
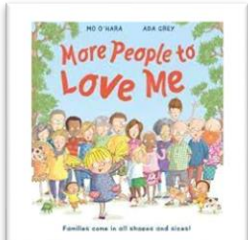

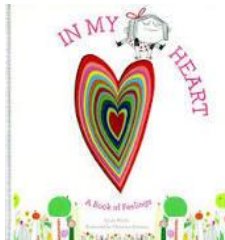
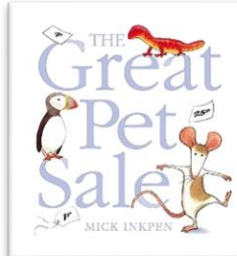





Meadowbank Primary School
Half Termly Knowledge and Skills Based Curriculum - Autumn 1 2024
Phase Foundation Stage Year Group Foundation Stage 2



Week 1 Wk Beg 02.09	Week 2 Wk Beg 09.09	Week 3 Wk Beg 16.09	Week 4 Wk Beg 23.09	Week 5 Wk Beg 30.09	Week 6 Wk Beg 07.10	Week 7 Wk Beg 14.10
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)	
Big Question	What makes our family?					
Connected Concepts	Appreciation	Appreciation	Structures	Appreciation	Appreciation	Influence
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....	How can we be good friends and help? CB How can we do good sharing and be kind? JB How do we learn all our friend's names? BB	Are all families the same? PD Who is in our family? MB What makes a family? LM How do families keep us safe? EmB	Find out where we live in Cheadle EmB Where is Stockport? PF Learn our address JD Where is England? EnB	How can we make people happy? HR What can we do when our hearts are sad? HK	What kinds of pet are there? how do we take care of pets JD Why do pets not eat the same as us? RG Who makes pets better? EnB	How do hospitals work? JD How do police help us? RG
Key Vocabulary	Friend Special Together Different Inspire Unique Collaborate Precious Alike	Huge Family Diversity Tolerance Appreciation Grandparent Auntie Uncle	Enrich Belonging Community Structures House Home Nest Safe	Emotions Flourish Compassion Heart Feelings Calm Afraid Proud Brave	Enrich Caring Responsible Food Water Shelter Warmth Safe	Influence Power Inspire Community Strength Courage Safety Appreciation

<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>Book Talk - model using and answering questions.</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. Number songs.</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>Book Talk - model using and answering questions.</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. Nursery rhymes.</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>Book Talk - model using and answering questions.</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. Action songs.</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>Book Talk -children begin to answer questions.</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. Traditional songs.</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>Book Talk -children begin to answer questions.</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. Core poems.</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>Book Talk -children begin to answer questions</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. Children's choice from the repertoire over the half term.</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. (BV-Tolerance and Mutual respect)</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>Think Equal Programme- Marvellous Me -Understand the concepts same and different. -Celebrate similarities and differences. -Demonstrate confidence. (BV-Tolerance and Mutual respect)</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. Revisit visual timeline.</p>	<p>Think Equal Programme- These Feelings -Understand that feelings come and go -Demonstrate strategies for managing feelings.</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. (BV-Tolerance and Mutual respect)</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- am session.</p>	<p>Think Equal Programme- The Weather Inside Me! -Express an understanding of the mood meter. Give examples of how emotions in our bodies can feel like different types of weather. Understand that feelings come and go like the weather.</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 - pm session.</p>	<p>Think Equal Programme- Exploring kindness -Recognise that we all want happiness and kindness.</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. (BV- Individual liberty)</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>Think Equal Programme- Ted the Tiger -Name different emotions. -Link emotions to feelings inside the body. -Use 'Take a break, make a plan' as a tool to calm bodies and brains.</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 (BV- Democracy)</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>
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<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. 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. Move 1 Up and Down and Side to Side.</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. 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. Move 2 The Wiggle. Up and Down wiggle and Side to Side wiggle.</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. 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. 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. Move 3 to support c,o,a,d. The Circles. Clockwise and Anti-clockwise, and two circles left and right.</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. 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. Move 4 to support m,n,r. The Hump, Split Hump and Move the Hump.</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. 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. Move 4 to support u. The Under the Hump Split under the Hump and Move Under the Hump.</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. 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. Move 5 to support q,p,h,k,b,y,g,j,f. The Hook. Hook up and Downward hook.</p> <p><u>Assessment Indicators</u> <i>Negotiate space safely with consideration for self and others.</i> <i>Play co-operatively and take turns with others.</i> <i>Understand rules and explain why it is important to follow them.</i></p>
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<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.</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.</p> <p>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. Model drawing and writing alongside children - chalk outside.</p>	<p>Develop phonological awareness, so that they can orally segment sounds in simple words and blend them together.</p> <p>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. FFT Lesson 1i-4i 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. Model drawing and writing alongside children - large brushes and water.</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.</p> <p>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 FFT Lesson 5i-8i 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 Model drawing and writing alongside children - paint.</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.</p> <p>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. FFT Step 1 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 Model drawing and writing alongside children - chunky crayons.</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.</p> <p>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. FFT Step 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 Model drawing and writing alongside children - crayons and pencils.</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>
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<p>Mathematics -Number -Numerical Patterns</p>	<p>Separates a group of three or four objects in different ways, beginning to recognise that the total is still the same. Exploring using manipulatives.</p> <p>Recite numbers in order past 5 1-5 counting using fingers</p> <p>Begin to recognise numerals 0 to 10. Flashcards 1-5.</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. Copy arrangement of manipulatives.</p> <p>Compare two small groups of up to five objects saying when there are the same number of objects. Groups of 3 and 4</p> <p>Recite numbers in order past 5 1-6 counting using fingers</p> <p>Begin to recognise numerals 0 to 10. Flashcards 1-6.</p> <p>Copy and extend ABAB patterns - stick, leaf, stick, leaf. Recognise and describe patterns in the environment.</p>	<p>Develop fast recognition of up to 3 objects, without having to count them individually subitising. Copy arrangement of manipulatives</p> <p>Compare two small groups of up to five objects saying when there are the same number of objects. Groups of 3, 4 and 5</p> <p>Recite numbers in order past 5 1-7 counting using fingers</p> <p>Begin to recognise numerals 0 to 10. Flashcards 1-7.</p> <p>Talk about and explore 2D shapes using informal language. 2d Shapes- Nrich opportunities. Use 2d shapes to make a picture/houses.</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'). Model touch - counting using manipulatives.</p> <p>Begin to recognise that each counting number is one more than the one before. +1 within 3</p> <p>Recite numbers in order past 5 1-8 counting using fingers</p> <p>Begin to recognise numerals 0 to 10. Flashcards 1-8.</p> <p>Understand position through words alone. NRich opportunities; understanding appropriate positional language.</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'). Touch - counting using manipulatives.</p> <p>Begin to recognise that each counting number is one more than the one before. +1 within 4</p> <p>Recite numbers in order past 5 1-9 counting using fingers</p> <p>Begin to recognise numerals 0 to 10. Flashcards 1-9.</p> <p>Compare quantities using language such as 'more than' and 'fewer than' Data handling using criteria linked to pets.</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'). Touch - counting using manipulatives.</p> <p>Begin to recognise that each counting number is one more than the one before. +1 within 5</p> <p>Recite numbers in order past 5 1-10 counting using fingers</p> <p>Begin to recognise numerals 0 to 10. Flashcards 1-10.</p> <p>Make comparisons between objects relating to weight. Weight. NRich opportunities. Explore using balances.</p>
<p>Understanding the World -Past and Present -People, Culture and Communities -The Natural World</p>	<p>Talk about past and present events in their own life and in the lives of family members. Where do we belong? (Living) What 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 sharing how we are special, but different. (BV-Tolerance and Mutual respect)</p>	<p>Talk about past and present events in their own life and in the lives of family members. 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 same/different from each other's families? (BV-Tolerance and Mutual Respect)</p>	<p>Talk about past and present events in their own life and in the lives of family members. 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>Know the name of their locality and share some of the things that they</p>	<p>Know about similarities and differences between themselves and others, and among families, communities, cultures and traditions. Where do we belong? (Living) Which groups do we belong to? (BV-Tolerance and Mutual respect)</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? (BV-Tolerance and Mutual respect)</p> <p>Name and describe people who are familiar to them by sharing experiences. Sharing news about our pets or families pets. How are our pets the</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? (BV-Tolerance and Mutual respect)</p> <p>Show interest in different occupations. Explore community role-play experiences.</p> <p>Talk about members of their extended family</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. Talk about past and present events</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>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>Talk about past and present events in their own life and in the lives of family members. What makes our Family? Explore photos of our families and display in classroom.</p>	<p>like or dislike about where they live. Discuss some of things you can see and do where you live. Use photographs provided.</p> <p>Fieldwork opportunity: Look at different features of houses from the perimeter of school grounds.</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>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>Assessment Indicators <i>Name some of the places of interest in their community.</i> <i>To know where they live.</i> <i>To know what a family is.</i> <i>To name the people who are in their family.</i></p>	<p>and community. Discussions around people who help us in our community – visits from 'Real Superheroes' (BV-Tolerance and Mutual Respect)</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>Assessment Indicators <i>Recall an occasion in their lives that made them/someone else feel special.</i> <i>Share ideas and occasions of belonging to a group/community.</i></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. Charango - 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. Number songs.</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>Explore and learn how sounds and movements can be changed. Charango - 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. Nursery rhymes.</p> <p>Explore different materials freely, to develop their ideas about how to use them and what to make.</p>	<p>Explore and learn how sounds and movements can be changed. Charango - 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. Action songs.</p> <p>Draw with increasing complexity and detail, such as representing a face with a circle and including details</p>	<p>Listen to and echo repeated rhythmic patterns using non-tuned percussion instruments Charango - 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</p>	<p>Listen to and echo repeated rhythmic patterns using non-tuned percussion instruments Charango - 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 - Paul Klee</p> <p>Develop storylines in their pretend play.</p>	<p>Listen to and echo repeated rhythmic patterns using non-tuned percussion instruments Charango - 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.</p>

	<p>Develop their own ideas and then decide which 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>Creating self-portraits - Collage with natural materials - Paul Klee</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>Creating self-portraits - Finger paint. - Paul Klee</p> <p>Use simple techniques competently and appropriately. Adults to model and support creating 3d structures using a range of joining techniques (glue, stapler, tape) 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>Creating self-portraits - Mirror reflection self-portraits. Charcoal</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>	<p>Role play opportunities linked to weekly concept.</p> <p>Use simple techniques competently and appropriately. Adults to support children in creating 3d structures using a range of joining techniques (glue, stapler, tape) to create a shelter for a pet</p>	<p>Role play opportunities linked to weekly concept.</p> <p><u>Assessment Indicators</u> <i>To know one song off by heart.</i> <i>To know that music has a steady pulse like a heartbeat.</i></p> <p><u>Assessment Indicators</u> <i>To use simple techniques to join.</i> <i>To be able to draw shapes and lines to represent a drawing of themselves.</i></p>
Key Composers and Songs	Vivaldi	Bach	Handel	Montverdi	Purcell	Albinoni
Outdoor Learning	Autumn 1 Welly walk. Observing seasonal changes.	Transient art.	Observing houses and the features in the community.	Emotion colour hunt.	Creating homes for pets using outdoor resources.	Litter Pick. Being responsible and taking care of our environment.
Enhancements Visits and Visitors			Walk around the perimeter of school.	Visit and workshop from the Dental Health Nurse.		People in the community visits.
Parental Engagement						Early Reading Workshop 17.10.24 FS2Gu 9.00-1.0-15 FS2Gi 2.00-3.15
Whole School and National Events			European Day of Languages 26.09.24 Individual and sibling photographs 25.09.24		World Mental Health Day 10.10.24	Harvest Celebration 16.10.24

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.