

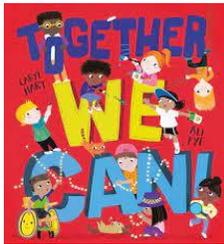
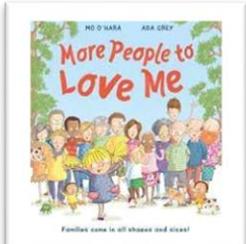
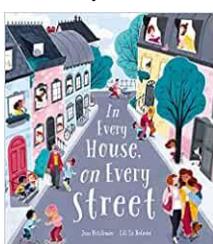
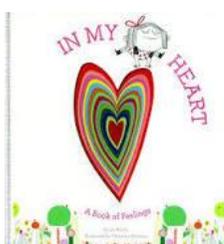
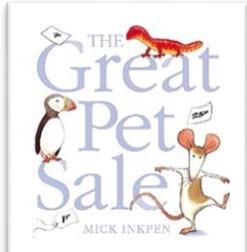


Meadowbank Primary School

Half Termly Knowledge and Skills Based Curriculum - Autumn 1 2022

Phase Foundation Stage Year Group Foundation Stage 2



Week 1 Wk Beg 06.09	Week 2 Wk Beg 12.09	Week 3 Wk Beg 19.09	Week 4 Wk Beg 26.09	Week 5 Wk Beg 03.10	Week 6 Wk Beg 10.10	Week 7 Wk Beg 17.10
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)	
Biq Question	Who Am I?					
Weekly Questions	What is friendship?	Are all families the same?	What does a home look like? How does it make you feel?	What are feelings?	If you could have a pet which one would you buy? Why?	Who are the super heroes in our community? Why are they superheroes?
Key Concepts	Myself/Me	Family	Home	Feelings	Pets	Community
Book Studies	Together We Can 	More People to Love Me 	In Every House on Every Street 	In My Heart... A Book of Feelings 	The Great Pet Sale 	Real Superheroes 
Children steering learning...	Learn all our new friend's names IG Make lots of new friends RB Play new games and learn to share FS Find out how to help our friends HS Find out what our friends like to do CG	Learn how to help our families FS Find out what our families like to do DW Write a Thank You letter to our families DU	Build a house from chocolate! PH Build a real wall with real cement PH Learn about different rooms in a house SS Build my house BB	How does the heart work HS Find out what's inside our bodies EvW How can we make people feel happy? EIW How can we stop feeling worried? CMC	Find out how their fur keeps them warm FS Learn to look after pets JMW Make a new pet - a stick insect PH Learn about cats DU Learn about hamsters PY	Learn how doctors and nurses make us better NS Learn how firemen put fires out TMC How do firemen not get burnt? ZJ

<p>Communication and Language -Listening, Attention and Understanding -Speaking</p>	<p>Use talk to organise themselves and their play. Introduce and model role-playing in the house and small world, sharing experiences of our families.</p> <p>Listen to and talk about stories to build familiarity and understanding. Tales Toolkit. Model using the bags - introduce the four symbols of storytelling.</p> <p>Use language to share feelings, experiences and thoughts. SMILE time. Adult to model how to share wider experiences and achievements by asking questions about items posted on Class Dojo as an aid. Focus on the question 'Who?'</p> <p>Listen carefully to rhymes and songs, paying attention to how they sound.</p>	<p>Use talk to organise themselves and their play. Introduce and model role-playing in the house and small world, sharing experiences of our families.</p> <p>Listen to and talk about stories to build familiarity and understanding. Tales Toolkit. Model using the bags - introduce the four symbols of storytelling.</p> <p>Use language to share feelings, experiences and thoughts. SMILE time. Adult to model how to share wider experiences and achievements by asking questions about items posted on Class Dojo as an aid. Focus on the question 'Who?'</p> <p>Listen carefully to rhymes and songs, paying attention to how they sound.</p>	<p>Use talk to organise themselves and their play. Playing alongside children and role-playing in the house and small world, sharing experiences of our families.</p> <p>Listen to and talk about stories to build familiarity and understanding. Tales Toolkit. Model using the bags - introduce the four symbols of storytelling.</p> <p>Use language to share feelings, experiences and thoughts. SMILE time. Adult to model how to share wider experiences and achievements by asking questions about items posted on Class Dojo as an aid. Focus on the question 'Who and Where?'</p> <p>Listen carefully to rhymes and songs, paying attention to how they sound.</p>	<p>Use talk to organise themselves and their play. Playing alongside children and role-playing in the house and small world, sharing experiences of our families.</p> <p>Listen to and talk about stories to build familiarity and understanding. Tales Toolkit. Use the bags to create a story using the tales toolkit symbols.</p> <p>Use language to share feelings, experiences and thoughts. SMILE time. Adult to model how to share wider experiences and achievements by asking questions about items posted on Class Dojo as an aid. Focus on the question 'Who and Where?'</p> <p>Listen carefully to rhymes and songs, paying attention to how they sound.</p>	<p>Use talk to organise themselves and their play. Facilitating-playing in the house and small world, sharing experiences of our families.</p> <p>Listen to and talk about stories to build familiarity and understanding. Tales Toolkit. Use the bags to create a story using the tales toolkit symbols.</p> <p>Use language to share feelings, experiences and thoughts. SMILE time. Adult to model how to share wider experiences and achievements by asking questions about items posted on Class Dojo as an aid. Focus on the question 'Who, Where and What?'</p> <p>Listen carefully to rhymes and songs, paying attention to how they sound.</p> <p>Children's Agency -Evaluate 'Big Question' -Involve children in the planning process and identify key concepts</p>	<p>Use talk to organise themselves and their play. Facilitating-playing in the house and small world, sharing experiences of our families.</p> <p>Listen to and talk about stories to build familiarity and understanding. Tales Toolkit. Use the bags to create a story using the tales toolkit symbols.</p> <p>Use language to share feelings, experiences and thoughts. SMILE time. Adult to model how to share wider experiences and achievements by asking questions about items posted on Class Dojo as an aid. Focus on the question 'Who, Where, What and Why?'</p> <p>Listen carefully to rhymes and songs, paying attention to how they sound.</p>
<p>Other Key Literature</p>	<p>-You are very special -Only One you -All Kinds of People -The More we get Together</p>	<p>-The Family Book -The Great Big Book of Families -We Belong Together -We are Family -This Love</p>	<p>-Two Homes -This is Our House -Let's Build a House</p>	<p>-Ruby's Worry -The Colour Monster -Happy</p>	<p>-Jacob Reilly wants a Pet -The Odd Pet -Some Pets</p>	<p>-People who Help us Collection -Superhero like you</p>

<p>Personal, Social and Emotional Development -Self-Regulation -Managing Self -Building Relationships</p>	<p>See themselves as valuable individuals. PSHE Jigsaw SOW. Being Me in My World Who Me? I understand how it feels to belong and that we are similar and different.</p> <p>Be increasingly independent in meeting their own care need e.g using the toilet, washing and drying their hands thoroughly. Support children to hang up coats and bags independently and use bathroom.</p> <p>Enjoy a sense of belonging through being involved in daily tasks and new experiences. Introduce visual timeline.</p>	<p>Talk about their feelings using words like 'happy', 'sad', 'angry' or 'worried' PSHE Jigsaw SOW. Being Me in My World How am I feeling today? I can start to recognise and manage my feelings.</p> <p>Be increasingly independent in meeting their own care need e.g using the toilet, washing and drying their hands thoroughly. Support children to put on coats independently and use bathroom.</p> <p>Increasingly follow expectations, understanding why they are important. Introduce School expectations - hopeful and resourceful</p> <p>Enjoy a sense of belonging through being involved in daily tasks and new experiences. Introduce visual timeline.</p>	<p>Understand gradually how others might be feeling. PSHE Jigsaw SOW. Being Me in My World Being at School. I can work together and consider other people's feelings.</p> <p>Show confidence in choosing resources and perseverance in carrying out a chosen activity. Support children to select resources in wider learning environment with increasing independence</p> <p>Increasingly follow expectations, understanding why they are important. Introduce School expectation - successful and caring</p> <p>Enjoy a sense of belonging through being involved in daily tasks and new experiences. Create visual timeline with children.</p>	<p>Increasingly follow expectations, understanding why they are important. PSHE Jigsaw SOW. Being Me in My World Gentle Hands. I understand why it is good to be kind and use gentle hands</p> <p>Show confidence in choosing resources and perseverance in carrying out a chosen activity. Support children to select resources in wider learning environment independently</p> <p>Talk about their feelings using words like 'happy', 'sad', 'angry' or 'worried' Check-in each morning using emotion stones - Thumbs up/down.</p> <p>Enjoy a sense of belonging through being involved in daily tasks and new experiences. Create visual timeline with children.</p>	<p>Be aware of behavioural expectations and is sensitive to ideas of justice and fairness. PSHE Jigsaw SOW. Being Me in My World Our Rights. I am starting to understand children's rights and this means we should all be allowed to learn and play.</p> <p>Be proactive in seeking out children so they can join in with others play and also inviting others into their play. Support children to make new friendships and play cooperatively with others</p> <p>Talk about their feelings using words like 'happy', 'sad', 'angry' or 'worried' Check-in each morning using emotion faces - sticks in happy/sad jars</p>	<p>Increasingly follow expectations, understanding why they are important. PSHE Jigsaw SOW. Being Me in My World Our Responsibilities. I am learning what being responsible means</p> <p>Be proactive in seeking out children so they can join in with others play and also inviting others into their play. Support children to make new friendships and play cooperatively with others, talking about their own experiences</p> <p>Talk about their feelings using words like 'happy', 'sad', 'angry' or 'worried' Check-in each morning using emotion faces - place name in red/amber/green jars</p>
--	--	--	--	--	---	--

<p>Physical Development -Gross Motor Skills -Fine Motor Skills</p>	<p>Continue to develop their movement, for example, balancing, running, jumping and climbing. Introduction to PE: Unit 2.</p> <p>People who help us. To move around safely in space.</p> <p>Collaborate with others to manage large items, such as moving a long plank safely, carrying large hollow blocks. Developing gross and fine motor skills through CP opportunities and adult led outdoor learning.</p> <p>Use large natural materials to create art of each other and ourselves.</p> <p>Create lines and circles pivoting from the shoulder and elbow. Squiggle while you wiggle. Pen Pals.</p>	<p>Continue to develop their movement, for example, balancing, running, jumping and climbing.</p> <p>Match their developing physical skills to tasks and activities in the setting. Introduction to PE: Unit 2.</p> <p>Friends and family. To follow instructions and stop safely.</p> <p>Collaborate with others to manage large items, such as moving a long plank safely, carrying large hollow blocks. Developing gross and fine motor skills through CP opportunities and adult led outdoor learning.</p> <p>Use large natural materials to create art of each other and ourselves.</p> <p>Create lines and circles pivoting from the shoulder and elbow. Squiggle while you wiggle. Pen Pals.</p>	<p>Continue to develop their movement, for example, balancing, running, jumping and climbing.</p> <p>Match their developing physical skills to tasks and activities in the setting. Introduction to PE: Unit 2.</p> <p>Houses and homes. To stop safely and develop control when using equipment.</p> <p>Collaborate with others to manage large items, such as moving a long plank safely, carrying large hollow blocks. Developing gross and fine motor skills through CP opportunities and adult led outdoor learning.</p> <p>Explore constructing buildings/structures. using large equipment and natural materials outside.</p> <p>Create lines and circles pivoting from the shoulder and elbow. Squiggle while you wiggle. Pen Pals. s,a,t,p.</p>	<p>Match their developing physical skills to tasks and activities in the setting.</p> <p>Revise and refine the fundamental movement skills they have already acquired, for example, rolling, crawling, walking, jumping and climbing.</p> <p>Start taking part in some group activities which they make up for themselves or in teams.</p> <p>Introduction to PE: Unit 2.</p> <p>Morning time. To follow instructions and play safely as a group.</p> <p>Collaborate with others to manage large items, such as moving a long plank safely, carrying large hollow blocks. Developing gross and fine motor skills through CP opportunities and adult led outdoor learning.</p> <p>Create lines and circles pivoting from the shoulder and elbow. Squiggle while you wiggle. Pen Pals. i,n,m,d</p>	<p>Revise and refine the fundamental movement skills they have already acquired, for example, rolling, crawling, walking, jumping and climbing.</p> <p>Match their developing physical skills to tasks and activities in the setting. Introduction to PE: Unit 2.</p> <p>At the shops. To follow a path and take turns.</p> <p>Collaborate with others to manage large items, such as moving a long plank safely, carrying large hollow blocks. Developing gross and fine motor skills through CP opportunities and adult led outdoor learning.</p> <p>Create lines and circles pivoting from the shoulder and elbow. Squiggle while you wiggle. Pen Pals. g,o,c,k.</p>	<p>Match their developing physical skills to tasks and activities in the setting.</p> <p>Revise and refine the fundamental movement skills they have already acquired, for example, rolling, crawling, walking, jumping and climbing.</p> <p>Start taking part in some group activities which they make up for themselves or in teams. Introduction to PE: Unit 2.</p> <p>Dinner time. To work cooperatively with a partner.</p> <p>Collaborate with others to manage large items, such as moving a long plank safely, carrying large hollow blocks. Developing gross and fine motor skills through CP opportunities and adult led outdoor learning.</p> <p>Create lines and circles pivoting from the shoulder and elbow. Squiggle while you wiggle. Pen Pals. ck,e,u,r.</p>
---	--	---	--	---	---	---

<p>Literacy -Comprehension -Word Reading -Writing</p>	<p>Develop phonological awareness, so that they can spot and suggest rhymes, count or clap syllables in a word, recognise rhythm in spoken words, songs, poems and rhymes. Engage in a range of games and songs to identify rhythm and rhyme-Success for All-FFT Phonics. Phase 1.</p> <p>Write some or all of their name. Writing names using a range of media loose media</p>	<p>Develop phonological awareness, so that they can recognise words with the same initial sound, show awareness of alliteration and orally segment sounds in simple words and blend them together. Engage in a range of games and songs to identify rhythm and rhyme-Success for All-FFT Phonics. Phase 1.</p> <p>Write some or all of their name. Writing names using a range of media loose media</p> <p>Give meaning to the marks they make as they draw, write, paint and type Introduce Messaging Centre. Model writing secret messages using symbols.</p>	<p>Develop phonological awareness, so that they can orally segment sounds in simple words and blend them together. Engage in a range of games and songs to identify rhythm and rhyme-Success for All-FFT Phonics. Phase 1.</p> <p>Hear and say the initial sound in words Read individual letters by saying the sounds for them Phase 2 s,a,t,p.</p> <p>Write some or all of their name. Writing names using large motor skills.</p> <p>Give meaning to the marks they make as they draw, write, paint and type Introduce Messaging Centre. Model writing secret messages using symbols.</p> <p>Describe main story settings, events and principal characters in increasing detail. Model using the symbol 'character' from Tales Toolkit when retelling the story.</p> <p>Begin to make letter-type shapes to represent the initial sound of words. Communicating within role-play situations linked to big question and key text.</p>	<p>Develop phonological awareness, so that they can orally segment sounds in simple words and blend them together. Engage in a range of games and songs to identify rhythm and rhyme-Success for All-FFT Phonics. Phase 1.</p> <p>Hear and say the initial sound in words Read individual letters by saying the sounds for them Phase 2 i,n,m,d.</p> <p>Write some or all of their name. Writing names using large motor skills.</p> <p>Give meaning to the marks they make as they draw, write, paint and type Messaging Centre. Shared writing of secret messages.</p> <p>Describe main story settings, events and principal characters in increasing detail. Model using the symbol 'setting' from Tales Toolkit when retelling the story.</p> <p>Begin to make letter-type shapes to represent the initial sound of words. Communicating within role-play situations linked to big question and key text.</p>	<p>Develop phonological awareness, so that they can orally segment sounds in simple words and blend them together. Engage in a range of games and songs to identify rhythm and rhyme-Success for All-FFT Phonics. Phase 1.</p> <p>Hear and say the initial sound in words Read individual letters by saying the sounds for them . Phase 2 g,o,c,k.</p> <p>Write some or all of their name. Writing names using a range of writing implements.</p> <p>Give meaning to the marks they make as they draw, write, paint and type Messaging Centre. Shared writing of secret messages.</p> <p>Describe main story settings, events and principal characters in increasing detail. Model using the symbol 'problem' from Tales Toolkit when retelling the story.</p> <p>Begin to make letter-type shapes to represent the initial sound of words. Communicating within role-play situations linked to big question and key text.</p>	<p>Develop phonological awareness, so that they can orally segment sounds in simple words and blend them together. Engage in a range of games and songs to identify rhythm and rhyme-Success for All-FFT Phonics. Phase 1.</p> <p>Hear and say the initial sound in words Read individual letters by saying the sounds for them Phase 2 ck,e,u,r</p> <p>Write some or all of their name. Writing names using a range of writing implements.</p> <p>Give meaning to the marks they make as they draw, write, paint and type Messaging Centre. Guided writing of secret messages.</p> <p>Describe main story settings, events and principal characters in increasing detail. Model using the symbol 'solution' from Tales Toolkit when retelling the story.</p> <p>Begin to make letter-type shapes to represent the initial sound of words. Communicating within role-play situations linked to big question and key text.</p>
--	---	---	---	---	--	---

					to big question and key text.	
Mathematics -Number -Numerical Patterns	<p>Link numerals and amounts: for example, showing the right number of objects to match the numeral, up to 5. Counting using manipulatives</p> <p>Separates a group of three or four objects in different ways, beginning to recognise that the total is still the same. Counting using manipulatives</p> <p>Make comparisons between objects relating to height. Explore our own height using non-standard units. Data Handling. Using criteria linked to weekly concept.</p>	<p>Develop fast recognition of up to 3 objects, without having to count them individually subitising. Odd One Out using manipulatives</p> <p>Begin to recognise numerals 0 to 10. Flashcards.</p> <p>Copy and extend ABAB patterns - stick, leaf, stick, leaf. Recognise and describe patterns in the environment.</p>	<p>Know that the last number reached when counting a small set of objects tells you how many there are in total (cardinal principle'). Counting using manipulatives</p> <p>Begin to recognise that each counting number is one more than the one before. +1 within 5</p> <p>Talk about and explore 2D shapes using informal language. 2d Shapes- NRich opportunities. Use 2d shapes to make a picture.</p>	<p>Recite numbers from 0-10 (and beyond) and back from 10-0. Counting songs</p> <p>Compare quantities using language such as 'more than' and 'fewer than' +/- within 5</p> <p>Engage in subitising numbers to four in a range of ways Subitising using manipulatives</p> <p>Understand position through words alone. NRich opportunities; understanding appropriate positional language.</p>	<p>Recite numbers from 0-10 (and beyond) and back from 10-0. Counting songs/Flashcards</p> <p>Understand the 'one more than/one less than' relationship between consecutive numbers. +/- within 5</p> <p>Engage in subitising numbers to four in a range of ways Odd One Out using manipulatives</p> <p>Compare quantities using language such as 'more than' and 'fewer than' Data handling using criteria linked to pets.</p>	<p>Recite numbers from 0-10 (and beyond) and back from 10-0. Counting songs/Flashcards</p> <p>Understand the 'one more than/one less than' relationship between consecutive numbers. +/- within 5</p> <p>Engage in subitising numbers to four in a range of ways Subitising. manipulatives</p> <p>Make comparisons between objects relating to weight. Weight. NRich opportunities - explore using balances</p>
Understanding the World -Past and Present -People, Culture and Communities -The Natural World	<p>Begin to make sense of their own life story and family's history. Where do we belong? (Living) Make makes us feel special?</p> <p>Can talk about some of the similarities and differences in relation to friends or family. Investigate our uniqueness and our friend's qualities and</p>	<p>Begin to make sense of their own life story and family's history. Where do we belong? (Living) How do people make us feel special?</p> <p>Can talk about some of the similarities and differences in relation to friends or family. Sharing news about our homes and cultures. How are our families the</p>	<p>Begin to make sense of their own life story and family's history. Where do we belong? (Living) How do we show people they are welcome?</p> <p>Draw information from a simple map. Look at a map of Stockport. Where do we live? Find Cheadle. Where is Cheadle? What other areas are near Cheadle?</p>	<p>Begin to make sense of their own life story and family's history. Where do we belong? (Living) Which groups do we belong to?</p> <p>Name and describe people who are familiar to them by sharing experiences. Make friendship soup. Encourage children to say something about one of</p>	<p>Know about similarities and differences between themselves and others, and among families, communities, cultures and traditions. Where do we belong? (Living) How do Christian's know they are special to God?</p> <p>Name and describe people who are familiar</p>	<p>Know about similarities and differences between themselves and others, and among families, communities, cultures and traditions. Where do we belong? (Living) What groups do Religious people belong to?</p> <p>Show interest in different occupations.</p>

	<p>sharing how we are special, but different.</p> <p>Remember and talks about significant events in their own experience. Sharing news about our homes and cultures using our 'All About Me' boards.</p> <p>Begin to make sense of their own life story and family's history. Where do I belong? Who makes us feel special?</p>	<p>same/different from each other's families?</p> <p>Comments and ask questions about aspects of their familiar world, such as the place where they live or the natural world. Welly walk. Observing and capturing seasonal changes.</p> <p>Understand who, what, where and why, in simple questions. Share non-fiction and fiction books about different families.</p>	<p>Know the name of their locality and share some of the things that they like or dislike about where they live. Discuss some of things you can see and do where you live. Use photographs provided.</p> <p>Begin to make sense of their own life story and family's history. Where do I belong? How do we show people they are welcome?</p> <p>Understand who, what, where and why, in simple questions. Share non-fiction and fiction books about different houses.</p>	<p>their new friends. How does this make you feel? Your friend feel?</p> <p>Know about similarities and differences between themselves and others, and among families, communities, cultures and traditions. Sharing news about our homes and cultures.</p> <p>Understand questions such as when and how. Share fiction books linked to emotional literacy.</p>	<p>to them by sharing experiences. Sharing news about our pets or families pets. How are our pets the same/different from each other's pets?</p> <p>Understand questions such as when and how. Share non-fiction and fiction books about different pets.</p>	<p>Explore community role-play experiences.</p> <p>Talk about members of their extended family and community. Discussions around people who help us in our community - visits from 'Real Superheroes'</p> <p>Understand questions such as when and how Share non-fiction and fiction books about different people in our community and how they help us.</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 - Hey You - Step 1 - Practice singing the song.</p> <p>Sing familiar songs, for example, pop songs, songs from tv programmes, rhymes and songs from home. Sing simple songs, chants and rhymes.</p> <p>Explore different materials freely, to develop their ideas about how to use them and what to make. Creating self-portraits - Transient art.</p> <p>Develop their own ideas and then decide which</p>	<p>Explore and learn how sounds and movements can be changed. Charanga - Hey You - Step 2 - Sing the song and play instrumental parts within the song</p> <p>Sing familiar songs, for example, pop songs, songs from tv programmes, rhymes and songs from home. Sing simple songs, chants and rhymes.</p> <p>Explore different materials freely, to develop their ideas about how to use them and what to make. Creating self-portraits - Collage with natural materials.</p>	<p>Explore and learn how sounds and movements can be changed. Charanga - Hey You - Step 3 - Sing the song and improvise using voices and/or instruments within the song</p> <p>Sing familiar songs, for example, pop songs, songs from tv programmes, rhymes and songs from home. Sing simple songs, chants and rhymes.</p> <p>Draw with increasing complexity and detail, such as representing a face with a circle and including details Creating self-portraits - Finger paint.</p>	<p>Listen to and echo repeated rhythmic patterns using non-tuned percussion instruments Charanga - Hey You - Step 4 - Sing the song and Perform composition(s) within the song</p> <p>Sing in a group or on their own, increasingly matching the pitch and following the melody. Sing a wide range of call and response songs.</p> <p>Draw with increasing complexity and detail, such as representing a face with a circle and including details Creating self-portraits - Mirror reflection self-portraits. Charcoal.</p>	<p>Listen to and echo repeated rhythmic patterns using non-tuned percussion instruments Charanga - Hey You - Step 5 - Choose what you perform today. Start to prepare for the end-of-unit performance</p> <p>Sing in a group or on their own, increasingly matching the pitch and following the melody. Sing a wide range of call and response songs.</p> <p>Draw a detailed picture of a person. Creating self-portraits - Pencil.</p> <p>Develop storylines in their pretend play. Role play opportunities linked to weekly concept.</p>	<p>Listen to and echo repeated rhythmic patterns using non-tuned percussion instruments Charanga - Hey You - Step 6 - Prepare for the end-of-unit performance</p> <p>Sing in a group or on their own, increasingly matching the pitch and following the melody. Sing a wide range of call and response songs.</p> <p>Draw a detailed picture of a person. Creating self-portraits - Chalk. In the style of Paul Klee.</p> <p>Develop storylines in their pretend play. Role play opportunities linked to weekly concept.</p>

	<p>materials to use to express them. Exposure to Paul Klee as a stimulus for focusing on self-portraits.</p> <p>Begin to develop complex stories using small world equipment like animal sets, dolls and dolls houses, etc. Role play opportunities linked to big question and key text.</p>	<p>Develop their own ideas and then decide which materials to use to express them. Creating a drawing of our families using a range of marking making medias.</p> <p>Begin to develop complex stories using small world equipment like animal sets, dolls and dolls houses, etc. Role play opportunities linked to big question and key text.</p>	<p>Develop their own ideas and then decide which materials to use to express them. Creating 3d structures (dens/shelters/houses) to represent where we live/our community.</p> <p>Begin to develop complex stories using small world equipment like animal sets, dolls and dolls houses, etc. Role play opportunities linked to big question and key text.</p>	<p>Show different emotions in their drawings and paintings, like happiness, sadness, fear, etc. Create a little heart can share your thoughts or worries with it.</p> <p>Develop storylines in their pretend play. Role play opportunities linked to big question and key text.</p>		
Key Composers and Songs	Vivaldi	Bach	Handel	Montverdi	Purcell	Albinoni
Enhancements Visits and Visitors			Walk around the perimeter of school.			People in the community visits,
Parental Engagement	*Parent transition visits.					Early Reading Workshop
Whole School and National Events				Black History Month.	Black History Month. Harvest Celebration.	Black History Month.

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.