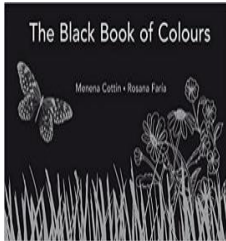
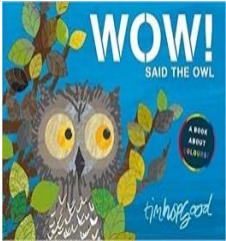
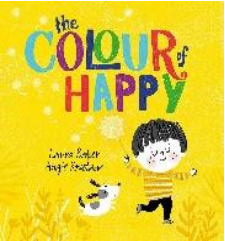
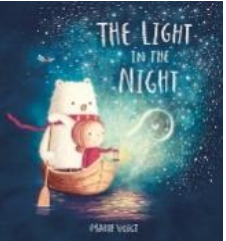
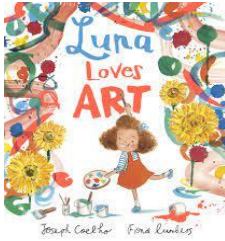
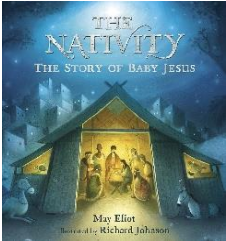





Meadowbank Primary School
Half Termly Knowledge and Skills Based Curriculum - Autumn 2 2023
Phase Foundation Stage Year Group Foundation Stage 2



	Week 1 Wk Beg 30.10	Week 2 Wk Beg 06.11	Week 3 Wk Beg 13.11	Week 4 Wk Beg 20.11	Week 5 Wk Beg 27.11	Week 6 Wk Beg 04.12	Week 7&8 Wk Beg 11.12
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?						
Key Concepts	Colour Light and Dark Emotions Celebration						
Connected Concepts	Significance	Appreciation	Cause & Effect	Cause & Effect	Influence	Significance	Appreciation
Book Studies	The Black Book of Colours 	Wow said the Owl 	The Colour of Happy 	The Light in the Night 	Luna Loves Art 	The Nativity 	Little Robin Red Vest/Jesus Christmas Party 
Children steering learning...	What would the world look like with no colour? Est Why does colour come from the sunshine? CS Is black a colour? EB How are colours made? FC	Are humans nocturnal? OCI Which animals don't see colours? HB/EP Do we get colours from plants? FD Does the colour go behind the moon? LD How do some animals see in the dark? HH How do humans see in the dark? THG	Why are feelings different colours? EvG How are rainbows made? SW, JM Is there a colour for every feeling? DP Can we make new colours? EvP	Do we have shadows in the morning? ESB Does the colour go to another country? LW When the moon comes out, where does the colour go? NRO How are shadows made? CA How does the sun make light? OM	How do you become an artist? ESu How do you learn to paint properly? HB How are different colours of paint made? DC How do artists learn to paint? OW	Who is baby Jesus? LW Why do we have Christmas? Est Is Jesus still alive? BK Does everyone celebrate Christmas? LC	Where does santa get the presents from? OCa Where does the cold come from? CJ How are toys made? DV Does it always snow at Christmas? OM Why is snow white? (LGra)
Key Vocabulary	Senses Braille/Louis Braille Textures	Nocturnal Curious	Feelings Emotions Envy Hope Proud	Shadow Light source Brave Universe	Art/Artist Impressionist/Post Impressionist Abstract Sculpture	Nativity Advent Celebration Carpenter/Jesus God/Manger	Jesus Inkeeper Shepherd Celebration

<p>Communication and Language -Listening, Attention and Understanding -Speaking</p>	<p>Engage in story times and with non-fiction books. Tales Toolkit. Children to select own objects for oral storytelling.</p> <p>Describe and recall past events in some detail.</p> <p>Connect one idea or action to another using a range of connectives, for example and, because. SMILE time. Sharing wider experiences and achievements using items posted on Class Dojo as an aid. Adult to model speaking in extended sentences. Children to connect one idea or action to another using a range of connectives, for example and, and because.</p> <p>Use talk to help work out problems and organise thinking and activities. Consider and respond to Big Question and additional ideas... What would it be like if it was dark all the time? Sorting activity - children to consider the 5 senses and sort images, making connections to the sense which would be used.</p>	<p>Engage in story times and with non-fiction books. Tales Toolkit. Children to select own objects for oral storytelling.</p> <p>Describe and recall past events in some detail.</p> <p>Connect one idea or action to another using a range of connectives, for example and, because. SMILE time. Sharing wider experiences and achievements using items posted on Class Dojo as an aid. Adult to model speaking in extended sentences. Children to connect one idea or action to another using a range of connectives, for example and, and because.</p> <p>Use talk to help work out problems and organise thinking and activities. Consider and respond to Big Question and additional ideas... Why do some things make us go WOW? Sorting activity - range of images relating to day and night and children to sort accordingly.</p> <p>Understand questions such as how.</p>	<p>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.</p> <p>Describe and recall past events in some detail.</p> <p>Connect one idea or action to another using a range of connectives, for example and, because. SMILE time. Sharing wider experiences and achievements using items posted on Class Dojo as an aid. Adult to model speaking in extended sentences. Children to connect one idea or action to another using a range of connectives, for example and, and because.</p> <p>Use talk to help work out problems and organise thinking and activities. Consider and respond to Big Question and additional ideas... Can you tell how your friend is feeling? How do you know? Sorting activity - range of images linked to different -</p>	<p>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.</p> <p>Describe and recall past events in some detail.</p> <p>Connect one idea or action to another using a range of connectives, for example and, because. SMILE time. Sharing wider experiences and achievements using items posted on Class Dojo as an aid. Adult to model speaking in extended sentences. Children to connect one idea or action to another using a range of connectives, for example and, and because.</p> <p>Use talk to help work out problems and organise thinking and activities. Consider and respond to Big Question and additional ideas... Can you find your shadow on a cloudy day? Why? Sorting activity - images linked to</p>	<p>Retell a familiar story, some as exact repetition and some in their own words. Tales Toolkit. Modelled and shared writing experiences using postcard frames.</p> <p>Describe and recall past events in some detail.</p> <p>Connect one idea or action to another using a range of connectives, for example and, because. SMILE time. Sharing wider experiences and achievements using items posted on Class Dojo as an aid. Adult to model speaking in extended sentences. Children to connect one idea or action to another using a range of connectives, for example and, and because.</p> <p>Use talk to help work out problems and organise thinking and activities. Consider and respond to Big Question and additional ideas... Do we all like the same art? Infer meaning from a range of pieces Art - Tell me what do you see? What is happening? What might happen next?</p>	<p>Retell a familiar story, some as exact repetition and some in their own words. Tales Toolkit. Modelled and shared writing experiences using postcard frames.</p> <p>Describe and recall past events in some detail.</p> <p>Connect one idea or action to another using a range of connectives, for example and, because. SMILE time. Sharing wider experiences and achievements using items posted on Class Dojo as an aid. Adult to model speaking in extended sentences. Children to connect one idea or action to another using a range of connectives, for example and, and because.</p> <p>Use talk to help work out problems and organise thinking and activities. Consider and respond to Big Question and additional ideas... Why did the three kings bring gifts? What gifts would you give? Sorting activity - images linked to Christmas and children to sort</p>	<p>Retell a familiar story, some as exact repetition and some in their own words. Tales Toolkit. Modelled and shared writing experiences using postcard frames.</p> <p>Describe and recall past events in some detail.</p> <p>Connect one idea or action to another using a range of connectives, for example and, because. SMILE time. Sharing wider experiences and achievements using items posted on Class Dojo as an aid. Adult to model speaking in extended sentences. Children to connect one idea or action to another using a range of connectives, for example and, and because.</p> <p>Use talk to help work out problems and organise thinking and activities. Consider and respond to Big Question and additional ideas... What does generous mean? When have you been generous? Understand questions such as when and how. Using familiar stories ask a variety of when</p>
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	<p>Use talk to explain how things work and why they might happen. Go outside and close our eyes - what can you feel, smell, hear?</p> <p>Understand questions such as when. Using visual timeline ask questions relating to when particular things happen (when do we have lunch, when do we do the register)?</p> <p>Understand how to listen carefully and know why listening is important. Using a range of big and little objects/toys - ask questions/give instructions relating to the objects/toys (eg. Show me, the duck sitting on cup is little). *Learn colours in French Rouge, Jaune</p>	<p>Using familiar stories ask a variety of how questions relating to the events in the story.</p> <p>Understand how to listen carefully and know why listening is important. Using books, talk about what the images are showing using post-modified clauses and use questions to assess learning. *Learn colours in French. Bleu, Vert</p>	<p>children to sort into different colours linked to emotions.</p> <p>Understand questions such as why. Using familiar stories ask a variety of why questions relating to the events in the story.</p> <p>Understand how to listen carefully and know why listening is important. Using a range of objects/images, ask questions containing vocabulary either/or to assess understanding (eg. Point to either the square or the triangle), *Learn colours in French. Noir, Blanc</p>	<p>natural/artificial light, children to sort accordingly.</p> <p>Understand questions such as when. Using familiar books, ask questions relating to when particular things happen (when do we have a bath, when do we need a plaster)?</p> <p>Understand how to listen carefully and know why listening is important. Using familiar picture books, make a four/five word sentence about what is happening in the image, without showing the image to the children. Can the children repeat the sentence back to you correctly?</p>	<p>Understand questions such as how. Using familiar stories ask a variety of how questions relating to the events in the story.</p> <p>Understand how to listen carefully and know why listening is important. Using a range of big and little objects/toys - ask questions/give instructions relating to the objects/toys (eg. Show me, the duck sitting on cup is little).</p>	<p>accordingly (things we can/can't eat).</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>Understand questions such as why. Using familiar stories ask a variety of why questions relating to the events in the story.</p> <p>Understand how to listen carefully and know why listening is important. Using a range of objects/images, ask questions containing vocabulary either/or.</p> <p>Children's Agency -Evaluate 'Big Question' -Involve children in the planning process and identify key concepts.</p>	<p>and how questions relating to the events in the story.</p> <p>Understand how to listen carefully and know why listening is important. Using familiar picture books, make a five/six word sentence about what is happening in the image, without showing the image to the children. Can the children repeat the sentence back to you correctly?</p>
Other Key Literature	<p>-My Five Senses -Brown Bear, Brown Bear, what do you see? -Polar Bear, Polar Bear, what do you hear? -Peace at Last -Bonfire Night</p>	<p>-Saving Mr Hoot -Owl Babies -The Owl who was Afraid of the Dark -What makes a Rainbow?</p>	<p>-Shine -Happy -Stuck -The Colour Monster</p>	<p>-How to Catch a Star -Night Monkey Day -The Magic Sky</p>	<p>-The Dot -Crocodali</p>	<p>-Donkey's First Christmas -The Nativity</p>	<p>-Robin's Winter Song -Father Christmas needs a Wee -Stick Man -The Night Before Christmas</p>
Personal, Social and Emotional Development -Self-Regulation	Think Equal Programme-The Secret Adventures of Anonymouse -	Think Equal Programme-Curly the Chameleon	Think Equal Programme-Practising Kindness	Think Equal Programme-Ahmeds' Journey	Think Equal Programme-Faisal's not himself	Think Equal Programme-Biyu the Brave Pea	Think Equal Programme-Thabo and the Trees

<p>-Managing Self -Building Relationships</p>	<p>-Perform acts of kindness. -Demonstrate an understanding that small acts of kindness can inspire other acts of kindness. (The Rule of Law)</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. (Mutual Respect Tolerance)</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. (Democracy)</p> <p>Seek different ways of managing conflict. *Model using LEAF as part of daily practice. (The Rule of Law)</p>	<p>-Name at least five emotions. -Understand the levels of energy and pleasantness on the Mood Meter.</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 (Democracy)</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? What do you do to make people say Wow!</p> <p>Seek different ways of managing conflict. *Model using LEAF as part of daily practice. (The Rule Of Law)</p>	<p>-Begin developing ways of showing kindness based on the group agreements. -Apply understanding of kindness to concrete individual and collective kind actions. (The Rule of Law Democracy)</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. (Mutual Respect Tolerance) (Race/Religion/Age Disability/Sex)</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>Pick a feeling and show the corresponding facial expression? Can their partner guess their emotion? Can they talk about/link what might be causing their emotion?</p>	<p>-Name their five senses. Describe what it feels like in their bodies when they have a lot of energy and when they have little energy.</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>Seek different ways of managing conflict. *Model using LEAF as part of daily practice. (The Rule of Law)</p>	<p>-Recognise that boys and girls should both express their feelings. -Take the perspective of someone else. (Mutual Respect Democracy)</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. (Democracy)</p> <p>Seek different ways of managing conflict. *Model using LEAF as part of daily practice. (The Rule of Law)</p>	<p>-Experience empathy and the perspective of another Discuss nature and the cycle of life.</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. (The Rule of Law)</p>	<p>-Show a sense of responsibility for the environment. -Understand the interconnectedness of all living things</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. (Democracy Individual Liberty)</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>
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<p>Physical Development -Gross Motor Skills -Fine Motor Skills</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>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 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 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>h,b,f,ff</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>Develop their small motor skills so that they can use a range of tools competently, safely and confidently.</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>j,v,w</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>x,y,z</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>Develop their small motor skills so that they can use a range of tools competently, safely and confidently.</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>zz,qu,ch</p>
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	Develop their small motor skills so that they can use a range of tools competently, safely and confidently. Consolidate previous GPCs		l,ll,ss			Consolidation of prior learning.	
Literacy -Comprehension -Word Reading -Writing	<p>Hear and say the initial sound in words Read individual letters by saying the sounds for them. *FFT consolidation Oral blending and segmenting. (RAP)</p> <p>Blend sounds into words, so that they can read short words made up of known letter- sound correspondences *Dialogic reading - PEER sequence.</p> <p>Spell words by identifying the sounds and then writing the sound with letter/s. *Dictation</p> <p>Begin to break the flow of speech into words, to hear, say and write the initial sound in words. *Messaging Centre. Explore writing secret messages using codes and graphemes *Create a piece of writing about colour - E.g. Green is...It smells/tastes/feels like...</p>	<p>Hear and say the initial sound in words Read individual letters by saying the sounds for them. *FFT Step 8 h,b,f,ff Oral blending and segmenting.</p> <p>Blend sounds into words, so that they can read short words made up of known letter- sound correspondences *Dialogic reading - PEER sequence.</p> <p>Spell words by identifying the sounds and then writing the sound with letter/s. *Dictation hbfff</p> <p>Begin to break the flow of speech into words, to hear, say and write the initial sound in words. *Messaging Centre. Explore writing secret messages using codes and FFT graphemes *Write about what makes you say 'Wow'</p> <p>Give meaning to the marks they make as they draw, write, paint and type using</p>	<p>Hear and say the initial sound in words Read individual letters by saying the sounds for them. *FFT Step 9 l,ll,ss Oral blending and segmenting.</p> <p>Blend sounds into words, so that they can read short words made up of known letter- sound correspondences *Dialogic reading - PEER sequence.</p> <p>Spell words by identifying the sounds and then writing the sound with letter/s. *Dictation llsss</p> <p>Begin to break the flow of speech into words, to hear, say and write the initial sound in words. *Messaging Centre. Explore writing secret words including FFT graphemes *Write a list of things that make you feel happy, sad, angry, excited etc</p> <p>Give meaning to the marks they make as</p>	<p>Hear and say the initial sound in words Read individual letters by saying the sounds for them. *FFT Step 10 j,v,w Oral blending and segmenting.</p> <p>Blend sounds into words, so that they can read short words made up of known letter- sound correspondences *Dialogic reading - PEER sequence.</p> <p>Spell words by identifying the sounds and then writing the sound with letter/s. *Dictation jvw</p> <p>Begin to break the flow of speech into words, to hear, say and write the initial sound in words. *Messaging Centre. Explore writing secret messages using codes and words including FFT graphemes.</p> <p>Give meaning to the marks they make as they draw, write, paint and type using a keyboard or</p>	<p>Hear and say the initial sound in words Read individual letters by saying the sounds for them. *FFT Step 11 x,y,z Oral blending and segmenting.</p> <p>Blend sounds into words, so that they can read short words made up of known letter- sound correspondences *Dialogic reading - PEER sequence.</p> <p>Spell words by identifying the sounds and then writing the sound with letter/s. *Dictation xyz</p> <p>Begin to break the flow of speech into words, to hear, say and write the initial sound in words *Messaging Centre. Explore writing secret messages using codes and FFT graphemes.</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>Hear and say the initial sound in words Read individual letters by saying the sounds for them. *FFT Step 12 consolidation Oral blending and segmenting. (RAP)</p> <p>Blend sounds into words, so that they can read short words made up of known letter- sound correspondences *Dialogic reading - PEER sequence.</p> <p>Spell words by identifying the sounds and then writing the sound with letter/s. *Dictation</p> <p>Begin to break the flow of speech into words, to hear, say and write the initial sound in words *Messaging Centre. Explore writing secret messages using codes FFT graphemes.</p> <p>Give meaning to the marks they make as they draw, write, paint and type using a keyboard or</p>	<p>Hear and say the initial sound in words Read individual letters by saying the sounds for them. *FFT Step 13 zz,qu,ch Oral blending and segmenting.</p> <p>Blend sounds into words, so that they can read short words made up of known letter- sound correspondences *Dialogic reading - PEER sequence.</p> <p>Spell words by identifying the sounds and then writing the sound with letter/s. *Dictation- zz qu ch</p> <p>Begin to break the flow of speech into words, to hear, say and write the initial sound in words *Messaging Centre. Explore writing secret messages using codes and FFT graphemes.</p> <p>Give meaning to the marks they make as they draw, write, paint and type using a keyboard or</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>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>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>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>*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>*Read alternative nativity stories.</p>	<p>touch-screen technology.</p> <p>*Communicating through writing within role-play situations.</p> <p>*Write opportunities linked to 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>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>*planning a Christmas Party -write invites and shopping list.</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 Count forwards 1-10.</p> <p>Recognise and order numbers 1-10 Flashcards 1-10 and ordering 1-5 - using vocabulary 'after' (what number comes after...)</p> <p>Estimate numbers of things, showing understanding of relative size.</p>	<p>Recite numbers 1-10 and 10 to 0 Count backwards 10-0.</p> <p>Recognise and order numbers 1-10 Flashcards 1-10 and ordering 5-1 - using vocabulary 'after' (what number comes after...)</p> <p>Estimate numbers of things, showing understanding of relative size.</p>	<p>Recite numbers 1-10 and 10 to 0 Start counting forwards from numbers to 10.</p> <p>Recognise and order numbers 1-10 Flashcards 1-10 and ordering 1-8 - using vocabulary 'after' (what number comes after...)</p> <p>Estimate numbers of things, showing</p>	<p>Recite numbers 1-10 and 10 to 0 Start/stop counting forwards from numbers within 1-10.</p> <p>Recognise and order numbers 1-10 Flashcards 1-10 and ordering 8-1 - using vocabulary 'after' (what number comes after...)</p> <p>Estimate numbers of things, showing</p>	<p>Recite numbers 1-10 and 10 to 0 Start counting backwards from numbers to 0.</p> <p>Recognise and order numbers 1-10 Flashcards 1-10 and ordering 1-10 - using vocabulary 'after' (what number comes after...)</p> <p>Estimate numbers of things, showing</p>	<p>Recite numbers 1-10 and 10 to 0 Start/stop counting backwards from numbers 10 to 0.</p> <p>Recognise and order numbers 1-10 Flashcards 1-10 and ordering 10-1.</p> <p>Estimate numbers of things, showing understanding of relative size.</p>	<p>Recite numbers 1-10 and 10 to 0 Start/stop counting backwards from numbers 10 to 0.</p> <p>Recognise and order numbers 1-10 Flashcards 1-10 and ordering 10-1 and beyond.</p> <p>Estimate numbers of things, showing understanding of relative size.</p>

	<p>Link numerals and amounts: for example, showing the right number of objects to match the numeral. 1-4 objects.</p> <p>Toolkit - Odd One Out</p> <p>Understand the 'one more than/one less than' principal to 5 +/- 1 within 5. 1, 2 +/-1 add/subtract - using vocabulary 'after' (what number comes after...)</p> <p>Engage in subitising numbers to four and maybe five in a range of ways. For example including more than two parts and zero as a part. Manipulatives to 3.</p> <p>Compare length, weight and height using non-standard measurements. Comparing natural objects focusing on weight (including vocabulary heavier/heaviest).</p> <p>Discuss routes and locations using a range of positional and directional language. Understanding using positional language (including vocabulary in front and behind)</p>	<p>Link numerals and amounts: for example, showing the right number of objects to match the numeral. 1-5 objects.</p> <p>Toolkit - Odd One Out</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 add/subtract - using vocabulary 'after' (what number comes after...)</p> <p>Engage in subitising numbers to four and maybe five in a range of ways. For example including more than two parts and zero as a part. Manipulatives to 3.</p> <p>Recall a sequence of events in everyday life and stories. Explore time - day and night, sequence daily activities. Ask questions relating to what the children might do at certain times of the day (when do you brush your teeth, when do you eat breakfast...?)</p>	<p>understanding of relative size.</p> <p>Link numerals and amounts: for example, showing the right number of objects to match the numeral. 6 and 7 objects.</p> <p>Toolkit - Odd One Out</p> <p>Understand the 'one more than/one less than' principal to 5 +/- 1 within 5. 1, 2 and 3 +/-1 add/subtract- using vocabulary 'after' (what number comes after...)</p> <p>Engage in subitising numbers to four and maybe five in a range of ways. For example including more than two parts and zero as a part. 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>understanding of relative size.</p> <p>Link numerals and amounts: for example, showing the right number of objects to match the numeral. 7 and 8 objects.</p> <p>Toolkit - Missing Number</p> <p>Understand the 'one more than/one less than' principal to 5 +/- 1 within 5 1, 2, 3 and 4 +/-1 add/subtract- using vocabulary 'after' (what number comes after...)</p> <p>Engage in subitising numbers to four and maybe five in a range of ways. For example including more than two parts and zero as a part. 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>understanding of relative size.</p> <p>Link numerals and amounts: for example, showing the right number of objects to match the numeral. 8 and 9 objects.</p> <p>Toolkit - Missing Number</p> <p>Understand the 'one more than/one less than' principal to 5 +/- 1 within 5. 1, 2, 3 and 4 +/-1 add/subtract- using vocabulary 'after' (what number comes after...)</p> <p>Engage in subitising numbers to four and maybe five in a range of ways. For example including more than two parts and zero as a part. Manipulatives to 5.</p> <p>Discuss routes and locations using a range of positional and directional language. Understanding using positional language (including vocabulary in front and behind).</p>	<p>Link numerals and amounts: for example, showing the right number of objects to match the numeral. 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 Add/subtract</p> <p>Toolkit - Missing Number</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 (including vocabulary longer/longest).</p>	<p>Link numerals and amounts: for example, showing the right number of objects to match the numeral. 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 add/subtract</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 weight when problem solving (including vocabulary heavier/heaviest)..</p>
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<p>Understanding the World -Past and Present -People, Culture and Communities -The Natural World</p>	<p>Describe what they see, hear and feel while outside. Explore the five senses.</p> <p>Compare and contrast characters from stories, including figures from the past. Who was Louis Braille? How and when did he invent Braille. (Mutual Respect Tolernace)</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? (Mutual Repect Tolerance) (Religion)</p> <p>Make observations of animals and plants and explain why some things occur and talk about changes. Investigate the meaning of 'nocturnal' mean by sharing non-fiction books.</p> <p>Discover why we have night and day.</p> <p>Explore how rainbows are made using a range of media</p>	<p>Explore the natural world around them.</p> <p>Understand the effect of the changing seasons on the natural world around them. BigWelly walk. Observing and capturing seasonal changes.</p> <p>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>Recognise that people have different beliefs and celebrate special times in different ways. Which times are special and why? What do people celebrate? (Mutual Respect Tolerance) (Religion)</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>Compare and contrast characters from stories, including figures from the past. Explore the history of Art focusing on key artist in text.</p> <p>*Explore a range of unusual media to create artist pieces.</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? Explore the traditions associated with Christmas. (Mutual Respect Tolerance) (Religion)</p> <p>Understand the effect of the changing seasons on the natural world around them. BigWelly walk.</p> <p>Observing and capturing seasonal changes.</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? (Mutual Respect Tolernace) (Religion)</p> <p>Explore the natural world around them.</p> <p>Make observations of animals and plants and explain why some things occur and talk about changes. Bird watching and observational drawings of the changes observed during Winter.</p> <p>Compare and contrast characters from stories, including figures from the past Explore the different ways Father Christmas is represented around the world. (Religion/Race)</p> <p>Assessment Indicators: Name some sources of colours. To describe how colours can be used for different things.</p>
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<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. Olka Prinku inspired art - Creating tactile art using PVA and dried flowers and leaves.</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 Olka Prinku as a stimulus for using colour.</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 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 happiness, sadness, fear, etc.</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 - Make colours by pressing and mixing natural materials -e.g flowers, fruit, to paint/water.</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 secondary colours to create tertiary colours - Layering</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>Return to and build on their previous learning, refining ideas and developing their ability to represent them. Olka Prinku - create own representation using a selection of materials</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>Return to and build on their previous learning, refining ideas and developing their ability to represent them. Olka Prinku inspired- create own representation of winter wreath using a</p>

	to big question and key text.	to big question and key text.	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.	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.	tissue paper and water. 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 big concept	Develop storylines in their pretend play. Role play opportunities linked to big concept.	selection of natural resources Assessment Indicators:- <i>To name a genre of music.</i> <i>To find the pulse within a piece of music.</i> <i>To recognise and name two musical instruments within a piece of music,</i> Assessment Indicator:- <i>To name how two primary colours are used to create a secondary colour.</i>
Key Composers and Songs	Mozart	Beethoven	Bologne	Haydn	Hummel	Martines	Revisit favourite classical composers
Enhancements Visits and Visitors			Hearing stories and rhymes in different languages.	AWAD Global workshop - Tie dye and African Culture 22.11.23			
Parental Engagement	Parent Consultation Meetings 01.11.23 and 02.11.23 3.30 - 5.50pm	Parent Forum 08.11.23 9.00-10.00am	World Nursery Rhyme Week 13.11.23				F5 Christmas Production 9.30am 13.12.23 and 14.12.23 2.30pm
Whole School and National Events	Bonfire Night 05.11.23	Remembrance Sunday 11.11.23 Diwali 12.11.23	World Kindness Day 13.11.23 Children in Need 17.11.23			'Save the Children'. Christmas Jumper Day 08.12.23	Christmas Dinner 13.12.23 Meadowbank Team Member for the Day 18.12.23 Santa Dash! 20.12.23 Children's Christmas Party 22.12.23

Progression of knowledge and skills are shown horizontally across the half term. The different areas of learning are shown vertically. Learning opportunities are planned alongside the children through 'big questions' and identifying key concepts.