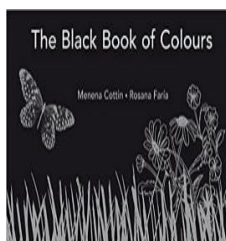
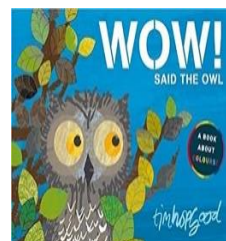

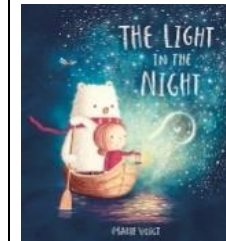
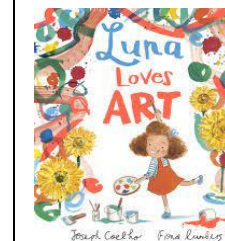
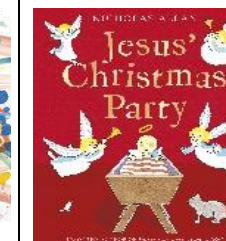





Meadowbank Primary School
Half Termly Knowledge and Skills Based Curriculum – Autumn 2 2022
Phase Foundation Stage Year Group Foundation Stage 2



	Week 1 Wk Beg 31.10	Week 2 Wk Beg 07.11	Week 3 Wk Beg 14.11	Week 4 Wk Beg 21.11	Week 5 Wk Beg 28.11	Week 6 Wk Beg 05.12	Week 7/8 Wk Beg 12.12
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	Where does colour come from?						
Weekly Questions	How can you hear, smell, touch and taste colours?	Which colour makes you say wow? Why?	What do colours mean to you? Do feelings have a colour?	How are shadows made?	How is Art made? Who can be an artist?	How and why is Christmas celebrated?	What are gifts? Why do we give them?
Key Concepts	Senses	Colour	Emotions	Light and Dark	Colour	Celebration	Friendship
Book Studies	The Black Book of Colours 	Wow said the Owl 	The Colour of Happy 	The Light in the Night 	Luna Loves Art 	Jesus' Christmas Party 	Little Robin Red Vest 
Children steering learning....	Would we sleep all day if there was no colour? JMW Could we find some different colours? RB Make a jar full of colours to sprinkle. IG Will coloured lights make the colour come back? How do our eyes help us to see? PH How/why are foods different colours? GW	What other animals come out at night? BB Find out if nocturnal animals can see colour FL Learn about bats HS How are the colours made in a rainbow? CMc PY, LK Does colour come from the sky? MPM How does the sun help us to see colour? TMc	What colours make us happy? EDeI Learn about others feelings RB How do we make all the different colours CMc Why do people have different coloured skin and eyes? PH	Can you see shadows in the morning and the night? ZJ Can we make some shadows DH Does only the sun make shadows? CG Why can we see through some things? ART	Do all artists paint pictures? ZJ Can colours change BB Learn to draw an animal ELW Learn to paint a house EB How do we make different coloured paint? ART	Can you have Christmas without your family? RB Can you have Christmas without Joy? FS Is Christmas about Jesus? CG	Why does santa give us gifts? EvW

Other Key Literature	My Five Senses Brown Bear, Brown Bear, what do you see? Polar Bear, Polar Bear, what do you hear? Peace at Last Bonfire Night	Saving Mr Hoot Owl Babies The Owl who was afraid of the Dark What makes a rainbow?	Shine - Sarah Asuquo Happy - Nicola Edwards Stuck - Oliver Jeffers The Colour Monster	How to Catch a Star - Oliver Jeffers Night Monkey Day Monkey - Julia Donaldson The Magic Sky - Lucy Richards	The Dot Crocodali	Donkey's First Christmas The Nativity	Robin's Winter Song Father Christmas Needs a Wee Stick Man The Night Before Christmas
Communication and Language -Listening, Attention and Understanding -Speaking	Engage in story times and with non-fiction books. Tales Toolkit. Children to select own objects for oral storytelling. Connect one idea or action to another using a range of connectives, for example and, because. Describe and recall past events in some detail SMILE time. Sharing wider experiences and achievements using items posted on Class Dojo as an aid. Adult to encourage children to speak in extended sentences and peers to ask 'Who' questions Use talk to help work out problems and organise thinking and activities Consider and respond to Weekly Question and additional ideas... What makes the world turn in to colour? What would it be like if it was dark all the time? Use talk to explain how things work	Engage in story times and with non-fiction books. Tales Toolkit. Children to select own objects for oral storytelling. Connect one idea or action to another using a range of connectives, for example and, because. Describe and recall past events in some detail SMILE time. Sharing wider experiences and achievements using items posted on Class Dojo as an aid. Adult to encourage children to speak in extended sentences and peers to ask 'Who' questions Use talk to help work out problems and organise thinking and activities Consider and respond to Weekly Question and additional ideas... Why do some things make us go WOW? What different colours can we find in the environment - what experiences do	Listen and respond to ideas expressed by others in conversation or discussion. Tales Toolkit. Children to create class flip book to generate ideas to be used as a visual tool for oral story telling. Connect one idea or action to another using a range of connectives, for example and, because. Describe and recall past events in some detail SMILE time. Sharing wider experiences and achievements using items posted on Class Dojo as an aid. Adult to encourage children to speak in extended sentences and peers to ask 'Who' and 'where' questions Use talk to help work out problems and organise thinking and activities Consider and respond to Weekly Question and additional ideas... Can you tell how your friend is feeling? How do you know?	Listen and respond to ideas expressed by others in conversation or discussion. Tales Toolkit. Children to create class flip book to generate ideas to be used as a visual tool for oral story telling. Connect one idea or action to another using a range of connectives, for example and, because. Describe and recall past events in some detail SMILE time. Sharing wider experiences and achievements using items posted on Class Dojo as an aid. Adult to encourage children to speak in extended sentences and peers to ask 'Who' and 'where' questions Use talk to help work out problems and organise thinking and activities Consider and respond to Weekly Question and additional ideas... Can you find your shadow on a cloudy day? Why?	Retell a familiar story, some as exact repetition and some in their own words. Tales Toolkit. Modelled and shared writing experiences using postcard frames. Connect one idea or action to another using a range of connectives, for example and, because. Describe and recall past events in some detail SMILE time. Sharing wider experiences and achievements using items posted on Class Dojo as an aid. Adult to encourage children to speak in extended sentences and peers to ask 'Who' 'where' and 'what' questions Use talk to help work out problems and organise thinking and activities Consider and respond to Weekly Question and additional ideas... Do we all like the same art? Infer meaning from a range of pieces Art - Tell me what do you	Retell a familiar story, some as exact repetition and some in their own words. Tales Toolkit. Modelled and shared writing experiences using postcard frames. Connect one idea or action to another using a range of connectives, for example and, because. Describe and recall past events in some detail SMILE time. Sharing wider experiences and achievements using items posted on Class Dojo as an aid. Adult to encourage children to speak in extended sentences and peers to ask 'Who' 'where' and 'what' questions Use talk to help work out problems and organise thinking and activities Consider and respond to Weekly Question and additional ideas... Why did the three kings bring gifts? What gifts would you give?	Retell a familiar story, some as exact repetition and some in their own words. Tales Toolkit. Modelled and shared writing experiences using postcard frames. Connect one idea or action to another using a range of connectives, for example and, because. Describe and recall past events in some detail SMILE time. Sharing wider experiences and achievements using items posted on Class Dojo as an aid. Adult to encourage children to speak in extended sentences and peers to ask 'Who' 'where' 'what' and 'why' questions Use talk to help work out problems and organise thinking and activities Consider and respond to Weekly Question and additional ideas... What does generous mean? When have you been generous?

	<p>and why they might happen Go outside and close our eyes - what can you feel, smell, hear?</p> <p>*Learn colours in French Rouge, Jaune</p>	<p>these colours remind us of?</p> <p>*Learn colours in French. Bleu, Vert</p>	<p>*Learn colours in French. Noir, Blanc</p>		<p>see? What is happening? What might happen next?</p>	<p>Use talk to explain how things work and why they might happen Discuss Christmas traditions - what do you do? Where do you go? What do you eat?</p> <p>Children's Agency -Evaluate 'Big Question' -Involve children in the planning process and identify key concepts.</p>	
<p>Personal, Social and Emotional Development -Self-Regulation -Managing Self -Building Relationships</p>	<p>See themselves as valuable individuals. *PSHE Jigsaw SOW - Celebrating difference. What am I good at? I can identify something I am good at and understand that everyone is good at different things.</p> <p>Express a wide range of feelings in their interactions with others and through their behaviour and play. *Morning check in...use colour system -red and green</p> <p>Seek different ways of managing conflict, *Model using LEAF as part of daily practice.</p>	<p>Build constructive and respectful relationships. *PSHE Jigsaw SOW - Celebrating difference. I'm Special, I'm Me! I understand that being different makes us all special</p> <p>Express a wide range of feelings in their interactions with others and through their behaviour and play. *Morning check in...use colour system -red, amber and green</p> <p>Show their confidence and self-esteem through taking risks and trying new things in new social situations *How do you feel when you go to new places?</p> <p>Seek different ways of managing conflict,</p>	<p>Build constructive and respectful relationships. *PSHE Jigsaw SOW - Celebrating difference. Families I know we are all different but the same in some ways.</p> <p>Express their feelings and consider the needs and feelings of others. *Talk about colours and how we associate them with different feelings - what colour are you feeling today - colour chart *Mirror Faces: explore making and copying facial images to express emotions.</p> <p>Seek different ways of managing conflict, *Model using LEAF as part of daily practice.</p>	<p>Build constructive and respectful relationships. *PSHE Jigsaw SOW - Celebrating difference. Houses and Homes I can tell you why I think my home is special to me.</p> <p>Express their feelings and consider the needs and feelings of others. *Talk about colours and how we associate them with different feelings - what colour are you feeling today - colour chart</p> <p>Show their confidence and self-esteem through taking risks and trying new things in new social situations. *Discuss how we feel when we try something new and conquer our fears</p>	<p>Build constructive and respectful relationships. *PSHE Jigsaw SOW - Celebrating difference. Making Friends I can tell you how to be a kind friend.</p> <p>Talk about how others might be feeling and respond according to their understanding of the other person's needs and wants. *Children to ask a friend how they are feeling today and put counter in appropriate coloured pot</p> <p>Seek different ways of managing conflict, *Model using LEAF as part of daily practice.</p>	<p>Seek different ways of managing conflict, for example, through holding back, sharing negotiation and compromise, saying Stop it please I don't like it, *PSHE Jigsaw SOW - Celebrating difference. Standing up for Yourself. I know which words to use to stand up for myself when someone says or does something unkind.</p> <p>Talk about how others might be feeling and respond according to their understanding of the other person's needs and wants. *Children to ask a friend how they are feeling today and put counter in appropriate coloured pot</p>	<p>Be aware of behavioural expectations and is sensitive to ideas of justice and fairness. *Explore the question What is kindness? How can we spread kindness around? Linked to school expectation.</p>

		*Model using LEAF as part of daily practice.		Seek different ways of managing conflict, *Model using LEAF as part of daily practice.		Seek different ways of managing conflict, *Model using LEAF as part of daily practice.	
Physical Development -Gross Motor Skills -Fine Motor Skills	<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>Start taking part in some group activities which they make up for themselves or in teams.</p> <p>Develop the overall body strength, co-ordination, balance and agility needed to engage successfully with future physical education sessions and other physical disciplines.</p> <p>Fundamentals: Unit 2 At the circus. To develop balancing by squeezing your muscles and using 'wide arms'.</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</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>Fundamentals: Unit 2 On safari. To develop running and stopping by: bending your knees to help you stop, keeping your chest up and taking big steps to run and small steps to stop.</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>Develop their small motor skills so that they can use a range of tools competently, safely and confidently..</p> <p>Pen Pals. inmd</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>Continue to develop the movement skills in hopping, galloping and skipping.</p> <p>Fundamentals: Unit 2 Under the sea. To develop changing direction by: bending your knees and pushing off in the opposite direction, turning your body to face a new direction and using small steps to change direction.</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>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>Fundamentals: Unit 2 Space explorers. To develop jumping by: bending your knees to jump and land, looking straight ahead and keeping your chest up, and squeezing your muscles to help you balance when landing.</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>Develop their small motor skills so that they can use a range of tools competently, safely and confidently..</p> <p>Pen Pals. ck eur</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>Fundamentals: Unit 2 At the Farm. To develop hopping by bending your knees when landing and keeping your chest up to stop you from falling forwards.</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>Develop their small motor skills so that they can use a range of tools competently, safely and confidently..</p> <p>Pen Pals. Consolidation.</p>	<p>Revise and refine the fundamental movement skills they have already acquired, for example, rolling, crawling, walking, jumping and climbing.</p> <p>Develop the overall body strength, co-ordination, balance and agility needed to engage successfully with future physical education sessions and other physical disciplines.</p> <p>Fundamentals: Unit 2 Into the woods. To explore different ways to travel using equipment, by bending your knees when landing, crawling using your hands and feet, marching with high knees and sliding using different body parts.</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>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>Develop their small motor skills so that they can use a range of tools competently, safely and confidently..</p> <p>Pen Pals. j, v, w</p>

	<p>opportunities and adult led outdoor learning.</p> <p>Develop their small motor skills so that they can use a range of tools competently, safely and confidently..</p> <p>Pen Pals. satp</p>		<p>Develop their small motor skills so that they can use a range of tools competently, safely and confidently..</p> <p>Pen Pals. gock</p>			<p>Develop their small motor skills so that they can use a range of tools competently, safely and confidently..</p> <p>Pen Pals. I, II, ss</p>	
<p>Literacy</p> <p>-Comprehension</p> <p>-Word Reading</p> <p>-Writing</p>	<p>Hear and say the initial sound in words</p> <p>Read individual letters by saying the sounds for them.</p> <p>*FFT Lesson 1i-4i</p> <p>satp</p> <p>Oral blending and segmenting.</p> <p>Blend sounds into words, so that they can read short words made up of known letter- sound correspondences</p> <p>*Dialogic reading - PEER sequence.</p> <p>Spell words by identifying the sounds and then writing the sound with letter/s.</p> <p>*Dictation satp</p> <p>Begin to break the flow of speech into words, to hear, say and write the initial sound in words.</p> <p>*Messaging Centre.</p> <p>Explore writing secret messages using codes and satp graphemes</p> <p>*Create a piece of writing about colour - E.g. Green is...It</p>	<p>Hear and say the initial sound in words</p> <p>Read individual letters by saying the sounds for them.</p> <p>*FFT lesson 5i-8i</p> <p>inmd</p> <p>Oral blending and segmenting.</p> <p>Blend sounds into words, so that they can read short words made up of known letter- sound correspondences</p> <p>*Dialogic reading - PEER sequence.</p> <p>Spell words by identifying the sounds and then writing the sound with letter/s.</p> <p>*Dictation inmd</p> <p>Begin to break the flow of speech into words, to hear, say and write the initial sound in words.</p> <p>*Messaging Centre.</p> <p>Explore writing secret messages using codes and FFT satpinmd graphemes</p> <p>*Write about what makes you say 'Wow'</p>	<p>Hear and say the initial sound in words</p> <p>Read individual letters by saying the sounds for them.</p> <p>*FFT Step 1 gock</p> <p>Oral blending and segmenting.</p> <p>Blend sounds into words, so that they can read short words made up of known letter- sound correspondences</p> <p>*Dialogic reading - PEER sequence.</p> <p>Spell words by identifying the sounds and then writing the sound with letter/s.</p> <p>*Dictation gock</p> <p>Begin to break the flow of speech into words, to hear, say and write the initial sound in words.</p> <p>*Messaging Centre.</p> <p>Explore writing secret messages using codes words including FFT Step 1 graphemes</p> <p>*Write a list of things that make you feel happy, sad, angry, excited etc</p>	<p>Hear and say the initial sound in words</p> <p>Read individual letters by saying the sounds for them.</p> <p>*FFT Step 2 ckeur</p> <p>Oral blending and segmenting.</p> <p>Blend sounds into words, so that they can read short words made up of known letter- sound correspondences</p> <p>*Dialogic reading - PEER sequence.</p> <p>Spell words by identifying the sounds and then writing the sound with letter/s.</p> <p>*Dictation ckeur</p> <p>Begin to break the flow of speech into words, to hear, say and write the initial sound in words.</p> <p>*Messaging Centre.</p> <p>Explore writing secret messages using codes and words including FFT Step 2 graphemes</p> <p>Give meaning to the marks they make as</p>	<p>Hear and say the initial sound in words</p> <p>Read individual letters by saying the sounds for them.</p> <p>*FFT Step 3</p> <p>Consolidation</p> <p>Oral blending and segmenting.</p> <p>Blend sounds into words, so that they can read short words made up of known letter- sound correspondences</p> <p>*Dialogic reading - PEER sequence.</p> <p>Spell words by identifying the sounds and then writing the sound with letter/s.</p> <p>*Dictation</p> <p>Begin to break the flow of speech into words, to hear, say and write the initial sound in words</p> <p>*Messaging Centre.</p> <p>Explore writing secret messages using codes and Step 3 graphemes</p>	<p>Hear and say the initial sound in words</p> <p>Read individual letters by saying the sounds for them.</p> <p>*FFT Step 5 I, II, ss</p> <p>Oral blending and segmenting.</p> <p>Blend sounds into words, so that they can read short words made up of known letter- sound correspondences</p> <p>*Dialogic reading - PEER sequence.</p> <p>Spell words by identifying the sounds and then writing the sound with letter/s.</p> <p>*Dictation I,II,ss.</p> <p>Begin to break the flow of speech into words, to hear, say and write the initial sound in words</p> <p>*Messaging Centre.</p> <p>Explore writing secret messages using codes and Step 4 graphemes</p> <p>Give meaning to the marks they make as</p>	<p>Hear and say the initial sound in words</p> <p>Read individual letters by saying the sounds for them.</p> <p>*FFT Step</p> <p>Consolidation. Reading Programme.</p> <p>Blend sounds into words, so that they can read short words made up of known letter- sound correspondences</p> <p>*Dialogic reading - PEER sequence.</p> <p>Spell words by identifying the sounds and then writing the sound with letter/s.</p> <p>*Dictation-j,v,w</p> <p>Begin to break the flow of speech into words, to hear, say and write the initial sound in words</p> <p>*Messaging Centre.</p> <p>Explore writing secret messages using codes and phase 2 graphemes</p> <p>Give meaning to the marks they make as</p>

	<p>smells/tastes/feels like...</p> <p>*Communicating through writing within role-play situations.</p> <p>Listen to and talk about stories to build familiarity and understanding.</p> <p>*Visit the library for a story telling session.</p> <p>*Use the symbols from Tales Toolkit when retelling the story.</p> <p>Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.</p> <p>*Sharing Non-fiction books about our senses.</p>	<p>Give meaning to the marks they make as they draw, write, paint and type using a keyboard or touch-screen technology.</p> <p>*Communicating through writing within role-play situations.</p> <p>Listen to and talk about stories to build familiarity and understanding.</p> <p>*Visit the library for a story telling session.</p> <p>*Use the symbols from Tales Toolkit when retelling the story.</p> <p>Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.</p> <p>*Sharing Non-fiction books about nocturnal animals</p>	<p>Give meaning to the marks they make as they draw, write, paint and type using a keyboard or touch-screen technology.</p> <p>*Communicating through writing within role-play situations.</p> <p>Listen to and talk about stories to build familiarity and understanding.</p> <p>*Visit the library for a story telling session.</p> <p>*Use the symbols from Tales Toolkit when retelling the story.</p>	<p>they draw, write, paint and type using a keyboard or touch-screen technology.</p> <p>*Communicating through writing within role-play situations.</p> <p>*Write to Cosmo to ask if he enjoyed his adventure.</p> <p>*Write a list of things to take with us on our journey.</p> <p>Listen to and talk about stories to build familiarity and understanding.</p> <p>*Visit the library for a story telling session.</p> <p>*Use the symbols from Tales Toolkit when retelling the story.</p> <p>Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.</p> <p>*Sharing Non-fiction books about light and dark.</p>	<p>Give meaning to the marks they make as they draw, write, paint and type using a keyboard or touch-screen technology.</p> <p>*Communicating through writing within role-play situations.</p> <p>*Write captions and labels for a range of work by different artists</p> <p>Listen to and talk about stories to build familiarity and understanding.</p> <p>*Visit the library for a story telling session.</p> <p>*Use the symbols from Tales Toolkit when retelling the story.</p>	<p>they draw, write, paint and type using a keyboard or touch-screen technology.</p> <p>*Communicating through writing within role-play situations.</p> <p>*Write opportunities linked to planning a Christmas Party.</p> <p>*Retelling the Christmas story.</p> <p>Listen to and talk about stories to build familiarity and understanding.</p> <p>*Visit the library for a story telling session.</p> <p>*Use the symbols from Tales Toolkit when retelling the story</p> <p>*Read alternative nativity stories.</p>	<p>they draw, write, paint and type using a keyboard or touch-screen technology.</p> <p>*Communicating through writing within role-play situations.</p> <p>*Christmas writing Station - Thank you cards and letters.</p> <p>*Write a kindness message on a leaf to add to the 'kindness tree'.</p> <p>Listen to and talk about stories to build familiarity and understanding.</p> <p>*Visit the library for a story telling session.</p> <p>*Use the symbols from Tales Toolkit when retelling the story.</p>
<p>Mathematics</p> <p>-Number</p> <p>-Numerical Patterns</p>	<p>Recite numbers 1-10 and 10 to 0</p> <p>Count forwards 1-10</p> <p>Recognise and order numbers 1-10</p> <p>Flashcards 1-10 and ordering 1-5</p> <p>Count out 10 objects from a larger group</p> <p>1-5 objects</p> <p>Link the number symbol with the</p>	<p>Recite numbers 1-10 and 10 to 0</p> <p>Count backwards 10-0</p> <p>Recognise and order numbers 1-10</p> <p>Flashcards 1-10 and ordering 5-1</p> <p>Count out 10 objects from a larger group</p> <p>1-5 objects</p>	<p>Recite numbers 1-10 and 10 to 0</p> <p>Start counting forwards from numbers to 10</p> <p>Recognise and order numbers 1-10</p> <p>Flashcards 1-10 and ordering 1-8</p> <p>Count out 10 objects from a larger group</p> <p>6 and 7 objects</p>	<p>Recite numbers 1-10 and 10 to 0</p> <p>Start/stop counting forwards from numbers within 1-10</p> <p>Recognise and order numbers 1-10</p> <p>Flashcards 1-10 and ordering 8-1</p> <p>Count out 10 objects from a larger group</p> <p>7 and 8 object</p>	<p>Recite numbers 1-10 and 10 to 0</p> <p>Start counting backwards from numbers to 0</p> <p>Recognise and order numbers 1-10</p> <p>Flashcards 1-10 and ordering 1-10</p> <p>Count out 10 objects from a larger group</p> <p>8 and 9 objects</p>	<p>Recite numbers 1-10 and 10 to 0</p> <p>Start/stop counting backwards from numbers 10 to 0</p> <p>Recognise and order numbers 1-10</p> <p>Flashcards 1-10 and ordering 10-1</p> <p>Count out 10 objects from a larger group</p> <p>9 and 10 objects</p>	<p>Recite numbers 1-10 and 10 to 0</p> <p>Start/stop counting backwards from numbers 10 to 0</p> <p>Recognise and order numbers 1-10</p> <p>Flashcards 1-10 and ordering 10-1</p> <p>Count out 10 objects from a larger group</p> <p>9 and 10 objects</p>

	<p>cardinal number value 1-5 objects</p> <p>Understand the 'one more than/one less than' principal to 5 +/- 1 within 5 1, 2 +/-1</p> <p>Subitise objects to 5 Begin to conceptually subitise smaller numbers in 5 Manipulatives to 3</p> <p>Compare length, weight and height using non-standard measurements. Comparing natural objects focusing on weight.</p>	<p>Link the number symbol with the cardinal number value 1-5 objects</p> <p>Understand the 'one more than/one less than' principal to 5 +/- 1 within 5 (4+1/5-1/3-1/2+1) 1, 2 and 3 +/-1</p> <p>Subitise objects to 5 Begin to conceptually subitise smaller numbers in 5 Manipulatives to 3</p> <p>Recall a sequence of events in everyday life and stories. Explore time - day and night, sequence daily activities.</p>	<p>Link the number symbol with the cardinal number value 6 and 7 objects</p> <p>Understand the 'one more than/one less than' principal to 5 +/- 1 within 5 1, 2 and 3 +/-1</p> <p>Subitise objects to 5 Begin to conceptually subitise smaller numbers in 5 Manipulatives to 4</p> <p>Name 2D and 3D shapes and use mathematical language 'sides', 'corners'; 'straight', 'flat', 'round' to describe regular and irregular shapes. Recognising and naming 2d shapes- expand to focus on pattern.</p>	<p>Link the number symbol with the cardinal number value 7 and 8 object</p> <p>Understand the 'one more than/one less than' principal to 5 +/- 1 within 5 1, 2, 3 and 4 +/-1</p> <p>Subitise objects to 5 Begin to conceptually subitise smaller numbers in 5 Manipulatives to 4</p> <p>Name 2D and 3D shapes and use mathematical language 'sides', 'corners'; 'straight', 'flat', 'round' to describe regular and irregular shapes. Recognising and naming 3d shapes- expand.</p>	<p>Link the number symbol with the cardinal number value 8 and 9 objects</p> <p>Understand the 'one more than/one less than' principal to 5 +/- 1 within 5 1, 2, 3 and 4 +/-1</p> <p>Subitise objects to 5 Begin to conceptually subitise smaller numbers in 5 Manipulatives to 5</p> <p>Discuss routes and locations using a range of positional and directional language. Understanding using positional language.</p>	<p>Link the number symbol with the cardinal number value 9 and 10 objects</p> <p>Understand the 'one more than/one less than' principal to 5 +/- 1 within 5 1, 2, 3, 4 and 5 +/-1</p> <p>Subitise objects to 5 Begin to conceptually subitise smaller numbers in 5 Manipulatives to 5</p> <p>Compare length, weight and height using non-standard measurements. Using the language of length when problem solving.</p>	<p>Link the number symbol with the cardinal number value 9 and 10 objects</p> <p>Understand the 'one more than/one less than' principal to 5 +/- 1 within 5 1, 2, 3, 4 and 5 +/-1</p> <p>Subitise objects to 5 Begin to conceptually subitise smaller numbers in 5 Manipulatives to 5</p>
<p>Understanding the World -Past and Present -People, Culture and Communities -The Natural World</p>	<p>Recognise that people have different beliefs and celebrate special times in different ways. Which times are special and why? What happens at Diwali and why?</p> <p>Describe what they see, hear and feel while outside Explore the five senses. Compare and contrast characters from stories,</p>	<p>Recognise that people have different beliefs and celebrate special times in different ways. Which times are special and why? What special times have you had?</p> <p>Make observations of animals and plants and explain why some things occur and talk about changes Investigate the meaning of 'nocturnal'</p>	<p>Recognise that people have different beliefs and celebrate special times in different ways. Which times are special and why? What do people celebrate?</p> <p>Explore the natural world around them Understand the effect of the changing seasons on the natural world around them</p>	<p>Recognise that people have different beliefs and celebrate special times in different ways. Which times are special and why? What happens at Christmas and why?</p> <p>Make observations of animals and plants and explain why some things occur and talk about changes Explore shadows and how they are made.</p>	<p>Recognise that people have different beliefs and celebrate special times in different ways. Which times are special and why? What happens at Christmas and why? Advent - explore traditions - what traditions occur in your family? Compare and contrast characters from stories, including figures from the past</p>	<p>Recognise that people have different beliefs and celebrate special times in different ways. Which times are special and why? What can we say about different celebrations?</p> <p>Explore the traditions associated with Christmas Describe what they see, hear and feel while outside</p>	<p>Recognise that people have different beliefs and celebrate special times in different ways. Which times are special and why? What can we say about different celebrations?</p> <p>Explore the natural world around them Make observations of animals and plants and explain why some things occur and talk about changes</p>

	<p>including figures from the past Who was Louis Braille? How and when did he invent Braille.</p>	<p>mean by sharing non-fiction books. Discover why we have night and day. Explore how rainbows are made using a range of media</p>	<p>Weekly Welly walk. Observing and capturing seasonal changes. Describe what they see. hear and feel while outside Hunt outside to find objects or natural materials to create a rainbow of emotions.</p>		<p>Explore the history of Art focusing on key artist in text. *Explore a range of unusual media to create artist pieces.</p>	<p>Explore the scents associated with Christmas. Understand the effect of the changing seasons on the natural world around them Weekly Welly walk. Observing and capturing seasonal changes.</p>	<p>Bird watching and observational drawings of the changes observed during Winter. Compare and contrast characters from stories, including figures from the past Explore the different ways Father Christmas is represented around the world</p>
<p>Expressive Arts and Design -Creating with Materials -Being Imaginative and Expressive</p>	<p>Listen to and echo repeated rhythmic patterns using non-tuned percussion instruments Charanga - Rhythm in the Way we Walk - Step 1 - Practice singing the song.</p> <p>Build a collection of songs and dances. Sing a wide range of call and response songs.</p> <p>Explore mixing primary colours to create secondary colours. Colour Mixing - Mix two primary colours to create secondary colours - Paint in bags</p> <p>Plan and share ideas before creating. Creating tactile art using PVA.</p> <p>Develop storylines in their pretend play. Role play opportunities linked</p>	<p>Listen to and echo repeated rhythmic patterns using non-tuned percussion instruments Charanga - Rhythm in the Way we Walk - Step 2 - Sing the song and play instrumental parts within the song</p> <p>Build a collection of songs and dances. Sing a wide range of call and response songs.</p> <p>Explore mixing primary colours to create secondary colours. Colour Mixing - Mix two primary colours to create secondary colours - Food colouring</p> <p>Plan and share ideas before creating. Exposure to Romero Britto as a stimulus for using colour block art work.</p>	<p>Listen to and echo repeated rhythmic patterns using non-tuned percussion instruments Charanga - Rhythm in the Way we Walk - Step 3 - Sing the song and improvise using voices and/or instruments within the song</p> <p>Build a collection of songs and dances. Sing a wide range of call and response songs.</p> <p>Explore mixing primary colours to create secondary colours. Colour Mixing - Mix two primary colours to create secondary colours - Food colouring and shaving foam</p> <p>Show different emotions in their drawings and paintings, like</p>	<p>Make music in a range of ways, for example, play with sounds creatively, plays along to the beat of the song they are singing or music they are listening to. Charanga - Rhythm in the Way we Walk - 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 confidently echoing lead.</p> <p>Explore mixing primary colours to create secondary colours. Colour Mixing - Mix primary and</p>	<p>Make music in a range of ways, for example, play with sounds creatively, plays along to the beat of the song they are singing or music they are listening to. Charanga - Rhythm in the Way we Walk - 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 confidently echoing lead.</p> <p>Explore mixing primary colours to create secondary colours. Colour Mixing - Mix primary and</p>	<p>Make music in a range of ways, for example, play with sounds creatively, plays along to the beat of the song they are singing or music they are listening to. Charanga - Rhythm in the Way we Walk - 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 confidently echoing lead.</p> <p>Explore mixing primary colours to create secondary colours. Colour Mixing - Mix primary and secondary colours to create tertiary</p>	<p>Make music in a range of ways, for example, play with sounds creatively, plays along to the beat of the song they are singing or music they are listening to. Charanga - Rhythm in the Way we Walk - Step 6 - Prepare for the end-of-unit performance</p> <p>Sing familiar songs, for example, pop songs, songs from tv programmes, rhymes and songs from home. Sing a wide range of call and response songs confidently echoing lead.</p> <p>Explore mixing primary colours to create secondary colours. Using black and white to create different shades - Colour</p>

	to big question and key text.	Develop storylines in their pretend play. Role play opportunities linked to big question and key text.	happiness, sadness, fear, etc. Exploring how colour and art can be used to represent feelings in a range of ways. Develop storylines in their pretend play. Role play opportunities linked to big question and key text.	secondary colours to create tertiary colours - Layering tissue paper and water Select tools and techniques needed to shape, assemble and join materials they are using. Creating night time scene art work using the illustrations in the story as a stimulus for using colour. Develop storylines in their pretend play. Role play opportunities linked to big question and key text.	secondary colours to create tertiary colours - Layering crayons Return to and build on their previous learning, refining ideas and developing their ability to represent them. Exploration of the artists in the story as a stimulus for our own art and use of colour - Different Artist Study each day. Develop storylines in their pretend play. Role play opportunities linked to weekly concept	colours - Cling film art Develop storylines in their pretend play. Role play opportunities linked to weekly concept.	matching autumn leaves and objects. Develop storylines in their pretend play. Role play opportunities linked to weekly concept.
Key Composers and Songs	Mozart	Beethoven	Bologne	Haydn	Hummel	Martines	Revisit favourite classical composers
Enhancements Visits and Visitors	Visit from Anne Jepson. Dental health Nurse		Hearing stories and rhymes in different languages				
Parental Engagement			World Nursery Rhyme Week.	Mathematics Early Years Work shop 25.11.2022			FS Christmas Performances 14 th /15 th December.
Whole School and National Events	Bonfire Night 5 th November	Remembrance Sunday 14 th November	It's Cool to be Kind Week 14 th November Children in Need 2022 18 th November			Christmas Fair 7 th December Save the Children Christmas jumper day 8 th December	Christmas Parties 21 st December Hannukah 18 th December to 26 th December

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.