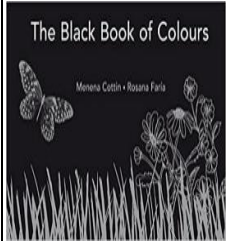
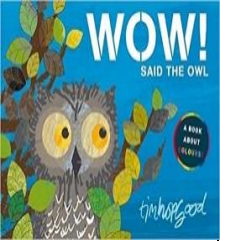



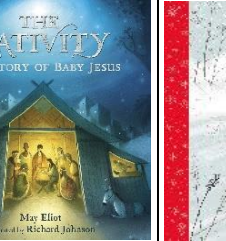






Meadowbank Primary School
Half Termly Knowledge and Skills Based Curriculum – Autumn 2 2024
Phase Foundation Stage Year Group Foundation Stage 2



	Week 1 Wk Beg 28.10	Week 2 Wk Beg 04.11	Week 3 Wk Beg 11.11	Week 4 Wk Beg 18.11	Week 5 Wk Beg 25.11	Week 6 Wk Beg 02.12	Week 7 Wk Beg 09.12	Week 8 Wk Beg 16.12
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?							
Connected Concepts	Significance	Appreciation	Cause & Effect	Cause & Effect	Influence	Significance	Appreciation	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' Xmas Party 
Children steering learning...	How does the dark happen? FHK Why can't blind people see? CB Why are some people blind? AJ Who invented Braille? CP Why is our book black? MM	How does food/fruit get its colour? HRo AH How does colour come from the sun and rain? JMc How does colour get its colour? Why are owls dark colours? HRo/FHK Why do owls like the dark? PL Why do some animals eyes not move? CG/CL When do owls sleep? RMc	How are rainbows made? THG Why is blue a sad colour? BB How can we made people feel happy? PD	How does the hot come from the sun? JMc How do lights work? FHK Why is the sky black at night time? HK/GW How can we not be scared of the dark? LSm How are shadows made? RH How are the stars made? AO	How do paints and pens get their colour? SH/EBa Where does hair colour come from? EBa How does colour get to our clothes? PL How can I become an artist? IS/RD	Who are Jesus' Mummy and Daddy? EW Which animals were in the stable? JR	Why do we not always have snow in Winter? JMc Why does it get cold in winter? EBa/LSm Why is snow white? AJ How is snow made? CG	Why do we celebrate Jesus' birthday? RG What do we need for a party? MG Why did people visit Jesus? AH

Key Vocabulary	Senses Braille/Louis Braille Textures Touch, taste, smell, hear	Nocturnal Curious Dawn Warm Bright Beautiful Wonderful	Feelings Emotions Envy Hope Proud	Shadow Light source Lantern Magical Brave Universe Conquered	Art/Artist Impressionist/Post Impressionist Abstract Sculpture Incredible Gallery	Nativity Advent Celebration Carpenter/Jesus God/Manger	Kindness Generous Caring Gift	Jesus Inkeeper Shepherd Celebration
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. Describe and recall past events in some detail. 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, because. Use talk to help work out problems and organise thinking and activities.	Engage in story times and with non-fiction books. Tales Toolkit. Children to select own objects for oral storytelling. Describe and recall past events in some detail. 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, because. Use talk to help work out problems and organise thinking and activities.	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. Describe and recall past events in some detail. 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, because.	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. Describe and recall past events in some detail. 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, because.	Retell a familiar story, some as exact repetition and some in their own words. Tales Toolkit. Modelled and shared writing experiences using comic strip frames. Describe and recall past events in some detail. 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 encourage children to speak in extended sentences. Children to connect one idea or action to another using a range of connectives, for example and, because, after Use talk to help work out problems	Retell a familiar story, some as exact repetition and some in their own words. Tales Toolkit. Modelled and shared writing experiences using comic strip frames. Describe and recall past events in some detail. 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 encourage children to speak in extended sentences. Children to connect one idea or action to another using a range of connectives, for example and, because, after Use talk to help work out problems	Retell a familiar story, some as exact repetition and some in their own words. Tales Toolkit. Modelled and shared writing experiences using postcard frames. Describe and recall past events in some detail. 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 encourage children to speak in extended sentences. Children to connect one idea or action to another using a range of connectives, for example and, because, after Use talk to help work out problems	Retell a familiar story, some as exact repetition and some in their own words. Tales Toolkit. Modelled and shared writing experiences using postcard frames. Describe and recall past events in some detail. 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 encourage children to speak in extended sentences. Children to connect one idea or action to another using a range of connectives, for example and, because, after Use talk to help work out problems

<p>Consider and respond to Big Question and additional ideas... What would it be like if it was dark all the time?</p> <p>Sorting activity - children to consider the 5 senses and sort images, making connections to the sense which would be used.</p> <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).</p>	<p>Consider and respond to Big Question and additional ideas... Why do some things make us go WOW?</p> <p>Sorting activity - range of images relating to day and night and children to sort accordingly.</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 books, talk about what the images are showing using post-modified clauses and use questions to assess learning.</p> <p>Learn colours in French. Bleu, Vert</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?</p> <p>Sorting activity - range of images linked to different - 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),</p> <p>Learn colours in French. Noir, Blanc</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?</p> <p>Sorting activity - images linked to 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>Learn colours in French. Orange, Violet</p>	<p>and organise thinking and activities. Consider and respond to Big Question and additional ideas... Do we all like the same art?</p> <p>Infer meaning from a range of pieces Art - Tell me what do you see? What is happening? What do you like/dislike?</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>Consolidate learning of colours in French - sing songs https://www.youtube.com/watch?v=Q1sHH-7JmiI</p>	<p>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?</p> <p>Sorting activity - images linked to Christmas and children to sort accordingly (related to Christmas or not).</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>and organise thinking and activities. Consider and respond to Big Question and additional ideas... What does generous mean? When have you been generous?</p> <p>Understand questions such as when and how. Using familiar stories to ask a variety of when 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> <p>Children's Agency -Evaluate 'Big Question' -Involve children in the planning process and identify key concepts and refer to Assessment Blueprint</p>	<p>and organise thinking and activities. Consider and respond to Big Question and additional ideas... How do you celebrate? Are all parties the same?</p> <p>Understand questions such as when and how. Using familiar stories ask a variety of when 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>	<p>and organise thinking and activities. Consider and respond to Big Question and additional ideas... How do you celebrate? Are all parties the same?</p> <p>Understand questions such as when and how. Using familiar stories ask a variety of when 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>
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	Learn colours in French Rouge, Jaune					Consolidate learning of colours in French - sing songs https://www.youtube.com/watch?v=Q1sHH-7JmI		
Other Key Literature	-My Five Senses -Brown Bear, Brown Bear, what do you see? -Peace at Last -Bonfire Night	-Saving Mr Hoot -Owl Babies -The Owl who was Afraid of the Dark -What makes a Rainbow?	-Shine -Happy -Stuck -The Colour Monster	-How to Catch a Star -Night Monkey Day Monkey -The Magic Sky	-The Dot -Crocodali	-Donkey's First Christmas -The Nativity	-Robin's Winter Song -Stick Man	-The Night Before Christmas -Father Christmas needs a Wee -Kipper's Christmas Eve
Personal, Social and Emotional Development -Self-Regulation -Managing Self -Building Relationships	Think Equal Programme-The Secret Adventures of Anonymouse - -Perform acts of kindness. -Demonstrate an understanding that small acts of kindness can inspire other acts of kindness. (BV-The Rule of Law) 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. (BV-Mutual respect/ Tolerance) Express a wide range of feelings in their interactions with	Think Equal Programme-Curly the Chameleon -Name at least five emotions. -Understand the levels of energy and pleasantness on the Mood Meter. 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 (BV-Democracy) 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!	Think Equal Programme- Practising Kindness -Begin developing ways of showing kindness based on the group agreements. -Apply understanding of kindness to concrete individual and collective kind actions. (BV-The Rule of Law/Democracy) Build constructive and respectful relationships. PSHE Jigsaw SOW Celebrating difference. Families I know we are all different but the same in some ways. (BV-Mutual respect/ Tolerance) (PC-Race/Religion Age/Disability/Sex) Express their feelings and consider the needs	Think Equal Programme-Ahmeds' Journey -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. 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. 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	Think Equal Programme-Faisal's not himself -Recognise that boys and girls should both express their feelings. -Take the perspective of someone else. (BV-Mutual respect/ Democracy) Build constructive and respectful relationships. PSHE Jigsaw SOW Celebrating difference. Making Friends I can tell you how to be a kind friend Seek different ways of managing conflict. Model using LEAF as part of daily practice. (BV-The Rule of Law)	Think Equal Programme-Biyu the Brave Pea -Experience empathy and the perspective of another Discuss nature and the cycle of life. 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. Seek different ways of managing conflict. Model using LEAF as part of daily practice. (BV-The Rule of Law)	Think Equal Programme-Thabo and the Trees -Show a sense of responsibility for the environment. -Understand the interconnectedness of all living things 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. (BV-Democracy/ Individual liberty) 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	Seek different ways of managing conflict, for example, through holding back, sharing negotiation and compromise, saying Stop it please I don't like it, 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. (BV-Democracy) Seek different ways of managing conflict. Model using LEAF as part of daily practice. (BV-The Rule of Law)

	<p>others and through their behaviour and play. Morning check in...use colour system -red and green. (BV-Democracy)</p> <p>Seek different ways of managing conflict. Model using LEAF as part of daily practice. (BV-The Rule of Law)</p>	<p>Seek different ways of managing conflict. Model using LEAF as part of daily practice. (BV-The Rule Of Law)</p>	<p>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>Seek different ways of managing conflict. Model using LEAF as part of daily practice. (BV-The Rule of Law)</p>			<p>around? Linked to school expectation.</p> <p>Seek different ways of managing conflict. Model using LEAF as part of daily practice. (BV-The Rule of Law)</p>	
<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</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 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</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 To develop changing direction by: bending your knees and pushing off in the opposite</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 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>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 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</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 To explore different ways to travel using equipment, by bending your knees when landing,</p>	<p>Collaborate with others to manage large items, such as moving a long plank safely, carrying large hollow blocks.</p> <p>Developing gross and fine motor skills through CP opportunities and adult led outdoor learning.</p> <p>Hold a pencils near the point between the first two fingers and thumb, and use it with good control. Handwriting - zz,qu,ch</p> <p>Start taking part in some group activities which they make up for themselves or in teams.</p>	<p>Collaborate with others to manage large items, such as moving a long plank safely, carrying large hollow blocks.</p> <p>Developing gross and fine motor skills through CP opportunities and adult led outdoor learning.</p> <p>Hold a pencils near the point between the first two fingers and thumb, and use it with good control. Handwriting - sh, th, ng</p> <p>Start taking part in some group activities which they make up for themselves or in teams.</p>

	<p>future physical education sessions and other physical disciplines. Fundamentals: Unit 2 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>Hold a pencils near the point between the first two fingers and thumb, and use it with good control. Handwriting - Consolidate previous GPCs.</p>	<p>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>Hold a pencils near the point between the first two fingers and thumb, and use it with good control. Handwriting h,b,f,ff</p>	<p>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>Hold a pencils near the point between the first two fingers and thumb, and use it with good control. Handwriting - l,ll,ss</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>Hold a pencils near the point between the first two fingers and thumb, and use it with good control. Handwriting - j,v,w</p>	<p>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>Hold a pencils near the point between the first two fingers and thumb, and use it with good control. Handwriting - x,y,z</p>	<p>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>Hold a pencils near the point between the first two fingers and thumb, and use it with good control. Handwriting - confidently. Consolidation of prior learning.</p>	<p>Fundamentals: Unit 2 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>Fundamentals: Unit 2 To develop hopping by bending your knees when landing and keeping your chest up to stop you from falling forwards.</p>
<p>Literacy -Comprehension -Word Reading -Writing</p>	<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) Blend sounds into words, so that they can read</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. Blend sounds into words, so that</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. Blend sounds into words, so that they can read</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. Blend sounds into words, so that they can read</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. Blend sounds into words, so that they can read</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>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>Hear and say the initial sound in words Read individual letters by saying the sounds for them. *FFT Step 14 sh,th,ng Oral blending and segmenting.</p>

<p>short words made up of known letter-sound correspondences *Shared Reader - Sam and Ted</p> <p>Spell words by identifying the sounds and then writing the sound with letter/s. *Dictation prior GPCs</p> <p>Begin to break the flow of speech into words, to hear, say and write the initial sound in words. *Create a piece of writing about colour - E.g. Green is...It 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. 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>they can read short words made up of known letter-sound correspondences *Shared Reader - Pip can kick</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. Write about what makes you say 'Wow'</p> <p>Give meaning to the marks they make as they draw, write, paint and type using a keyboard or touch-screen technology. Communicating through writing within role-play situations.</p> <p>Listen to and talk about stories to build familiarity and understanding. 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</p>	<p>short words made up of known letter-sound correspondences *Shared Reader - Big Red Bus</p> <p>Spell words by identifying the sounds and then writing the sound with letter/s. *Dictation Illss</p> <p>Begin to break the flow of speech into words, to hear, say and write the initial sound in words. Write a list of things that make you feel happy, sad, angry, excited etc</p> <p>Give meaning to the marks they make as they draw, write, paint and type using a keyboard or touch-screen technology. Communicating through writing within role-play situations.</p> <p>Listen to and talk about stories to build familiarity and understanding. Use the symbols from Tales Toolkit when retelling the story.</p> <p>Create their own stories and books, with images and sometimes with words.</p>	<p>short words made up of known letter-sound correspondences *Shared Reader - Mess on the Rug</p> <p>Spell words by identifying the sounds and then writing the sound with letter/s. *Dictation jww</p> <p>Begin to break the flow of speech into words, to hear, say and write the initial sound in words. Write a list of sources of light.</p> <p>Give meaning to the marks they make as they draw, write, paint and type using a keyboard or touch-screen technology. Communicating through writing within role-play situations.</p> <p>Write to Cosmo to ask if he enjoyed his adventure. *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. Use the Tales Toolkit structure when retelling the</p>	<p>short words made up of known letter-sound correspondences *Shared Reader - Jim and the vet</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 Make observations of a piece of art.</p> <p>Give meaning to the marks they make as they draw, write, paint and type using a keyboard or touch-screen technology. 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. Use the Tales Toolkit structure when retelling the story and change one part (edit)</p>	<p>Blend sounds into words, so that they can read short words made up of known letter-sound correspondences * Shared Reader - Mud on the van</p> <p>Spell words by identifying the sounds and then writing the sound with letter/s. *Dictation prior GPCs</p> <p>Begin to break the flow of speech into words, to hear, say and write the initial sound in words List the characters in the Nativity.</p> <p>Give meaning to the marks they make as they draw, write, paint and type using a keyboard or touch-screen technology. 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. Use the Tales Toolkit structure</p>	<p>Blend sounds into words, so that they can read short words made up of known letter-sound correspondences *Shared Reader - A trip on the tram</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 Write a card of kindness.</p> <p>Give meaning to the marks they make as they draw, write, paint and type using a keyboard or touch-screen technology. Communicating through writing within role-play situations.</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. Use the Tales Toolkit structure when retelling the</p>	<p>Blend sounds into words, so that they can read short words made up of known letter-sound correspondences *Shared Reader - Jazz in the sun</p> <p>Spell words by identifying the sounds and then writing the sound with letter/s. *Dictation- sh,th,ng</p> <p>Begin to break the flow of speech into words, to hear, say and write the initial sound in words Write an invitation to your Christmas party.</p> <p>Give meaning to the marks they make as they draw, write, paint and type using a keyboard or touch-screen technology. Communicating through writing within role-play situations.</p> <p>Christmas writing Station - Thank you cards and letters. *plan a Christmas Party -write shopping list.</p> <p>Listen to and talk about stories to build familiarity and understanding.</p>
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	<p>Sharing Non-fiction books about our senses.</p> <p>Create their own stories and books, with images and sometimes with words.</p> <p>Drawing Club - Introduce ambitious vocabulary, read a text and create drawings together including the 3Ms. Lost and Found.</p>	<p>new knowledge and vocabulary.</p> <p>Sharing Non-fiction books about nocturnal animals.</p> <p>Create their own stories and books, with images and sometimes with words.</p> <p>Drawing Club - Introduce ambitious vocabulary, read a text and create drawings together including the 3Ms. Goldilocks.</p>	<p>Drawing Club - Introduce ambitious vocabulary, read a text and create drawings together including the 3Ms. Mr Benn.</p>	<p>story and change one part (edit)</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>Create their own stories and books, with images and sometimes with words.</p> <p>Drawing Club - Introduce ambitious vocabulary, read a text and create drawings together including the 3Ms. Penguin.</p>	<p>Create their own stories and books, with images and sometimes with words.</p> <p>Drawing Club - Introduce ambitious vocabulary, read a text and create drawings together including the 3Ms. Three Billy Goats.</p>	<p>when retelling the story and change one part (edit)</p> <p>Read alternative nativity stories.</p> <p>Create their own stories and books, with images and sometimes with words.</p> <p>Drawing Club - Introduce ambitious vocabulary, read a text and create drawings together including the 3Ms. Pink Panther.</p>	<p>story and change one part (edit)</p> <p>Create their own stories and books, with images and sometimes with words.</p> <p>Drawing Club - Introduce ambitious vocabulary, read a text and create drawings together including the 3Ms. Kipper's Christmas Eve.</p>	<p>Use the Tales Toolkit structure when retelling the story and change one part (edit)</p> <p>Create their own stories and books, with images and sometimes with words.</p> <p>Drawing Club - Introduce ambitious vocabulary, read a text and create drawings together including the 3Ms. Father Christmas wants a wee.</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>Put numerals in order 0-10 and beyond 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>Link numerals and amounts: for example, showing the right number of</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>Link numerals and amounts: for example, showing the right number of</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 understanding of relative size.</p> <p>Link numerals and amounts: for example, 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 understanding of relative size.</p> <p>Link numerals and amounts: for example, 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 understanding of relative size.</p> <p>Link numerals and amounts: for example, 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>Link numerals and amounts: for example, showing the right number of objects to match the numeral.</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.</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.</p>

	<p>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 +/- 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. 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>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 +/- 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>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 +/- 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>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 +/- 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>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 +/- 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>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 +/- 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 bigger/biggest).</p>	<p>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 size when problem solving (including vocabulary bigger/biggest)..</p>	<p>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>
<p>Understanding the World -Past and Present</p>	<p>Describe what they see. hear and feel while outside.</p>	<p>Recognise that people have different beliefs</p>	<p>Explore the natural world around them.</p>	<p>Recognise that people have different beliefs</p>	<p>Compare and contrast characters from</p>	<p>Recognise that people have different beliefs</p>	<p>Explore the natural world around them.</p>	<p>Recognise that people have different beliefs</p>

<p>-People, Culture and Communities -The Natural World</p>	<p>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. (BV-Mutual respect/Tolerance)</p> <p>Assessment Indicators Name the five senses. Consider what it might be like without one of these senses...</p>	<p>and celebrate special times in different ways. Which times are special and why? What celebrations and festivals do we know? (BV-Mutual respect/Tolerance) (PC-Religion)</p> <p>Understand the effect of the changing seasons on the natural world around them. BigWelly walk. Observing and capturing seasonal changes.</p> <p>Make observations of animals and plants and explain why some things occur and talk about changes. Investigate the meaning of 'nocturnal' 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>Assessment Indicator To articulate differences between night and day.</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>and celebrate special times in different ways. Which times are special and why? What do people celebrate? (BV-Mutual respect/Tolerance) (PC-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>Assessment Indicator Name two sources of light</p>	<p>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>Assessment Indicators Name some sources of colours. To describe how colours can be used for different things.</p>	<p>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. (BV-Mutual respect/Tolerance) (PC-Religion)</p> <p>Understand the effect of the changing seasons on the natural world around them. BigWelly walk. Observing and capturing seasonal changes.</p> <p>Assessment Indicators Name the season of Autumn and Winter. Describe changes that occur in Autumn and Winter.</p>	<p>Make observations of animals and plants and explain why some things occur and talk about changes. Bird watching - what birds can we see in our outdoor environment? Where do birds go in 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. (PC-Religion/Race)</p> <p>Assessment Indicators To know what a celebration is, name a celebration and articulate how people celebrate in different ways.</p>	<p>and celebrate special times in different ways. Which times are special and why? What can we say about different celebrations? (BV-Mutual respect/Tolerance) (PC-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. Make observational drawings of the changes observed during Winter.</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 rhymes with verses - Old McDonald</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. Exposure to Courtenay Pollock as a stimulus for using colour.</p> <p>Develop storylines in their pretend play. Role play opportunities linked to big question and key text.</p>	<p>Listen to and echo repeated rhythmic patterns using non-tuned percussion instruments. 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 rhymes with verses - Wheels on the Bus</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. Courtenay Pollock inspired art - Creating tactile art using textured paint - adding media to paint</p> <p>Develop storylines in their pretend play. Role play opportunities linked to big question and key text.</p>	<p>Listen to and echo repeated rhythmic patterns using non-tuned percussion instruments. 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 rhymes with verses - A sailor went to sea</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. Exploring how colour and art can be used to represent feelings in a range of ways.</p> <p>Develop storylines in their pretend play. Role play opportunities linked to big question and key text.</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 echo rhymes - Frere a Jacques</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>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</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 echo rhymes - Sing a song of sixpence</p> <p>Return to and build on their previous learning, refining ideas and developing their ability to represent them. Courtenay Pollock - create own representation using a selection of materials</p> <p>Return to and build on their previous learning, refining ideas and developing their ability to represent them.</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 songs - Christmas performance songs</p> <p>Develop storylines in their pretend play. Role play opportunities linked to big concept.</p> <p>Explore mixing primary colours to create secondary colours. Colour Mixing - Mix primary and secondary colours to create tertiary colours - Layering tissue paper and water.</p> <p>Assessment Indicator To name how two primary colours are</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 Performance</p> <p>Sing familiar songs, for example, pop songs, songs from tv programmes, rhymes and songs from home. Sing a wide range of songs - Christmas performance songs.</p> <p>Return to and build on their previous learning, refining ideas and developing their ability to represent them. Courtenay Pollock inspired- create own representation of work using a selection of resources</p> <p>Assessment Indicators To name a genre of music. To find the pulse within a piece of music. To recognise and name two musical instruments within a piece of music,</p>	<p>Sing familiar songs, for example, pop songs, songs from tv programmes, rhymes and songs from home. Sing a wide range of Christmas songs.</p> <p>Return to and build on their previous learning, refining ideas and developing their ability to represent them. Create individual representations of colour to create a greetings card.</p> <p>Develop storylines in their pretend play. Role play opportunities linked to big question.</p>
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				story as a stimulus for using colour. Develop storylines in their pretend play. Role play opportunities linked to big question and key text.	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.	<i>used to create a secondary colour.</i>		
Key Composers and Songs	Mozart	Beethoven	Bologne	Haydn	Hummel	Martines	Chopin	Schubert
Outdoor Learning	Go outside and close our eyes - what can you feel, smell, hear?	BigWelly walk. Observing and capturing seasonal changes.	Collecting natural materials to make a rainbow of 'emotions'.	Explore shadows and how they are made.	Using natural materials to re-create large scale artwork.	BigWelly walk. Observing and capturing seasonal changes.	Bird watching and observational drawings of them	Observational drawings of the changes observed during Winter.
Enhancements Visits and Visitors		Guide Dog Association Visit 5.11.24	World Nursery Rhyme Week Performance 11.11.24					
Parental Engagement		Parent Forum 6.11.24 Parent Consultation Meetings 6.11.24 and 7.11.24	World Nursery Rhyme Performance 13.11.24				Foundation Stage Christmas Sing-Along 11.12.24 9.15am or 12.12.24 2.30pm	
Whole School and National Events	Diwali 31.10.24	Bonfire Night 05.11.24 National Outdoor Learning Day 07.11.24	Children in Need 15.11.24 Anti-Bullying Week 11.11.24-15.11.24 Remembrance Day 11.11.24		National NO Pens Day 27.11.24		Christmas Dinner 11.12.24 'Save the Children'. Christmas Jumper Day 13.12.24	Staff Team Member for the Day 17.12.24 Santa Dash 18.12.24 Children's Christmas Party 20.12.24

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.