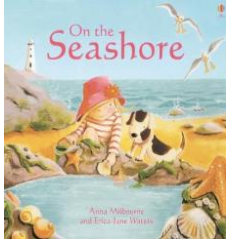
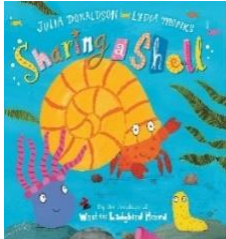

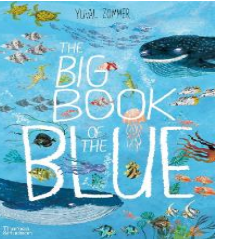
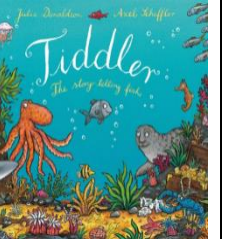
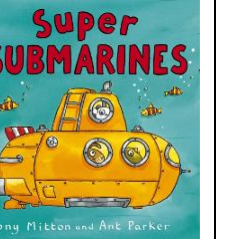
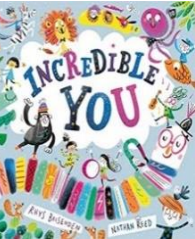




Meadowbank Primary School
Half Termly Knowledge and Skills Based Curriculum – Summer 2 2024
Phase Foundation Stage Year Group Foundation Stage 1



	Week 1 Wk Beg 10.06	Week 2 Wk Beg 17.06	Week 3 Wk Beg 24.06	Week 4 Wk Beg 01.07	Week 5 Wk Beg 08.07	Week 6 Wk Beg 15.07	Week 7 Wk Beg 22.07
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 lies beneath the sea?						
Connected Concepts	Cause & Effect Power Significance Influence	Cause & Effect Power Significance Influence	Cause & Effect Power Significance Influence	Cause & Effect Power Significance Influence	Cause & Effect Power Significance Influence	Cause & Effect Power Significance Influence	Cause & Effect Power Significance Influence
Book Studies	On the Seashore 	Sharing a Shell 	Somebody Swallowed Stanley 	The Big Book of Blue 	Tiddler 	Super Submarines 	Incredible You 
Children steering learning....	How does the sand get to the beach? SH What makes waves so big? CL What does a lighthouse do? AH Why is the sea salty? ARO	Where do crabs live? CL/LMS Do crabs pinch? BB Can crabs breathe underwater? GW How do rock pools get onto the beach? JM	Why do people throw things into the sea? JM Why is the ocean so strong? GW How could we help the creatures in the sea because whales wouldn't fit in the vets! BB/AH	I saw a sea lion on the beach, how did it get there? CL How do whales blow water? BB Where do whales live? CL How deep is the sea? CL	Why is there seaweed in the water? SL/BB I want to see some real life fish. HK/CL I would like to see a shark. BB	Do mermaids exist? EG How deep do submarines go? CL What would we see from a submarine? BB	I want to visit FS2 AH I want to visit my new teacher. BB
Other Key Literature	Wilfred to the Rescue	What a Waste	The Singing Mermaid	How Deep is the Sea?	Commotion in the Ocean	The Drop goes Plop	All are Welcome My Skin Your Skin
Communication and Language –Listening, Attention and Understanding	Use a wider range of vocabulary that reflects the breadth of their experiences. Weekly WOW Words.	Use a wider range of vocabulary that reflects the breadth of their experiences. Weekly WOW Words.	Use a wider range of vocabulary that reflects the breadth of their experiences. Weekly WOW Words.	Use a wider range of vocabulary that reflects the breadth of their experiences. Weekly WOW Words.	Use a wider range of vocabulary that reflects the breadth of their experiences. Weekly WOW Words.	Use a wider range of vocabulary that reflects the breadth of their experiences. Weekly WOW Words.	Use a wider range of vocabulary that reflects the breadth of their experiences. Weekly WOW Words.

<p>-Speaking</p>	<p>Use language to share feelings, experiences and thoughts. Use a variety of questions (how) SMILE time. Sharing wider experiences and achievements using items posted on Class Dojo as an aid. Encourage children to ask 'how' questions.</p> <p>Use a wider range of vocabulary that reflects the breadth of their experiences. Develop our knowledge and use of Makaton - Sign of the Week.</p> <p>Start a conversation with an adult or a friend and continue it for many turns. 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. Investigate the similarities and differences between Cheadle and a seaside town.</p> <p>Use a wider range of vocabulary that reflects the breadth of their experiences. Share our experiences of</p>	<p>Use language to share feelings, experiences and thoughts. Use a variety of questions (how, who) SMILE time. Sharing wider experiences and achievements using items posted on Class Dojo as an aid. Encourage children to ask 'who' questions.</p> <p>Use a wider range of vocabulary that reflects the breadth of their experiences. Develop our knowledge and use of Makaton - Sign of the Week.</p> <p>Develop pronunciation of sounds and multi-syllabic words. Evaluate weekly how each of the concepts within our 'Big Question' link together.</p> <p>Use a wider range of vocabulary that reflects the breadth of their experiences. Share our experiences of rock pools, using photographs and objects from home.</p> <p>Share our experiences of using maps. Why would you need a map? Is it digital or paper? Talk through our own maps using positional language.</p>	<p>Use language to share feelings, experiences and thoughts. Use a variety of questions (how, who, what) SMILE time. Sharing wider experiences and achievements using items posted on Class Dojo as an aid. Encourage children to ask 'what' questions.</p> <p>Use a wider range of vocabulary that reflects the breadth of their experiences. Develop our knowledge and use of Makaton - Sign of the Week.</p> <p>Use language to share feelings, experiences and thoughts. Evaluate weekly how each of the concepts within our 'Big Question' link together.</p> <p>Use a wider range of vocabulary that reflects the breadth of their experiences. Discuss the things that we can do to reduce, reuse and recycle in our classroom. How will that help our environment?</p>	<p>Use language to share feelings, experiences and thoughts. Use a variety of questions (how, who, what, where) SMILE time. Sharing wider experiences and achievements using items posted on Class Dojo as an aid. Encourage children to ask 'where' questions.</p> <p>Use a wider range of vocabulary that reflects the breadth of their experiences. Develop our knowledge and use of Makaton - Sign of the Week.</p> <p>Use a wider range of vocabulary that reflects the breadth of their experiences. Evaluate weekly how each of the concepts within our 'Big Question' link together.</p> <p>Use a wider range of vocabulary that reflects the breadth of their experiences. Share our experiences of visiting the ocean, using photographs and objects from home.</p>	<p>Use language to share feelings, experiences and thoughts. Use a variety of questions (how, who, what, where, why) SMILE time. Sharing wider experiences and achievements using items posted on Class Dojo as an aid. Encourage children to ask 'why' questions..</p> <p>Use a wider range of vocabulary that reflects the breadth of their experiences. Develop our knowledge and use of Makaton - Sign of the Week.</p> <p>Use longer sentences of four to six words. Evaluate weekly how each of the concepts within our 'Big Question' link together.</p> <p>Listen to the French spoken language, songs and rhymes. Begin to respond to simple greetings. Explore the different languages spoken in different countries around the world where we may find the sea creatures.</p>	<p>Use language to share feelings, experiences and thoughts. Use a variety of questions (how, who, what, where, why, when) SMILE time. Sharing wider experiences and achievements using items posted on Class Dojo as an aid. Encourage children to ask 'when' questions</p> <p>Use a wider range of vocabulary that reflects the breadth of their experiences. Develop our knowledge and use of Makaton - Sign of the Week.</p> <p>Use longer sentences of four to six words. Evaluate weekly how each of the concepts within our 'Big Question' link together.</p> <p>Use a wider range of vocabulary that reflects the breadth of their experiences. Carry out our end of term concept map, reflecting on the knowledge and skills we have developed over the half term. How have they helped us answer our big question?</p>	<p>Use language to share feelings, experiences and thoughts. Use a variety of questions (how, who, what, where, why, when) SMILE time. Sharing wider experiences and achievements using items posted on Class Dojo as an aid. Encourage children to all of the questions developed over the half term.</p> <p>Use a wider range of vocabulary that reflects the breadth of their experiences. Develop our knowledge and use of Makaton - Sign of the Week.</p> <p>Use longer sentences of four to six words. Evaluate weekly how each of the concepts within our 'Big Question' link together.</p> <p>Use a wider range of vocabulary that reflects the breadth of their experiences. Share our favourite memories from the year, using our memory box to support discussions.</p> <p>To use the future and past tense as well as plurals. Discuss our hopes and dreams for the future as we leave FS1.</p>
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	visiting the seaside, using photographs and objects from home.						
Key Vocabulary	Tide, waves, shore.	Habitat, rock pool.	Recycle, endangered, extinct.	Deep, oceans, zones.	Fishing, sea creatures.	Shipwreck, submarine.	Transition, beginning.
Personal, Social and Emotional Development -Self-Regulation -Managing Self -Building Relationships	<p>PSHEE Jigsaw SOW - Changing Me!</p> <p>Make healthy choices about food, drink, activity and tooth brushing.</p> <p>My Body - naming parts of the body. (Tolerance and Mutual Respect/Individual liberty/Sex)</p> <p>Make healthy choices about activity.</p> <p>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 a sense of belonging through being involved in daily tasks and some new experiences.</p> <p>Daily mindfulness session - Cosmic Kids Yoga - Space Breathing.</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, focusing specifically on the 'Bear Walk' skill.</p>	<p>PSHEE Jigsaw SOW - Changing Me!</p> <p>Make healthy choices about food, drink, activity and tooth brushing.</p> <p>Respecting my Body - naming some things they can do and foods they can eat to be healthy. (Tolerance and Mutual Respect/Individual liberty)</p> <p>Make healthy choices about activity.</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.</p> <p>Daily mindfulness session - Cosmic Kids Yoga - Sleeping Dragon.</p> <p>Enjoy a sense of belonging through being involved in daily tasks and some new experiences.</p>	<p>PSHEE Jigsaw SOW - Changing Me!</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>Growing up - knowing and understanding that we all grow up from babies to adults. (Tolerance and Mutual Respect)</p> <p>Make healthy choices about food, drink and activity.</p> <p>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 tasks and some new experiences.</p> <p>Daily mindfulness session - Cosmic Kids Yoga - Balloon.</p> <p>Enjoy a sense of belonging through being involved in daily tasks and some new experiences.</p>	<p>PSHEE Jigsaw SOW - Changing Me!</p> <p>Talk about their feelings using words like 'happy', 'sad', 'angry' or 'worried'</p> <p>Fun and Fears (Part 1) - discussing and expressing how they feel about moving into FS2. (Tolerance and Mutual Respect/Individual liberty)</p> <p>Make healthy choices about activity.</p> <p>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 daily tasks and some new experiences.</p> <p>Daily mindfulness session - Cosmic Kids Yoga - Moon and Stars.</p> <p>Enjoy a sense of belonging through being involved in daily tasks and some new experiences.</p>	<p>PSHEE Jigsaw SOW - Changing Me!</p> <p>Respond to the feelings of others, showing concern and offering comfort.</p> <p>Fun and Fears (Part 2) - discussing their worries and things they are looking forward to when they move into FS2.</p> <p>Make healthy choices about activity.</p> <p>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 tasks and some new experiences.</p> <p>Daily mindfulness session - Cosmic Kids Yoga - Butterfly.</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, focusing</p>	<p>PSHEE Jigsaw SOW - Changing Me!</p> <p>Understand gradually how others might be feeling.</p> <p>Celebration - discussing their best parts of this year in FS1. (Tolerance and Mutual Respect)</p> <p>Make healthy choices about activity.</p> <p>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 our goals/the rest of the school/schools in our local area?</p> <p>Enjoy a sense of belonging through being involved in daily tasks and some new experiences.</p> <p>Daily mindfulness session - Time Out.</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, consolidating our practice. Discuss the</p>	<p>PSHEE Jigsaw SOW - Changing Me!</p> <p>Build relationships with special people.</p> <p>Meeting my new teachers.</p> <p>Make healthy choices about activity.</p> <p>Take part in our whole school daily WOW - The Walk to School Challenge. Celebrate our success over the last half term and share the badges with the children.</p> <p>Enjoy a sense of belonging through being involved in daily tasks and some new experiences.</p> <p>Daily mindfulness session - Superhero Flying.</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, consolidating our practice. Create a new movement as a group to add into the sequence.</p> <p>Think Equal Programme - Home.</p>

	<p>Think Equal Programme – Kitchi's Moccasins. -Understand the importance of respecting everyone's ideas, thoughts and feelings. -Think about being inclusive and kind to others who might be different to them. (Race, Religion/ Belief, Disability, Mutual respect)</p>	<p>Peer Massage - a sequence of movements, focusing specifically on the 'Ice Skating' skill.</p> <p>Think Equal Programme – Helping Hands. -Understand that kind actions make a positive difference. -Name and appreciate contributions made by people in their lives. -Understand that all jobs can be performed by both men and women. (Sex)</p>	<p>Peer Massage - a sequence of movements, focusing specifically on the 'Brushing the Horse' skill.</p> <p>Think Equal Programme – Diego's Great Idea. -Understand that no one should be excluded. -Explore friendships with those who are different to them. -Recognise feelings and experience empathy. (Disability, Mutual respect)</p>	<p>Peer Massage - a sequence of movements, focusing specifically on the 'Brushing off the Snow' skill.</p> <p>Think Equal Programme – Head, Heart and Hands. -Further develop their perspective-taking skills. -Understand kindness. -Associate the head with thought, heart with emotion and hands with actions.</p>	<p>specifically on the 'Breathing' skill.</p> <p>Think Equal Programme – My Amazing Brain. -Understand that we all have a brain. -Name one thing the brain can do.</p>	<p>benefits of Peer Massage.</p> <p>Think Equal Programme – Healthy Minds D: Forgiving Others/Gratitude for people or things in my life. -Learn to apologise sincerely and offer help to another. -Say how it feels on the inside to forgive someone. -Name one thing they are grateful for and why. -Describe how gratitude feels on the inside.</p>	<p>-Understand that all people deserve shelter. -Understand that homes around the world look different. -Name similarities and differences among homes around the world.</p>
<p>Physical Development -Gross Motor Skills -Fine Motor Skills</p>	<p>Continue to develop their movement, for example, balancing, running, jumping and climbing. GetSet4PE SOW - Ball Skills - Unit 1. Lesson One - Beetles: To develop rolling a ball to a target.</p> <p>Create lines and circles pivoting from the shoulder and elbow. GetSet4PE SOW - Dance - Unit 1. Lesson One - Head, Shoulders, Knees and Toes: To explore different body parts and how they move.</p> <p>Use large-muscle movements to wave flags and streamers, paint and make mark.</p>	<p>Continue to develop their movement, for example, balancing, running, jumping and climbing. GetSet4PE SOW - Ball Skills - Unit 1. Lesson Two - Busy Bees: To develop stopping a rolling ball.</p> <p>Increasingly be able to use and remember sequences and patterns of movements which are related to music and rhythm. GetSet4PE SOW - Dance - Unit 1. Lesson Two - Head, Shoulders, Knees and Toes: To explore different body parts and how they move and remember and repeat actions.</p>	<p>Throw a ball with increasing force and accuracy and starts to catch a large ball by using two hands and their chest to trap it. GetSet4PE SOW - Ball Skills - Unit 1. Lesson Three - Ladybirds and Butterflies: To develop accuracy when throwing to a target.</p> <p>Start taking part in some group activities which they make up for themselves, or in teams. GetSet4PE SOW - Dance - Unit 1. Lesson Three - Transport: To express and communicate ideas through movement</p>	<p>Throw a ball with increasing force and accuracy and starts to catch a large ball by using two hands and their chest to trap it. GetSet4PE SOW - Ball Skills - Unit 1. Lesson Four - Grasshoppers: To develop bouncing and catching a ball.</p> <p>Increasingly be able to use and remember sequences and patterns of movements which are related to music and rhythm. GetSet4PE SOW - Dance - Unit 1. Lesson Four - Transport: To create movements and adapt and perform simple dance patterns.</p>	<p>Kick a stationary ball with either foot. GetSet4PE SOW - Ball Skills - Unit 1. Lesson Five - Caterpillars: To develop dribbling a ball with your feet.</p> <p>Increasingly be able to use and remember sequences and patterns of movements which are related to music and rhythm. GetSet4PE SOW - Dance - Unit 1. Lesson Five - Morning Routine: To copy and repeat actions showing confidence and imagination.</p> <p>Use large-muscle movements to wave flags and streamers,</p>	<p>Kick a stationary ball with either foot. GetSet4PE SOW - Ball Skills - Unit 1. Lesson Six - Spiders: To develop kicking a ball.</p> <p>Increasingly be able to use and remember sequences and patterns of movements which are related to music and rhythm. GetSet4PE SOW - Dance - Unit 1: Lesson Six - My Journey to School: To move with control and co-ordination, linking, copying and repeating actions.</p> <p>Use large-muscle movements to wave flags and streamers,</p>	<p>Kick a stationary ball with either foot. GetSet4PE SOW - Ball Skills - Unit 1. Embed skills developed over the course of the half term.</p> <p>Increasingly be able to use and remember sequences and patterns of movements which are related to music and rhythm. GetSet4PE SOW - Dance - Unit 1. Embed skills developed over the course of the half term.</p> <p>Use large-muscle movements to wave flags and streamers, paint and make mark.</p>

	Squiggle Whilst You Wiggle - A Gentle Wave. Using large paper and markers to make marks.	Use large-muscle movements to wave flags and streamers, paint and make mark. Squiggle Whilst You Wiggle - A Horizontal Wave. Using paintbrushes and water on the playground.	exploring directions and levels. Use large-muscle movements to wave flags and streamers, paint and make mark. Squiggle Whilst You Wiggle - A Horizontal Wave Crossing Over. Using chunky chalks on the playground.	Use large-muscle movements to wave flags and streamers, paint and make mark. Squiggle Whilst You Wiggle - The Laid Down 8. Using streamers and ribbons.	paint and make mark. Squiggle Whilst You Wiggle - Stand Up Straight 8. Left 8, Right 8. Using whiteboards and whiteboard pens.	paint and make mark. Squiggle Whilst You Wiggle -Straight Line, Celebration. Using the iPads and Interactive Whiteboard.	Squiggle Whilst You Wiggle - Straight Line, Robot. Using our five fingers to draw into a variety of different textures.
Literacy -Comprehension -Word Reading -Writing	Develop phonological awareness to recognise words with the same initial sound and orally segment sounds in simple words and blend them together. Success for All Phonics - First Steps to Phonics. GPC's - S/A. Look at and enjoys print and digital books independently Visit the library for a story time session and choose a book to take home. Explore a book related to our big question. 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. Create illustrations for the story on the IWB.	Develop phonological awareness to recognise words with the same initial sound and orally segment sounds in simple words and blend them together. Success for All Phonics - First Steps to Phonics. GPC's - T/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. Explore books from our favourite authors. 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. Create illustrations for the story on large sheets of paper.	Develop phonological awareness to recognise words with the same initial sound and orally segment sounds in simple words and blend them together. Success for All Phonics - First Steps to Phonics. GPC's - I/N. Look at and enjoys print and digital books independently Visit the library for a story time session and choose a book to take home. Explore one of our 'Aspirational Texts', is there any vocabulary we are unfamiliar with? What does it mean? 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. Create illustrations for the	Develop phonological awareness to recognise words with the same initial sound and orally segment sounds in simple words and blend them together. Success for All Phonics - First Steps to Phonics. GPC's - M/D. Look at and enjoys print and digital books independently Visit the library for a story time session and choose a book to take home. Introduce the Summer reading challenge to the children - running at local libraries. Begin to be aware of the way stories are structured, and to tell own stories. Understand the five key concepts about print. Tales Toolkit, using boxes to create class stories and fabric	Develop phonological awareness to recognise words with the same initial sound and orally segment sounds in simple words and blend them together. Success for All Phonics - First Steps to Phonics. GPC's - G/O. Look at and enjoys print and digital books independently. Begin to be aware of the way stories are structured. Visit the library for a story time session and choose a book to take home. Explore the structure of the story. Begin to be aware of the way stories are structured, and to tell own stories. Talk about events and principal characters in stories and suggests how the story might end.	Develop phonological awareness to recognise words with the same initial sound and orally segment sounds in simple words and blend them together. Success for All Phonics - First Steps to Phonics. GPC's - C/K. Look at and enjoys print and digital books independently. Understand the five key concepts about print. Visit the library for a story time session and choose a book to take home. Explore the different parts of the book. What is the difference between a fiction and non-fiction book? Begin to be aware of the way stories are structured, and to tell own stories. Enjoy rhythmic and musical activity with	Develop phonological awareness to recognise words with the same initial sound and orally segment sounds in simple words and blend them together. Success for All Phonics - First Steps to Phonics. GPC's - E/U. Look at and enjoys print and digital books independently Visit the library for a story time session and choose a book to take home. Choose our favourite stories from throughout the year to enjoy together. Begin to be aware of the way stories are structured, and to tell own stories. Tales Toolkit, using boxes to create class stories and fabric strip for independent storytelling. Use chalks on the playground to

	<p>Create themed Tales Toolkit stories using sea creatures and items found in the ocean. Encourage the children to create their own illustrations and captions.</p>	<p>Talk about events and principal characters in stories.</p> <p>Use some of their print and letter knowledge in their early writing.</p> <p>Discuss what the characters might be saying throughout the story, adding our own speech bubbles.</p>	<p>story on individual Tales Toolkit strips.</p> <p>Talk about events and principal characters in stories.</p> <p>Use some of their print and letter knowledge in their early writing.</p> <p>Create a story map to document the key events in the story.</p>	<p>strip for independent storytelling. Create a front cover for our story.</p> <p>Use some of their print and letter knowledge in their early writing.</p> <p>Create drawing representations and label the different zones of the ocean.</p>	<p>Tales Toolkit, using boxes to create class stories and fabric strip for independent storytelling. Become the characters from the story and create a performance.</p>	<p>percussion instruments.</p> <p>Tales Toolkit, using boxes to create class stories and fabric strip for independent storytelling. Create sound effects to the story using musical instruments.</p> <p>Create and tell our own stories using a narrative app on the iPads.</p>	<p>represent movement and sound effects.</p> <p>Write some or all of their name.</p> <p>Caption the end of year self-portraits with the children's names.</p>
<p>Mathematics -Number -Numerical Patterns</p>	<p>Develop fast recognition of up to 3-5 objects, without having to count them individually ('subitising')</p> <p>Develop our use of five frames to represent 1-3 counters.</p> <p>Begin to recognise numerals 0 to 10.</p> <p>Recognising numerals from 1-10 in a variety of different contexts.</p> <p>Begin to recognise that each counting number is one more than the one before.</p> <p>Recognise the numbers before and after each number 1-5</p> <p>Through play and exploration, beginning to learn that numbers are made up (composed) of smaller numbers.</p> <p>Revisit the Numicon shapes 1-5.</p>	<p>Develop fast recognition of up to 3-5 objects, without having to count them individually ('subitising')</p> <p>Develop our use of five frames to represent 1-3 counters.</p> <p>Begin to recognise numerals 0 to 10.</p> <p>Recognising numerals from 1-10 in a variety of different contexts.</p> <p>Begin to recognise that each counting number is one more than the one before.</p> <p>Recognise the numbers before and after each number 1-5</p> <p>Through play and exploration, beginning to learn that numbers are made up (composed) of smaller numbers.</p> <p>Revisit the Numicon shapes 1-5.</p>	<p>Develop fast recognition of up to 3-5 objects, without having to count them individually ('subitising')</p> <p>Develop our use of five frames to represent 1-4 counters.</p> <p>Begin to recognise numerals 0 to 10.</p> <p>Recognising numerals from 1-10 in a variety of different contexts.</p> <p>Begin to recognise that each counting number is one more than the one before.</p> <p>Recognise the numbers before and after each number 1-5</p> <p>Through play and exploration, beginning to learn that numbers are made up (composed) of smaller numbers.</p> <p>Revisit the Numicon shapes 1-5</p>	<p>Develop fast recognition of up to 3-5 objects, without having to count them individually ('subitising')</p> <p>Develop our use of five frames to represent 1-4 counters.</p> <p>Begin to recognise numerals 0 to 10.</p> <p>Recognising numerals from 5-10 in a variety of different contexts.</p> <p>Begin to recognise that each counting number is one more than the one before.</p> <p>Recognise the numbers before and after each number 1-10</p> <p>Through play and exploration, beginning to learn that numbers are made up (composed) of smaller numbers.</p> <p>Revisit the Numicon shapes 1-10</p>	<p>Develop fast recognition of up to 3-5 objects, without having to count them individually ('subitising')</p> <p>Develop our use of five frames to represent 1-5 counters.</p> <p>Begin to recognise numerals 0 to 10.</p> <p>Recognising numerals from 5-10 in a variety of different contexts.</p> <p>Begin to recognise that each counting number is one more than the one before.</p> <p>Recognise the numbers before and after each number 1-10</p> <p>Through play and exploration, beginning to learn that numbers are made up (composed) of smaller numbers.</p> <p>Revisit the Numicon shapes 1-10</p>	<p>Develop fast recognition of up to 3-5 objects, without having to count them individually ('subitising')</p> <p>Develop our use of five frames to represent 1-5 counters.</p> <p>Begin to recognise numerals 0 to 10.</p> <p>Recognising numerals from 5-10 in a variety of different contexts.</p> <p>Begin to recognise that each counting number is one more than the one before.</p> <p>Recognise the numbers before and after each number 1-10</p> <p>Through play and exploration, beginning to learn that numbers are made up (composed) of smaller numbers.</p> <p>Revisit the Numicon shapes 1-10</p>	<p>Develop fast recognition of up to 3-5 objects, without having to count them individually ('subitising')</p> <p>Develop our use of five frames to represent 1-5 counters.</p> <p>Begin to recognise numerals 0 to 10.</p> <p>Recognising numerals from 5-10 in a variety of different contexts.</p> <p>Begin to recognise that each counting number is one more than the one before.</p> <p>Recognise the numbers before and after each number 1-10</p> <p>Through play and exploration, beginning to learn that numbers are made up (composed) of smaller numbers.</p> <p>Revisit the Numicon shapes 1-10.</p>

	<p>Experiment arranging them in different ways.</p> <p>Solve real world mathematical problems with numbers up to 5 in play and meaningful activities. Exploration of mathematical problems within continuous provision (up to 3)</p> <p>Experiment with their own symbols and marks as well as numerals. Exploration of making marks to represent numerals.</p> <p>Make comparisons between objects relating to size, length, weight and capacity. Build some of London's most famous landmarks - compare your creations.</p>	<p>Experiment arranging them in different ways.</p> <p>Solve real world mathematical problems with numbers up to 5 in play and meaningful activities. Exploration of mathematical problems within continuous provision (up to 3)</p> <p>Experiment with their own symbols and marks as well as numerals. Exploration of making marks to represent numerals.</p> <p>Understand position through words alone. Describe a familiar route. Create a map of our local environment, detailing the key landmarks and routes.</p>	<p>Experiment arranging them in different ways.</p> <p>Solve real world mathematical problems with numbers up to 5 in play and meaningful activities. Exploration of mathematical problems within continuous provision (up to 4)</p> <p>Experiment with their own symbols and marks as well as numerals. Exploration of making marks to represent numerals.</p> <p>Explore differences in size, length, weight and capacity. Make comparisons between objects relating to size, length, weight and capacity. Use magnets to find buried treasure in the sandpit. Investigate and compare size, height, length weight.</p>	<p>Experiment arranging them in different ways.</p> <p>Solve real world mathematical problems with numbers up to 5 in play and meaningful activities. Exploration of mathematical problems within continuous provision (up to 4)</p> <p>Experiment with their own symbols and marks as well as numerals. Exploration of making marks to represent numerals.</p> <p>Understand position through words alone - for example, "The bag is under the table," - with no pointing. Range of position games in continuous provision.</p>	<p>Experiment arranging them in different ways.</p> <p>Solve real world mathematical problems with numbers up to 5 in play and meaningful activities. Exploration of mathematical problems within continuous provision (up to 4)</p> <p>Experiment with their own symbols and marks as well as numerals. Exploration of making marks to represent numerals.</p> <p>Begin to anticipate times of the day such as mealtimes or home time. Revisit our visual timetable. How would this compare to a night time timetable?</p>	<p>Experiment arranging them in different ways.</p> <p>Solve real world mathematical problems with numbers up to 5 in play and meaningful activities. Exploration of mathematical problems within continuous provision (up to 4)</p> <p>Experiment with their own symbols and marks as well as numerals. Exploration of making marks to represent numerals.</p> <p>Notice and correct an error in a repeating pattern. Extend and create repeated patterns using the loose parts from the rock pool.</p>	<p>Experiment arranging them in different ways.</p> <p>Solve real world mathematical problems with numbers up to 5 in play and meaningful activities. Exploration of mathematical problems within continuous provision (up to 4)</p> <p>Experiment with their own symbols and marks as well as numerals. Exploration of making marks to represent numerals.</p> <p>Make comparisons between objects relating to size and length. Measure ourselves again, comparing how we have grown over the year.</p> <p>Use comparative language (e.g. taller, shorter.)</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. Go on a welly walk around our local environment to spot signs of Summer. How does it compare to the previous seasons?</p>	<p>Use all their senses in hands-on exploration of natural materials. Create our own sandcastles, exploring how water effects the sand.</p> <p>Comments and ask questions about aspects of their</p>	<p>Begin to understand the need to respect and care for the natural environment and all living things. Investigate why it is so important to look after our planet and animals. What can we do to support this cause?</p>	<p>Know how to operate simple equipment. Shows an interest in technological toys with knobs or pulleys, real objects such as cameras, and touchscreen devices such as mobile phones and tablets.</p>	<p>Begin to understand the need to respect and care for the natural environment and all living things. Complete the RNLI Water Safety Passport, learning how to stay safe around water.</p>	<p>Explore and talk about different forces they can feel. Talk about the differences between materials and changes they notice. Explore floating and sinking using a variety of different objects.</p>	<p>Use all their senses in hands-on exploration of natural materials. Juice a variety of different fruits (e.g. orange, lemon, lime) to create fruit juice. Freeze the juices to create ice lollies.</p>

		<p>familiar world, such as the place where they live or the natural world. Explore rock pools - which creatures live in a rock pool? (Different types of crabs, anemone, fish, jellyfish etc.)</p>	<p>Comments and ask questions about aspects of their familiar world. What does endangered mean? Which animals are endangered?</p>	<p>Take photographs and videos to document our journey to and around SEA LIFE Manchester. Create a map to evidence our journey. Talk about what they see, using a wide vocabulary. Identify and name the different creatures found in the water.</p>	<p>Explore why it is so important to look after our oceans. What can we do to help?</p>	<p>Create predictions and test our ideas.</p>	
<p>Expressive Arts and Design -Creating with Materials -Being Imaginative and Expressive</p>	<p>Tap out simple repeated patterns using body percussion. Charanga - Big Bear Funk - Step 1 - Listen and Respond/Explore and Create using Voices and Instruments/Sing and Play/Share and Perform. Use movement and sounds to express experiences, ideas and feelings. Listen and respond to music from the 'Pop Synth' genre. Develop their own ideas and then decide which materials to use to express them Artist Study - Georgio Morandi - Still Life (1960) Explore different materials freely, to develop their ideas about how to use</p>	<p>Tap out simple repeated patterns using body percussion. Charanga - Big Bear Funk - Step 2 - Listen and Respond/Explore and Create using Voices and Instruments/Sing and Play/Share and Perform. Use movement and sounds to express experiences, ideas and feelings. Listen and respond to music from the 'Pop Synth' genre. Develop their own ideas and then decide which materials to use to express them Artist Study - Georgio Morandi - Still Life (1956) Explore different materials freely, to develop their ideas about how to use</p>	<p>Tap out simple repeated patterns using body percussion. Charanga - Big Bear Funk - Step 3 - Listen and Respond/Explore and Create using Voices and Instruments/Sing and Play/Share and Perform. Use movement and sounds to express experiences, ideas and feelings. Listen and respond to music from the 'Pop Synth' genre. Develop their own ideas and then decide which materials to use to express them Artist Study - Georgio Morandi - Flowers (1942) Sing to self and make up simple songs. Create our own verses to seaside songs.</p>	<p>Use movement and sounds to express experiences, ideas and feelings. Charanga - Big Bear Funk - Step 4 - Listen and Respond/Explore and Create using Voices and Instruments/Sing and Play/Share and Perform Use movement and sounds to express experiences, ideas and feelings. Listen and respond to music from the 'Pop Synth' genre. Develop their own ideas and then decide which materials to use to express them Artist Study - Georgio Morandi - Natura Morta (1946) Explore different materials freely, to develop their ideas about how to use</p>	<p>Use movement and sounds to express experiences, ideas and feelings. Charanga - Big Bear Funk - Step 5 - Listen and Respond/Explore and Create using Voices and Instruments/Sing and Play/Share and Perform. Use movement and sounds to express experiences, ideas and feelings. Listen and respond to music from the 'Pop Synth' genre. Develop their own ideas and then decide which materials to use to express them Artist Study - Georgio Morandi - Botles (1956) Explore different materials freely, to develop their ideas about how to use</p>	<p>Use movement and sounds to express experiences, ideas and feelings. Charanga - Big Bear Funk - Step 6 - Listen and Respond/Explore and Create using Voices and Instruments/Sing and Play/Share and Perform. Use movement and sounds to express experiences, ideas and feelings. Listen and respond to music from the 'Pop Synth' genre. Develop their own ideas and then decide which materials to use to express them Artist Study - Georgio Morandi - Natura Morta (1957) Explore different materials freely, to develop their ideas about how to use</p>	<p>Use movement and sounds to express experiences, ideas and feelings. Charanga - Big Bear Funk - Celebration - Listen and Respond/Explore and Create using Voices and Instruments/Sing and Play/Share and Perform. Use movement and sounds to express experiences, ideas and feelings. Listen and respond to music from the 'Pop Synth' genre. Develop their own ideas and then decide which materials to use to express them Artist Study - Georgio Morandi - Still Life (1919) Explore different materials freely, to develop their ideas about how to use</p>

	them and what to make. Create a piece of artwork to gift to our fathers for Father's Day.	them and what to make. Still life- sunflowers Using pencil crayons.	Explore different materials freely, to develop their ideas about how to use them and what to make. Still life - fruit. Using oil pastels.	them and what to make. Still life - plants. Using chalks.	them and what to make. Still life - vegetables. Using paints.	them and what to make. Still life - tulips. Using watercolours.	them and what to make. Revisit our self-portraits from the beginning of the year and create an updated version. How have we changed?
Key Composers and Songs	Harry Styles	Britney Spears	Mariah Carey	George Michael	Celine Dion	Girls Aloud	John Legend
Outdoor Learning Opportunities	Summer welly walk.	Create observational drawings of still life.	Continuous Provision.	Continuous Provision.	Continuous Provision.	Continuous Provision.	Continuous Provision.
Enhancements Visits and Visitors			Careers Week 24.06.24	Visit to SEA LIFE Manchester 03.07.24			
Parental Engagement					Sports Day KS1/FS 10.07.24 9.15 am		
Whole School and National Events		LPPA Award - Verification day. 20.06.24	Summer Fair 28.06.24 3.30-5.30 pm		Parents Coffee Morning-Mental Health support 08.07.24 9.00 am		Friends of Meadowbank thank you tea party 22.07.24 2.00 pm

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.