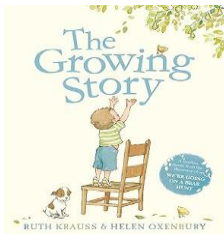
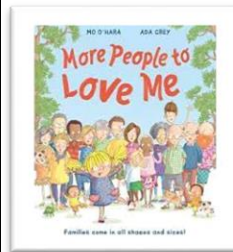
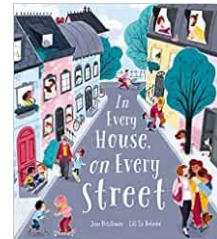
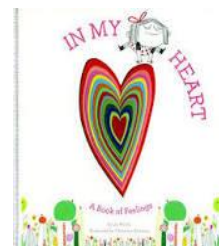
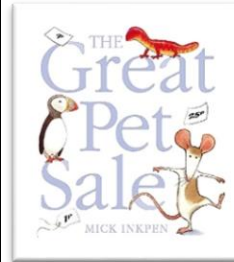




Meadowbank Primary School
Half Termly Knowledge and Skills Based Curriculum – Autumn 1 2026
Phase Foundation Stage Year Group Foundation Stage 2



Week 1 Wk Beg 01.09	Week 2 Wk Beg 07.09	Week 3 Wk Beg 14.09	Week 4 Wk Beg 21.09	Week 5 Wk Beg 28.09	Week 6 Wk Beg 05.10	Week 7 Wk Beg 12.10	Week 8 Wk Beg 19.10
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! 	The Growing Story 	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 
Children steering learning....	What makes me special? How can I be brave? How can I be kind?	How have I changed? What can I do now? What did I do when I was a baby?	How can we do good sharing and be kind? How do we learn all our friend's names?	Are all families the same? Who is in our family?	Find out where we live in Cheadle Learn our address	How can we make people happy? What can we do when our hearts are sad?	What kinds of pet are there? How do we take care of pets? Who makes pets better?
Other Key Literature	-You are very special -Only One you	-This Love	-All Kinds of People -The More we get Together	-The Family Book -We Belong Together -We are Family	-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
Communication and Language -Listening, Attention and Understanding	Use talk to organise themselves and their play. Introduce and model role-playing in the house and small world,	Use talk to organise themselves and their play. Introduce and model role-playing in the house and small world,	Use talk to organise themselves and their play. Introduce and model role-playing in the house and small world,	Use talk to organise themselves and their play. Introduce and model role-playing in the house and small world,	Use talk to organise themselves and their play. Playing alongside children and role-playing in the house and small world, sharing	Use talk to organise themselves and their play. Playing alongside children and role-playing in the house and small world, sharing	Use talk to organise themselves and their play. Facilitating-playing in the house and small world, sharing experiences of

-Speaking	sharing experiences of ourselves. Listen to and talk about stories to build familiarity and understanding. Tales Toolkit. Daily oral storytelling using songs, rhymes, actions, movement, puppets and story props. 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?'	sharing experiences of ourselves. Listen to and talk about stories to build familiarity and understanding. Tales Toolkit. Daily oral storytelling using songs, rhymes, actions, movement, puppets and story props. 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?'	sharing experiences of our friendships. Listen to and talk about stories to build familiarity and understanding. Tales Toolkit. Tales Toolkit. Children learn the four story elements (character, setting, problem, solution) through repeated oral rehearsal. 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?'	sharing experiences of our families. Oracy Framework - Introduce physical strand of Oracy Framework. Listen to and talk about stories to build familiarity and understanding. Tales Toolkit. Adults model using Tales Toolkit symbols. 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?'	experiences of ourselves, families and friends. Oracy Framework - Introduce linguistic strand of Oracy Framework. Listen to and talk about stories to build familiarity and understanding. Tales Toolkit. Whole-class story maps. 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?'	experiences of ourselves, families and friends. Oracy Framework - Introduce Cognitive strand of Oracy Framework. Listen to and talk about stories to build familiarity and understanding. Tales Toolkit. Flip books used to explore characters and settings. 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?'	ourselves, families and friends. Oracy Framework - Introduce Social and Emotional strand of Oracy Framework. Listen to and talk about stories to build familiarity and understanding. Tales Toolkit. Adult scribes children's ideas. 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?' Children's Agency -Evaluate 'Big Question' -Involve children in the planning process and identify key concepts
Key Vocabulary	Brave Smart Kind	Grow Change Baby Toddler	Friend Special Together	Family Unique Belong	Home Community Street	Emotions Feelings Calm	Caring Food Water Shelter Safe
Personal, Social and Emotional Development -Self-Regulation -Managing Self -Building Relationships	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	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	See themselves as valuable individuals. PSHE Jigsaw SOW. Being Me in My World How am I feeling today? I can start to recognise and manage my feelings (BV-Tolerance/Mutual respect)	Think Equal Programme-Marvellous Me -Understand the concepts same and different. -Celebrate similarities and differences. -Demonstrate confidence.	Think Equal Programme-These Feelings -Understand that feelings come and go -Demonstrate strategies for managing feelings.	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.	Think Equal Programme-Exploring kindness -Recognise that we all want happiness and kindness. (BV-Tolerance and Mutual respect)

	independently and use bathroom. Enjoy a sense of belonging through being involved in daily tasks and new experiences. Introduce visual timeline. Behaviours for Learning - support children to separate confidently from adults. Increasingly follow expectations, understanding why they are important. Introduce School expectations - Successful Behaviours for Learning - Support children to follow simple routines.	independently and use bathroom. Enjoy a sense of belonging through being involved in daily tasks and new experiences. Create visual timeline with children- am session. Behaviours for Learning - support children to separate confidently from adults. Increasingly follow expectations, understanding why they are important. Introduce School expectations - Hopeful Behaviours for Learning - Support children to follow simple routines.	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. Enjoy a sense of belonging through being involved in daily tasks and new experiences. Create visual timeline with children- am session. Increasingly follow expectations, understanding why they are important. Introduce School expectations - Hopeful Behaviours for Learning - support children to share and take turns and look after classroom resources.	(BV-Tolerance/Mutual respect) 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. Increasingly follow expectations, understanding why they are important. Introduce School expectations - Resourceful. Behaviours for Learning - support children to share and take turns and look after classroom resources. Enjoy a sense of belonging through being involved in daily tasks and new experiences. Create visual timeline with children- pm session.	Understand gradually how others might be feeling. PSHE Jigsaw SOW. Being Me in My World Gentle hands I understand why it is good to be kind and use gentle hand (BV-Tolerance/Mutual respect) 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. Increasingly follow expectations, understanding why they are important. Introduce School expectations - Caring. Behaviours for Learning - Support children to use kind hands and kind words. Enjoy a sense of belonging through being involved in daily tasks and new experiences. Revisit visual timeline	Understand that feelings come and go like the weather. Behaviours for Learning - Support children to use kind hands and kind words. Show confidence in choosing resources and perseverance in carrying out a chosen activity. Support children to select resources in wider learning environment independently. Talk about their feelings using words like 'happy', 'sad', 'angry' or 'worried' Check-in each morning using emotion stones - Thumbs up/down.	Be aware of behavioural expectations and is sensitive to ideas of justice and fairness. PSHE Jigsaw SOW. Being Me in My World Our Responsibilities. I am learning what being responsible means. (BV-Individual liberty) Behaviours for Learning - support children to begin to solve simple friendship problems. 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. Talk about their feelings using words like 'happy', 'sad', 'angry' or 'worried' Check-in each morning using emotion faces - sticks in happy/sad jars.
Physical Development -Gross Motor Skills -Fine Motor Skills	Collaborate with others to manage large items, such as moving a long plank safely, carrying large hollow blocks. Developing gross and fine motor skills	Continue to develop their movement, for example, balancing, running, jumping and climbing. Introduction to PE: Unit 2.To move around safely in space.	Continue to develop their movement, for example, balancing, running, jumping and climbing. Introduction to PE: Unit 2.To move around safely in space.	Continue to develop their movement, for example, balancing, running, jumping and climbing. Match their developing physical skills to tasks	Continue to develop their movement, for example, balancing, running, jumping and climbing. Match their developing physical skills to tasks	Match their developing physical skills to tasks and activities in the setting. Revise and refine the fundamental movement skills they have	Revise and refine the fundamental movement skills they have already acquired, for example, rolling, crawling, walking, jumping and climbing.

	through CP opportunities and adult led outdoor learning. Create lines and circles pivoting from the shoulder and elbow. Drawing lines top to bottom	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 using the moving vehicles Create lines and circles pivoting from the shoulder and elbow. Letter join Vertical Straight Lines- Top-to-Bottom. Horizontal Straight-Lines Left-to-Right.	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. Large scale transient art - create artwork as a team Create lines and circles pivoting from the shoulder and elbow. Letter join Crosses and Grids- Crossing a vertical line with a horizontal line.	and activities in the setting. Introduction to PE: Unit 2.To follow instructions and stop safely. 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. Transient art - Families Create lines and circles pivoting from the shoulder and elbow. Letter join Left-Facing Curves- The "C" Shape. Anti-clockwise circles- The "O" Shape.	and activities in the setting. Introduction to PE: Unit 2.To stop safely and develop control when using equipment. 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. Create lines and circles pivoting from the shoulder and elbow. Letter join Bouncing and Vaulting Lines (Tunnels and Cups). Over-arching "tunnels" (bouncing up and over) and under-arching "cups" (bouncing down and up).	already acquired, for example, rolling, crawling, walking, jumping and climbing. Start taking part in some group activities which they make up for themselves or in teams. Introduction to PE: Unit 2.To follow instructions and play safely as a group. 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. Create lines and circles pivoting from the shoulder and elbow. Letter join Diagonal Lines and Zig-Zags-Slanted lines, steep slopes, and sharp, pivoting zig-zags.	Match their developing physical skills to tasks and activities in the setting. Introduction to PE: Unit 2.To follow a path and take turns. 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. Create a pet shop collaboratively Create lines and circles pivoting from the shoulder and elbow. Letter join Revisit the pre-writing patterns introduced.
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	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	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	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	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.	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.	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.

	rhyme-Success for All-FFT Phonics. Phase 1. Give meaning to the marks they make as they draw, write, paint and type. Write some or all of their name. Making marks and symbols using gross and fine motor skills.	Success for All-FFT Phonics. Phase 1. Give meaning to the marks they make as they draw, write, paint and type. Write some or all of their name. Making marks and symbols using gross and fine motor skills.	Success for All-FFT Phonics. Phase 1. Give meaning to the marks they make as they draw, write, paint and type. Write some or all of their name. Making marks and symbols using gross and fine motor skills.	and segmenting-Success for All-FFT Phonics. Phase 1. Write some or all of their name. Writing names using a range of media Give meaning to the marks they make as they draw, write, paint and type. Model drawing and writing alongside children - chalk outside.	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 a range of media 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 Toolkit when retelling the story. 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.	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 a range of media 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 Toolkit when retelling the story. 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.	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 media 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. Model using the symbol 'problem' from Tales Toolkit when retelling the story. 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.
Mathematics -Number -Numerical Patterns	Separates a group of three or four objects in different ways, beginning to recognise that the total is still the same. Exploring using manipulatives. Recite numbers in order past 5	Separates a group of three or four objects in different ways, beginning to recognise that the total is still the same. Exploring using manipulatives. Recite numbers in order past 5	Separates a group of three or four objects in different ways, beginning to recognise that the total is still the same. Exploring using manipulatives. Recite numbers in order past 5	Develop fast recognition of up to 3 objects, without having to count them individually subitising. Copy arrangement of manipulatives. Compare two small groups of up to five objects saying when	Develop fast recognition of up to 3 objects, without having to count them individually subitising. Copy arrangement of manipulatives Compare two small groups of up to five objects saying when	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.	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.

	1-5 counting using fingers Begin to recognise numerals 0 to 10. Flashcards 1-5.	1-5 counting using fingers Begin to recognise numerals 0 to 10. Flashcards 1-5. Toolkit - Odd One Out. Sorting Matching objects and describing attributes - noticing what something is and is not.	1-5 counting using fingers Begin to recognise numerals 0 to 10. Flashcards 1-5. Toolkit - Odd One Out. Sorting Matching objects and describing attributes - noticing what something is and is not.	there are the same number of objects. Groups of 3 and 4 Recite numbers in order past 5 1-6 counting using fingers Begin to recognise numerals 0 to 10. Flashcards 1-6. Toolkit - Odd One Out. Sorting Model sorting collections according to attributes e.g. colour, type, shape.	there are the same number of objects. Groups of 3, 4 and 5 Recite numbers in order past 5 1-7 counting using fingers Begin to recognise numerals 0 to 10. Flashcards 1-7. Toolkit - Correct/Not Correct. Sorting Sort collections into sets according to attributes e.g. colour, type, shape.	Begin to recognise that each counting number is one more than the one before. +1 within 3 Recite numbers in order past 5 1-8 counting using fingers Begin to recognise numerals 0 to 10. Flashcards 1-8. Toolkit - Correct/Not Correct. Sorting Sort collections into sets according to attributes e.g. colour, type, shape and find/describe the rule.	Begin to recognise that each counting number is one more than the one before. +1 within 4 Recite numbers in order past 5 1-9 counting using fingers Begin to recognise numerals 0 to 10. Flashcards 1-9. Toolkit - Correct/Not Correct. Sorting Model sorting collections in different ways and explaining the rule.
Understanding the World -Past and Present -People, Culture and Communities -The Natural World	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 and how we have changed since being a baby	Can talk about some of the similarities and differences in relation to friends or family. Investigate our uniqueness 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 and how we have changed since being a toddler	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 and how we have changed since being 3 years old	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. 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	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 landmarks in Cheadle community using photographs provided and name somewhere they have been or seen. Explore google earth and find streets where pupils live.	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. 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	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> Name 3 features of their community. To name where they live. To name the people who are in their family.

			Complete a simple program on electronic devices. Technology around us Introduce concept of photography e.g cameras, camera function on ipad	the place where they live or the natural world. Welly walk. Observing and capturing seasonal changes - capture images 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, discuss why they are special and who is important to them Assessment Indicators <i>To name two people in their family.</i> Complete a simple program on electronic devices. Technology around us Model using camera function to take images.	Assessment Indicators <i>Name 3 features of their community.</i> Fieldwork opportunity: Find landmarks in school grounds and represent using a range of maps. Understand who, what, where and why, in simple questions. Share non-fiction and fiction books about different houses. Complete a simple program on electronic devices. Technology around us Children explore using camera function to take image of self	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	Complete a simple program on electronic devices. Technology around us Children explore using camera editing function to edit image of self
Expressive Arts and Design -Creating with Materials -Being Imaginative and Expressive	Sing familiar songs, for example, pop songs, songs from tv programmes, rhymes and songs from home. La Pomme est Rouge - Adult Model singing Two Little dickie Birds - C-D notes Focus - Echo singing, matching pitch, rhythm awareness and articulation Explore different materials freely, to develop their ideas	Explore and learn how sounds and movements can be changed. Charango - Banana Rap Step 1 - Listen to the song Sing familiar songs, for example, pop songs, songs from tv programmes, rhymes and songs from home. La Pomme est Rouge - Clap to the beat Open shut them - C-D notes Focus - Echo singing, matching pitch, rhythm	Explore and learn how sounds and movements can be changed. Charango - Banana Rap Step 2 - Find the Pulse. Sing familiar songs, for example, pop songs, songs from tv programmes, rhymes and songs from home. La Pomme est Rouge - Clap to the beat Open shut them - C-D notes Focus - Echo singing, matching pitch, rhythm	Explore and learn how sounds and movements can be changed. Charango - Banana Rap Step 3 - Move to the music Sing familiar songs, for example, pop songs, songs from tv programmes, rhymes and songs from home. La Pomme est Rouge - Chant words slowly Clap your hands - C-D notes Focus - Echo singing, matching pitch, rhythm	Explore and learn how sounds and movements can be changed. Charango - We're going on a bear hunt - Step 4 - Identify the sounds Build a collection of songs and dances. Chant words Fingers all can sing - C-D notes Focus - Echo singing, matching pitch, rhythm awareness and articulation. Draw with increasing complexity and	Listen to and echo repeated rhythmic patterns using non-tuned percussion instruments Charango -We're going on a bear hunt - Step 5 - Being Expressive Build a collection of songs and dances. La Pomme est Rouge - Call and response Hello what's your name- C-D notes Focus - Echo singing, matching pitch, rhythm	Listen to and echo repeated rhythmic patterns using non-tuned percussion instruments Charango - We're going on a bear hunt Step 6 -End-of-unit performance. Build a collection of songs and dances. La Pomme est Rouge - Echo singing Sing favourite songs C-D notes Focus - Echo singing, matching pitch, rhythm

	about how to use them and what to make. Paul Klee - Creating self-portraits: Transient art - making a circle. Use simple techniques competently and appropriately. Tear strips of paper Explore boxes, tubes, cartons, paper, card Talk about shapes and what they could become. 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.	awareness and articulation. 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. Use simple techniques competently and appropriately. Snip craft straws. Explore joining flat materials with glue (paper/card) 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.	awareness and articulation. 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. Use simple techniques competently and appropriately. Snip craft straws. Explore joining flat materials with glue stick (paper/card) 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.	awareness and articulation. 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 Use simple techniques competently and appropriately. Snip dough. Explore joining flat materials with PVA glue (paper/card) 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. 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.	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. Use simple techniques competently and appropriately. Snip along strips of paper. Explore joining flat materials with tape (paper/card) 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.	awareness and articulation. Draw with increasing complexity and detail, such as representing a face with a circle and including details Paul Klee - Creating self-portraits: Chalk. Use simple techniques competently and appropriately. Snip along marked lines. Explore creating recognisable 3D structures by using different joining techniques and adding features. 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. Develop storylines in their pretend play. Role play opportunities linked to big question and key text.	awareness and articulation. Draw a detailed picture of a person. Paul Klee - Creating self-portraits: Charcoal and pastels. Develop storylines in their pretend play. Role play opportunities linked to weekly concept. Use simple techniques competently and appropriately. Cut along marked lines. Adults to model and support creating 3d structures with features, using a range of joining techniques (glue, stapler, tape) to represent where we live/our community. Develop storylines in their pretend play. Role play opportunities linked to big question and key text.
Key Composers and Songs	Corelli	Mozart	Vivaldi	Bach	Handel	Montverdi	Purcell
Outdoor Learning	Introducing the environment, areas and possibilities!	Introducing the environment, areas and possibilities!	Autumn 1 Welly walk. Observing seasonal changes. (CCE) RRA 28 & 31	Transient art.	Observing houses and the features in the community.	Emotion colour hunt.	Creating homes for pets using outdoor resources.

Enhancements Visits and Visitors					Community Dental Nurse Workshop		
Parental Engagement							19.10.26 FS2 Mrs Gudger's Registration Group 9.00-10.15 FS2 Miss Gill's Registration Group 2.00-3.15
Whole School and National Events				Individual and sibling photographs 23.09.26 European Day of Languages 24.09.26			Harvest Festival 21.10.26

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.