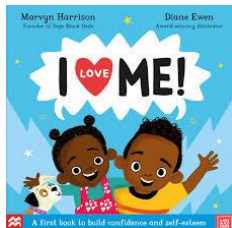
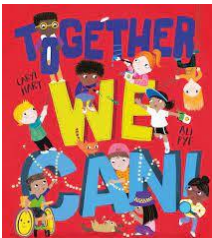
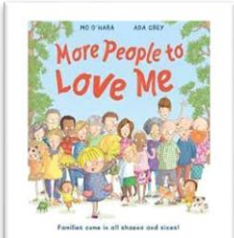

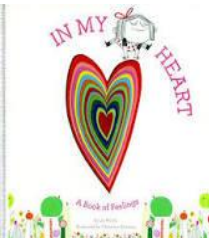
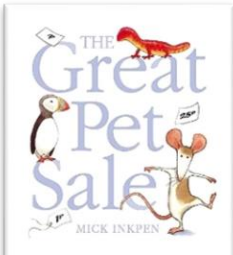
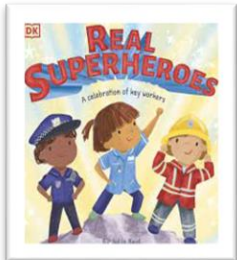




Meadowbank Primary School
Half Termly Knowledge and Skills Based Curriculum – Autumn 1 2025
Phase Foundation Stage Year Group Foundation Stage 2



Week 1 Wk Beg 01.09	Week 2 Wk Beg 08.09	Week 3 Wk Beg 15.09	Week 4 Wk Beg 22.09	Week 5 Wk Beg 29.09	Week 6 Wk Beg 06.10	Week 7 Wk Beg 13.10	Week 8 Wk Beg 20.10
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	Appreciation	Structures	Appreciation	Appreciation	Influence
Book Studies	I Love Me! 	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....	What makes us special? HB	How can we be good friends and help? AC How can we do good sharing and be kind? MW How do we learn all our friend's names? JM	Are all families the same? PMc Who is in our family? HB How do families keep us safe? RS	Find out where we live in Cheadle AW Where is Stockport? ML Learn our address Where is England? MS	How can we make people happy? HT What can we do when our hearts are sad? NMc	What kinds of pet are there? MS How do we take care of pets? TP Who makes pets better? CK	How do hospitals work? JM How do police help us? LH
Other Key Literature		-You are very special -Only One you -All Kinds of People -The More we get Together	-The Family Book -The Great Big Book of Families -We Belong Together -We are Family -This Love	-Two Homes -This is Our House -Let's Build a House	-Ruby's Worry -The Colour Monster -Happy	-Jacob Reilly wants a Pet -The Odd Pet -Some Pets	-People who Help us Collection -Superhero like you
Communication and Language	Use talk to organise themselves and their play.	Use talk to organise themselves and their play.	Use talk to organise themselves and their play.	Use talk to organise themselves and their play.	Use talk to organise themselves and their play.	Use talk to organise themselves and their play.	Use talk to organise themselves and their play.

<p>-Listening, Attention and Understanding</p> <p>-Speaking</p>	<p>Introduce and model role-playing in the house and small world, sharing experiences of ourselves</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>Introduce and model role-playing in the house and small world, sharing experiences of our friendships</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>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 and Where?'</p> <p>Listen carefully to rhymes and songs, paying attention to how they sound. Number songs</p>	<p>Playing alongside children and role-playing in the house and small world, sharing experiences of ourselves, families and friends.</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. Number songs.</p>	<p>Playing alongside children and role-playing in the house and small world, sharing experiences of ourselves, families and friends.</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. Action songs.</p>	<p>Facilitating-playing in the house and small world, sharing experiences of ourselves, families and friends.</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. Action songs.</p> <p>Children's Agency -Evaluate 'Big Question' -Involve children in the planning process and identify key concepts</p>	<p>Facilitating-playing in the house and small world, sharing experiences of ourselves, families and friends.</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?'</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>Key Vocabulary</p>	<p>Brave, strong, smart, kind, happy, loving, beautiful</p>	<p>Friend, Special, Together, Different Inspire, Unique, Alike Collaborate, Precious</p>	<p>Huge, Family, Diversity Tolerance, Auntie Appreciation, Uncle Grandparent</p>	<p>Enrich, Belonging Community, House Structures, House Home, Nest, Safe</p>	<p>Emotions, Flourish Compassion, Heart Feelings, Calm, Afraid Proud, Brave</p>	<p>Enrich, Caring, Warmth Responsible, Food Water, Shelter, Safe</p>	<p>Influence, Power Inspire, Community Strength, Courage Safety, Appreciation</p>

<p>Personal, Social and Emotional Development</p> <p>-Self-Regulation</p> <p>-Managing Self</p> <p>-Building Relationships</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>Increasingly follow expectations, understanding why they are important. Introduce School expectations - Successful</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/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. Create visual timeline with children- am session.</p> <p>Increasingly follow expectations, understanding why they are important. Introduce School expectations - Hopeful</p>	<p>Think Equal Programme-Marvellous Me</p> <p>-Understand the concepts same and different.</p> <p>-Celebrate similarities and differences.</p> <p>-Demonstrate confidence. (BV-Tolerance/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 - Resourceful.</p> <p>Enjoy a sense of belonging through being involved in daily tasks and new experiences.</p>	<p>Think Equal Programme- These Feelings</p> <p>-Understand that feelings come and go</p> <p>-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/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 - Caring</p> <p>Enjoy a sense of belonging through being involved in daily tasks and new experiences. Revisit visual timeline</p>	<p>Think Equal Programme-The Weather Inside Me!</p> <p>-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>Think Equal Programme- Exploring kindness</p> <p>-Recognise that we all want happiness and kindness. (BV-Tolerance and Mutual respect)</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</p> <p>-Name different emotions.</p> <p>-Link emotions to feelings inside the body.</p> <p>-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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			Create visual timeline with children- pm session.				
Physical Development -Gross Motor Skills -Fine Motor Skills	<p>Collaborate with others to manage large items, such as moving a long plank safely, carrying large hollow blocks.</p> <p>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.</p>	<p>Continue to develop their movement, for example, balancing, running, jumping and climbing.</p> <p>Introduction to PE: Unit 2.</p> <p>People who help us.</p> <p>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.</p> <p>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.</p> <p>Introduction to PE: Unit 2.</p> <p>Friends and family.</p> <p>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.</p> <p>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.</p> <p>Introduction to PE: Unit 2.</p> <p>Houses and homes.</p> <p>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.</p> <p>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. 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.</p> <p>Introduction to PE: Unit 2.</p> <p>Morning time.</p> <p>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.</p> <p>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.</p> <p>Introduction to PE: Unit 2.</p> <p>At the shops.</p> <p>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.</p> <p>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.</p> <p>Move 5 to support q,p,h,k,b,y,g,j,f. The Hook. Hook up and Downward hook.</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>Dinner time.</p> <p>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.</p> <p>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 6 to support the pre-cursive spiral: e</p> <p><u>Assessment Indicators</u></p>

							<i>Negotiate space safely with consideration for self and others. Play co-operatively and take turns with others. Understand rules and explain why it is important to follow them.</i>
Literacy -Comprehension -Word Reading -Writing	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. Write some or all of their name. Writing names using a range of media.	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 oral blending and segmenting-Success for All-FFT Phonics. Phase 1. Write some or all of their name. Writing names using a range of media.	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 oral blending and segmenting-Success for All-FFT Phonics. Phase 1. Write some or all of their name. Writing names using loose parts. Give meaning to the marks they make as they draw, write, paint and type. Model drawing and writing alongside children - chalk outside.	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 oral blending and segmenting-Success for All-FFT Phonics. Phase 1. 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. Write some or all of their name. Writing names using large motor skills. Give meaning to the marks they make as they draw, write, paint and type. Model drawing and writing alongside children - large brushes and water. Describe main story settings, events and principal characters in increasing detail. Model using the symbol 'character' from Tales	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 oral blending and segmenting - Success for All-FFT Phonics. Phase 1. 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. Write some or all of their name. Writing names using large motor skills. Give meaning to the marks they make as they draw, write, paint and type Model drawing and writing alongside children - paint. Describe main story settings, events and principal characters in increasing detail. Model using the symbol 'setting' from Tales	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 oral blending and segmenting - Success for All-FFT Phonics. Phase 1. Hear and say the initial sound in words Read individual letters by saying the sounds for them. FFT Step 1 g,o,c,k. Write some or all of their name. Writing names using a range of writing implements. Give meaning to the marks they make as they draw, write, paint and type Model drawing and writing alongside children - chunky crayons. Describe main story settings, events and principal characters in increasing detail.	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 oral blending and segmenting - Success for All-FFT Phonics. Phase 1. Hear and say the initial sound in words Read individual letters by saying the sounds for them. FFT Step 2 ck,e,u,r. Write some or all of their name. Writing names using a range of writing implements. Give meaning to the marks they make as they draw, write, paint and type Model drawing and writing alongside children - crayons and pencils. Describe main story settings, events and principal characters in increasing detail.

				<p>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>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>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>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>
<p>Mathematics</p> <p>- Number</p> <p>- 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>Toolkit – Odd One Out.</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>Toolkit – Odd One Out.</p> <p>Sorting Matching objects and describing attributes – noticing what something is and is not.</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>Toolkit – Odd One Out.</p> <p>Sorting Model sorting collections according to attributes e.g. colour, type, shape.</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>Toolkit – Correct/Not Correct.</p> <p>Sorting Sort collections into sets according to attributes e.g. colour, type, shape.</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>Toolkit – Correct/Not Correct.</p> <p>Sorting Sort collections into sets according to attributes e.g. colour, type, shape and find/describe the rule.</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 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>Toolkit – Correct/Not Correct.</p> <p>Sorting Model sorting collections in different ways and explaining the rule.</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 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>Toolkit – Correct/Not Correct.</p> <p>Sorting Sorting collections in different ways and finding/explaining the rule.</p>

<p>Understanding the World -Past and Present -People, Culture and Communities -The Natural World</p>	<p>Can talk about some of the similarities and differences in relation to friends or family. Investigate our uniqueness and sharing how we are special, but different. (BV-Tolerance and Mutual respect) 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 Begin to make sense of their own life story and family's history. Where do I belong? Who makes us feel special?</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? 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/Mutual respect) 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 Begin to make sense of their own life story and family's history. Where do I belong? Who makes us feel special? Complete a simple program on electronic devices. Technology around us Introduce concept of photography e.g cameras, camera function on ipad</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? 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/Mutual Respect) 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. Understand who, what, where and why, in simple questions. Share non-fiction and fiction books about different families. 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>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? 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? 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. Fieldwork opportunity: Find landmarks in school grounds and represent using a range of maps. 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? Understand who, what, where and why, in simple questions. Share non-fiction and fiction books about different houses.</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/Mutual respect) Name and describe people who are familiar to them by sharing experiences. Make friendship soup. Encourage children to say something about one of their new friends. How does this make you feel? Your friend feel? Know about similarities and differences between themselves and others, and among families, communities, cultures and traditions. Sharing news about our homes and cultures. Understand questions such as when and how. Share fiction books linked to emotional literacy. Complete a simple program on electronic devices. Technology around us Model editing image of self on ipad</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/Mutual respect) 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 same/different from each other's pets? Understand questions such as when and how. Share non-fiction and fiction books about different pets. <u>Assessment Indicators</u> <i>Name 3 features of their community.</i> <i>To name where they live.</i> <i>To name the people who are in their family.</i> Complete a simple program on electronic devices. Technology around us Children explore using camera editing function to edit image of self</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/Mutual respect) Show interest in different occupations. Explore community role-play experiences. Talk about members of their extended family and community. Discussions around people who help us in our community - visits from 'Real Superheroes' (BV-Tolerance and Mutual Respect) Understand questions such as when and how Share non-fiction and fiction books about different people in our community and how they help us. <u>Assessment Indicators</u> <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>
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			<p>Complete a simple program on electronic devices. Technology around us Model using camera function to take images</p>	<p>Complete a simple program on electronic devices. Technology around us Children explore using camera function to take image of self</p>			
<p>Expressive Arts and Design -Creating with Materials -Being Imaginative and Expressive</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. Paul Klee - Creating self-portraits: Transient art - making a circle.</p> <p>Use simple techniques competently and appropriately. Tear strips of paper</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>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. Nursery Rhymes.</p> <p>Explore different materials freely, to develop their ideas about how to use them and what to make. Paul Klee - Creating self-portraits: Transient art making adding features to a circle.</p> <p>Use simple techniques competently and appropriately. Snip craft straws.</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>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. Number songs.</p> <p>Explore different materials freely, to develop their ideas about how to use them and what to make. Paul Klee -Creating self-portraits: painting circles with sticks and cotton buds - Paul Klee</p> <p>Use simple techniques competently and appropriately. Snip dough.</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</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 Paul Klee -Creating self-portraits: painting circles with brushes and adding features - Paul Klee.</p> <p>Use simple techniques competently and appropriately. Snip along strips of paper.</p> <p>Use simple techniques competently and appropriately. Adults to model and support creating 3d structures using a</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. Action Songs</p> <p>Draw with increasing complexity and detail, such as representing a face with a circle and including details Paul Klee - Creating self-portraits: Chalk.</p> <p>Use simple techniques competently and appropriately. Snip along marked lines.</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>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. Paul Klee - Creating self-portraits: Charcoal and pastels.</p> <p>Develop storylines in their pretend play. Role play opportunities linked to weekly concept.</p> <p>Use simple techniques competently and appropriately. Cut along marked lines</p> <p>Develop storylines in their pretend play. Role play opportunities linked to big question and key text.</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. Paul Klee -Creating self-portraits: Pencils</p> <p>Use simple techniques competently and appropriately. Cut around shapes.</p> <p>Develop storylines in their pretend play. Role play opportunities linked to weekly concept.</p> <p><u>Assessment Indicators</u> To know the song Hey you Echo a steady pulse</p> <p><u>Assessment Indicators</u> To use simple techniques to snip and cut.</p>

			small world equipment like animal sets, dolls and dolls houses, etc. Role play opportunities linked to big question and key text.	range of joining techniques (glue, stapler, tape) to represent where we live/our community. 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.	Develop storylines in their pretend play. Role play opportunities linked to big question and key text.		<i>Use a range of media to create an image of themselves.</i>
Key Composers and Songs	Vivaldi	Vivaldi	Bach	Handel	Montverdi	Purcell	Albinoni
Outdoor Learning	Introducing the environment, areas and possibilities!	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				Anne Jepson Community Dental Nurse Workshop 01.10.25			People in the community visits across the week.
Parental Engagement							Early Reading Workshop 23.10.25 FS2JGu 9.00-10.15 FS2JGi 2.00-3.25
Whole School and National Events			Individual and sibling photographs 24.09.25 European Day of Languages 25.09.25		World Mental Health Day 10.10.25		Harvest Festival 22.10.25

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