. Lesson Three - Lakeland Animals: To develop balancing and taking weight on different body parts.</p>	<p>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>operatively and learn to take turns.</p> <p>Continue to develop their movement, for example, balancing, running, jumping and climbing.</p> <p>GetSet4PE SOW - Gymnastics Unit 1. Lesson Five - Sea Animals: To develop rocking and rolling.</p>
<p>Literacy</p> <p>-Comprehension</p> <p>-Word Reading</p> <p>-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. Oral Segmenting and Blending.</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.</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.</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.</p> <p>Write messages into the mud for the mini beasts.</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. Oral Segmenting and Blending.</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.</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.</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.</p> <p>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>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. Oral Segmenting and Blending.</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.</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.</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.</p> <p>Create our own instructions on how to grow a vegetable.</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. Oral Segmenting and Blending.</p> <p>Recognise familiar words and signs such as 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.</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.</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>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. Oral Segmenting and Blending.</p> <p>Recognise familiar words and signs such as 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.</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.</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.</p> <p>Write messages onto the playground using paintbrushes</p>

		Create a diary to document how our caterpillars change over time. Begin by drawing the caterpillars.	Caption our drawings/writing with our names. Continue our caterpillar diaries. How have they changed? Create drawings to document.	and water, observe as our messages are sent away with the sun. Continue our caterpillar diaries. How have they changed? Create drawings to document.	Write some or all of their name. Revisit our self-portraits from last half term. Complete a new portrait, captioning it with the child's name. Continue our caterpillar diaries. How have they changed? Is this similar/different to the story? Create drawings to document.
Mathematics -Number -Numerical Patterns	<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,</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>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 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,</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 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,</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 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>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>Talk about and identify the patterns around them. Use informal language like 'pointy', 'spotty', 'blobs', etc. Explore a variety of different patterns around us. Go on a pattern walk!</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>Copy and extend ABAB patterns. Copy a variety of different AB patterns.</p>	<p>"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>Copy and extend ABAB patterns. Copy a variety of different AB patterns.</p>	<p>"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>Copy and extend ABAB patterns. Extend a variety of different AB 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>Copy and extend ABAB patterns. Notice and correct an error in a repeating pattern. Extend a variety of different AB patterns and begin to recognise an error within a pattern.</p>
<p>Understanding the World -Past and Present -People, Culture and Communities -The Natural World</p>	<p>Talk about what they see, using a wide vocabulary.4</p> <p>Begin to understand the need to respect and care 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</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>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>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>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>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>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>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>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>devices such as mobile phones and tablets. Use iPads to support Phonics independent learning.</p>	<p>Understand which fruits and vegetables grow from the root and grow out own in the FS outdoor environment.</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>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><u>Assessment Indicators:</u> -Describe the life cycle of a caterpillar. -Describe the life cycle of a seed.</p>
<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 'I'm a Little Tea Pot.'</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>

Key Composers	The Rolling Stones	Bob Dylan	James Brown	Ruth Brown	Ray Charles
Outdoor Learning	Minibeast hunt Explore bug hotel	Observing fruits and vegetables growing in our outdoor environment. Tending to them to support their growth.	Observing fruits and vegetables growing in our outdoor environment. Tending to them to support their growth. Noticing changes. Making comparisons from previous week.	Planting sunflowers	Releasing butterflies into outdoor environment
Enhancements Visits and Visitors	Creepy Crawly Show 29.05.25 and 01.05.25				
Parental Engagement			Foundation Stage 1 End of the week/Full time 16.05.25 9.15am	Foundation Stage 1 Beg of the week/Full time 19.05.25 9.15am	
Whole School and National Events	Class Photographs 30.04.25	VE celebrations 08.05.25 Wear Red White and Blue		National Numeracy Day 21.05.25	

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.