

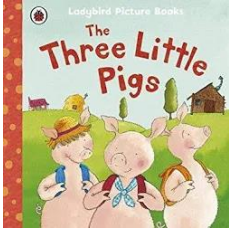
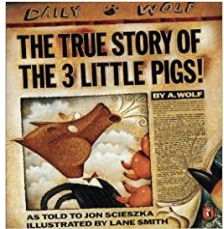
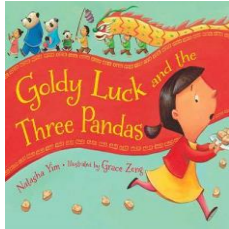
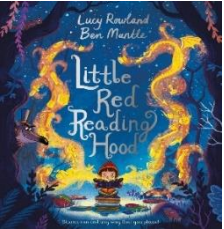


Meadowbank Primary School

Half Termly Knowledge and Skills Based Curriculum - Spring 1 2023

Phase Foundation Stage Year Group Foundation Stage 2



	Week 1/2 Wk Beg 02/09.01	Week 3 Wk Beg 16.01	Week 4 Wk Beg 23.01	Week 5 Wk Beg 30.01	Week 6 Wk Beg 06.02	Week 7 Wk Beg 13.02
Characteristics of Effective Teaching and Learning	Playing and Exploring - Engagement Finding out and exploring Playing with what they know Being willing to 'have a go'		Active Learning - Motivation Being involved and concentrating Keeping on trying Enjoying achieving what they set out to do		Creating and Thinking Critically - Thinking Having their own ideas (creative thinking) Making links (building theories) Choosing ways to do things (critical thinking)	
Big Question	What is in a story?					
Weekly Questions	How could you have improved the pig's houses?	How do you feel about the Wolf now?	What would you do To apologise to your Friend?	How could you keep safe?	What book would you recommend to Wolf?	What kind of fairy tale would you cook up?
Key Concepts	Traditional Morals	Modern Morals	Traditional Morals	Traditional Morals	Modern Morals	Fairy Tale
Book Studies	The Three Little Pigs 	The True Story of the Three Little Pigs 	Goldy Luck and the Three Pandas 	Little Red Riding Hood 	Little Red Reading Hood 	A Cooked Up Fairy Tale 
Children steering learning....	How can the pigs be safe? BB Can wolves be good? ZJ Learn to build a house IG Build some houses HS Do stories always have happy endings? GW	Learn about wolves JMW, RB Why are wolves mean? FS Do stories always have nice beginnings? ART	Learn about pandas DH Learn about China FS Why do they have dragons at CNY? JMW Learn about CNY ED Learn to do dragon dancing FS Where does the colour come from in books? CMC	What would happen if the wolf wasn't in LRRH? ZJ Why did the BBW dress up? JC, RB How did LRRH know it was the wolf and not Grandma? FS How do authors think of the characters? PY	What other books are in the library? Share our favourite books SS Does everyone have an imagination? HK	Make our own story up FS Make a story in pictures and stick them together RB Put our own ideas in a story EvW

Key vocabulary	Perseverance, puff, strong, weak, dangerous, vicious, material	Truth, Wicked, real, reputation, fair, unfair, misunderstood	zodiac, lantern, dumplings, fortune, golden, dragon, festival, lunar	Danger, little, big, huge, tiny, unsafe, forest, elderly, forest, hunter	Trust, change, lonely, alone, dream, imagination	Different, aspiration, hope, dream, ingredients, imagination.
Communication and Language -Listening, Attention and Understanding -Speaking	<p>Use language to imagine and recreate roles and experiences Tales Toolkit. Children to use 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 Use a variety of questions, for example when and how SMILE time. Sharing wider experiences and achievements using items posted on Class Dojo as an aid. Adult to encourage peers to ask questions to find out more information.</p> <p>Use language to imagine and recreate roles and experiences in play situations Retell the story using large scale props.</p> <p>Ask their own questions to find out more and check their own understanding Hot seating. Why did the Wolf and pigs behave in the way that they did?</p>	<p>Use language to imagine and recreate roles and experiences Tales Toolkit. Children to use 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 Use a variety of questions, for example when and how SMILE time. Sharing wider experiences and achievements using items posted on Class Dojo as an aid. Adult to encourage peers to ask questions to find out more information.</p> <p>Ask their own questions to find out more and check their own understanding Compare and contrast this version with the traditional Three Pigs story. How are the stories similar/different?</p>	<p>Use language to imagine and recreate roles and experiences Tales Toolkit. Modelled and shared writing experiences using the flip book and postcard frames.</p> <p>Describe and recall past events in some detail Use a variety of questions, for example when and how SMILE time. Sharing wider experiences and achievements using items posted on Class Dojo as an aid. Adult to encourage peers to ask questions to find out more information.</p> <p>Use language to imagine and recreate roles and experiences in play situations Retell the story using Chinese cultural props in house and compare and contrast to children's home lives.</p>	<p>Use language to imagine and recreate roles and experiences Tales Toolkit. Modelled and shared writing experiences using the flip book and postcard frames.</p> <p>Describe and recall past events in some detail Ask their own questions to find out more and check their own understanding SMILE time. Sharing wider experiences and achievements using items posted on Class Dojo as an aid. Adult to encourage peers to ask questions to stimulate discussion</p> <p>Describe and recall past events in some detail Share experiences of family/grandparents and relate to characters in the story</p>	<p>Retell a familiar story, some as exact repetition and some in their own words. Tales Toolkit. Modelled and shared writing experiences using writing frames to retell traditional tales.</p> <p>Describe and recall past events in some detail Ask their own questions to find out more and check their own understanding SMILE time. Sharing wider experiences and achievements using items posted on Class Dojo as an aid. Adult to encourage peers to ask questions to stimulate discussion</p> <p>Ask their own questions to find out more and check their own understanding Discuss the similarities and differences in this version - which do you prefer?</p> <p>Children's Agency -Evaluate 'Big Question' -Involve children in the planning process and identify key concepts.</p>	<p>Retell a familiar story, some as exact repetition and some in their own words. Tales Toolkit. Modelled and shared writing experiences using writing frames retell traditional tales.</p> <p>Describe and recall past events in some detail Ask their own questions to find out more and check their own understanding SMILE time. Sharing wider experiences and achievements using items posted on Class Dojo as an aid. Adult to encourage peers to ask questions to stimulate discussion</p> <p>Use language to imagine and recreate roles and experiences in play situations Children to verbally create their own cooked up fairy tales and record using ICT software</p>
Other Key Literature	The Three Little Wolves and the Big Bad Pig. Wolf won't Bite.	There is no Big Bad Wolf in the story. The Three Little Pigs and the Big Bad book.	Beware of the Bears. Eat your Greens, Goldilocks	Red Riding Hood and the Sweet Little Wolf. Little Red.	The Wolf's story.	Cinderella. Snow White and the Seven Dwarfs.

<p>Personal, Social and Emotional Development -Self-Regulation -Managing Self -Building Relationships</p>	<p>Show resilience and perseverance in the face of challenge. PSHE Jigsaw SOW - Dreams and Goals. Challenge. I can talk about the sorts of things I find tricky and how I overcome them?</p> <p>Show their confidence and self-esteem through taking risks and trying new things in social situations. *Discuss with children and evaluate when they have been hopeful</p> <p>Seek different ways of managing conflict, *Model using LEAF as part of daily practice.</p>	<p>Show resilience and perseverance in the face of challenge. PSHE Jigsaw SOW - Dreams and Goals. Never giving up. I can talk about my experiences of challenges and of never giving up.</p> <p>See themselves as valuable individuals *Discuss with children and evaluate when they have been successful</p> <p>Seek different ways of managing conflict, *Model using LEAF as part of daily practice.</p>	<p>Describe their competencies, what they can do well and what they are getting better at, describing themselves in positive but realistic terms. PSHE Jigsaw SOW - Dreams and Goals. Setting a goal. I can talk about things I would like to get better at and how I might achieve this.</p> <p>Describe their competencies, what they are getting better at, describing themselves in positive terms * Discuss with children and evaluate when they have been resourceful.</p> <p>Seek different ways of managing conflict, *Model using LEAF as part of daily practice.</p>	<p>Build constructive and respectful relationships. PSHE Jigsaw SOW - Dreams and Goals. Obstacles and support. I know how important it is to be kind to my friends and have their support and how this will help me achieve my goals.</p> <p>Build constructive and respectful relationships *Discuss with children and evaluate when they have been caring</p> <p>Seek different ways of managing conflict, *Model using TT structure as part of daily practice.</p>	<p>Describe their competencies, what they can do well and what they are getting better at, describing themselves in positive but realistic terms. PSHE Jigsaw SOW - Dreams and Goals. Flight to the Future. I understand the link between what I do now and the jobs I might like to do when I get older.</p> <p>Show resilience and perseverance in the face of challenge *Discuss with children and evaluate when they have been resourceful</p> <p>Seek different ways of managing conflict, *Model using TT structure as part of daily practice.</p> <p>Build constructive and respectful relationships. World Mental Health Week - Let's Connect -Class connections -Hula Hoop Connections</p>	<p>Show resilience and perseverance in the face of challenge. PSHE Jigsaw SOW - Dreams and Goals. Footprint Awards. I can say how I feel when I achieve a goal and know what it means to feel proud.</p> <p>Describe their competencies, what they are getting better at, describing themselves in positive terms *Discuss with children and evaluate when they have been hopeful, resourceful, successful and caring</p> <p>Seek different ways of managing conflict, *Model using TT structure as part of daily practice.</p>
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<p>Physical Development -Gross Motor Skills -Fine Motor Skills</p>	<p>Start taking part in some group activities which they make up for themselves or in teams.</p> <p>Throw a ball with increasing force and accuracy and starts to catch a large ball by using two hands and their chest to trap it.</p> <p>Further develop and refine a range of ball skills including: throwing, catching, kicking, passing, batting, and aiming.</p> <p>Kick a stationary ball with either foot. Games: Unit 2 Lesson 1, Polar Regions. To aim when throwing and practise keeping score by pointing your hand in the direction you want the object to go and shouting out the score, each time you score, to help you remember.</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. Gymnastics: Unit 2</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. Games: Unit 2 Lesson 2, the rainforest. To follow instructions and move safely when playing tagging games by learning how to tag someone gently on the arm or back and looking for space away from the taggers.</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. Gymnastics: Unit 2 Lesson 2, Jack and the Beanstalk. To develop balancing and safely using apparatus by squeezing your muscles to help you stay still.</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>Throw a ball with increasing force and accuracy and starts to catch a large ball by using two hands and their chest to trap it. Games: Unit 2 Lesson 3, Australia. To learn to play against a partner by pointing your hand where you want the object to go and saying 'well done' to your opponent.</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>Combine different movements with ease and fluency. Gymnastics: Unit 2 Lesson 3 Jack and the Beanstalk.</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. Games: Unit 2 Lesson 4, Wild West. To develop coordination and play by the rules by listening carefully to the instructions so you understand how to play the game and to use the opposite arm and leg when running.</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>Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group.</p> <p>Combine different movements with ease and fluency. Gymnastics: Unit 2</p>	<p>Start taking part in some group activities which they make up for themselves or in teams.</p> <p>Throw a ball with increasing force and accuracy and starts to catch a large ball by using two hands and their chest to trap it.</p> <p>Further develop and refine a range of ball skills including: throwing, catching, kicking, passing, batting, and aiming. Games: Unit 2 Lesson 5, India. To explore striking a ball and keeping score by pointing the racket where you want the ball to go and hitting the ball in the middle of the racket.</p> <p>Revise and refine the fundamental movement skills they have already acquired, for example, rolling, crawling, walking, jumping and climbing.</p> <p>Progress towards a more fluent style of moving, with developing control and grace.</p> <p>Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group. Gymnastics: Unit 2 Lesson 5, Goldilocks and the three bears. To explore travelling around, over and through</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. Games: Unit 2 Lesson 6, Far East. To work cooperatively as a team by encouraging your team mates and clapping the other team.</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>Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group. Gymnastics: Unit 2 Lesson 6, Goldilocks and the three bears. To create sequences using apparatus by: travelling over, around and along the apparatus, travelling using different body parts and holding balances for 5 seconds.</p>
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	<p>Lesson 1, Jack and the Beanstalk. To create short sequences using shape, balances and travelling actions by; squeezing your muscles when holding your shape or balance to help you be still and strong and to hold shapes and balances for 5 seconds.</p> <p>Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group Developing gross and fine motor skills through CP opportunities and adult led outdoor learning.</p> <p>Develop the foundations of handwriting style which is fast, accurate and efficient SFA - j,v,w</p>	<p>Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group 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. SFA - x,y, z</p>	<p>To develop jumping and landing safely from a height by bending your knees when landing and keeping your chest up tall so you don't fall forwards.</p> <p>Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group 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. SFA - Consolidate</p>	<p>Lesson 4, Goldilocks and the three bears. To develop rocking and rolling by staying curled up in the barrel roll and keeping your legs and feet together on the straight roll.</p> <p>Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group 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. SFA phonics - zz,qu,ch</p>	<p>apparatus by travelling using different body parts and holding balances for 5 seconds.</p> <p>Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group 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. SFA Phonics - sh, th,ng</p>	<p>Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group 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. SFA Phonics - Consolidate</p>
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<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 step 6 jw Say it fast/break it down/stretch and read,</p> <p>Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words. *FFT Shared Reader</p> <p>Write a simple sentence *Dictation j, v, w</p> <p>Use their developing phonic knowledge to write things such as labels and captions. Use the Tales Toolkit Structure to retell a story</p> <p>Understand and respond to questions such as who, why, when, where and how, in relation to stories and non-fiction. *Visit the library for a story telling session. *Use a range of questions to encourage inference</p> <p>Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary. *Sharing Non-fiction books about houses and buildings.</p>	<p>Hear and say the initial sound in words Read individual letters by saying the sounds for them. *FFT Step 7 xyz Oral blending and segmenting.</p> <p>Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words. *FFT Shared Reader</p> <p>Write a simple sentence *Dictation x, y, z</p> <p>Use their developing phonic knowledge to write things such as labels and captions. Use the Tales Toolkit Structure to reinvent one part of the story</p> <p>Understand and respond to questions such as who, why, when, where and how, in relation to stories and non-fiction. *Visit the library for a story telling session. *Use a range of questions to encourage inference</p> <p>Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary. *Sharing Non-fiction books about habitats</p>	<p>Hear and say the initial sound in words Read individual letters by saying the sounds for them. *FFT Step 8 Consolidate Oral blending and segmenting.</p> <p>Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words. *FFT Shared Reader</p> <p>Write a simple sentence *Dictation consolidation</p> <p>Use their developing phonic knowledge to write things such as labels and captions. Use the Tales Toolkit Structure to reinvent two parts of the story</p> <p>Understand and respond to questions such as who, why, when, where and how, in relation to stories and non-fiction. *Visit the library for a story telling session. *Use a range of questions to encourage inference</p> <p>Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary. *Sharing Non-fiction books about the world and China.</p>	<p>Read some letter groups that each represent one sound and say sounds for them. *FFT Step 9 zz, qu, ch Consolidation Oral blending and segmenting.</p> <p>Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words. *FFT Shared Reader</p> <p>Write a simple sentence *Dictation zz, qu, ch</p> <p>Use their developing phonic knowledge to write things such as labels and captions. Use the Tales Toolkit Structure to retell a story</p> <p>Understand and respond to questions such as who, why, when, where and how, in relation to stories and non-fiction. *Visit the library for a story telling session. *Use a range of questions to encourage inference</p> <p>Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary. *Sharing Non-fiction books about pigs and wolves.</p>	<p>Hear and say the initial sound in words Read some letter groups that each represent one sound and say sounds for them. *FFT Step 10 sh, th, ng Oral blending and segmenting.</p> <p>Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words. *FFT Shared Reader</p> <p>Write a simple sentence *Dictation sh, th, ng</p> <p>Use their developing phonic knowledge to write things such as labels and captions. Use the Tales Toolkit Structure to reinvent two parts of the story</p> <p>Understand and respond to questions such as who, why, when, where and how, in relation to stories and non-fiction. *Visit the library for a story telling session. *Use a range of questions to encourage inference</p>	<p>Hear and say the initial sound in words Read some letter groups that each represent one sound and say sounds for them. *FFT Consolidation. Oral blending and segmenting.</p> <p>Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words. *FFT Shared Reader</p> <p>Write a simple sentence *Dictation consolidation</p> <p>Use their developing phonic knowledge to write things such as labels and captions. Use the Tales Toolkit Structure to create your own story</p> <p>Understand and respond to questions such as who, why, when, where and how, in relation to stories and non-fiction. *Visit the library for a story telling session. *Use a range of questions to encourage inference</p> <p>Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary. *Sharing Non-fiction books - explore recipe books.</p>
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<p>Mathematics -Number -Numerical Patterns</p>	<p>Recite numbers 1 to 20 Count backwards 10-0</p> <p>Recognise and order numbers 1-10 and 10-20 Flashcards 10-20 and ordering 1-12</p> <p>Understand the 'one more than/one less than' relationship between consecutive numbers Explore 5/6 with numicon 5 and 6 +/-1 Odd one out</p> <p>Explore the composition and decomposition of numbers from 2 to 5 and then up to 10, using Meadowbank's progression chart. Begin to recall the components of 5 using 5 frames</p> <p>Recall a sequence of events in everyday life and stories. Explore time -sequence daily activities using language of time; first, next, before, after, yesterday, tomorrow</p>	<p>Recite numbers 1 -20 Start counting forwards from different numbers to 10</p> <p>Recognise and order numbers 1-10 and 10-20 Flashcards 10-20 and ordering 1-14</p> <p>Understand the 'one more than/one less than' relationship between consecutive numbers Explore 6/7 with manipulatives 6 and 7 +/-1 Part/Part Whole</p> <p>Explore the composition and decomposition of numbers from 2 to 5 and then up to 10, using Meadowbank's progression chart. Begin to recall the components of 5 using 5 frames</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 and 3d shapes to create different structures</p>	<p>Recite numbers 1-20 Start/stop counting forwards from numbers within 1-10</p> <p>Recognise and order numbers 1-10 and 10-20 Flashcards 10-20 and ordering 1-16</p> <p>Understand the 'one more than/one less than' relationship between consecutive numbers Explore 7/8 with numicon and manipulatives 7 and 8 +/-1 Correct/not correct</p> <p>Explore the composition and decomposition of numbers from 2 to 5 and then up to 10, using Meadowbank's progression chart. Begin to record the components of 5 pictorially</p> <p>Compare length, weight and height using non-standard measurements. Using the language of size when problem solving.</p>	<p>Recite numbers 1-20 Start/stop counting forwards from numbers within 1-10</p> <p>Recognise and order numbers 1-10 and 10-20 Flashcards 10-20 and ordering 1-16</p> <p>Understand the 'one more than/one less than' relationship between consecutive numbers Explore 8/9 with numerals 8 and 9 +/-1 Part/Part Whole</p> <p>Explore the composition and decomposition of numbers from 2 to 5 and then up to 10, using Meadowbank's progression chart. Begin to record the components of 5 pictorially</p> <p>Discuss routes and locations using a range of positional and directional language. Model recreating Red Riding Hood's journey using directional language/beebots</p>	<p>Recite numbers 1-20 Start/stop counting forwards from numbers within 1-12</p> <p>Recognise and order numbers 1-10 and 10-20 Flashcards 10-20 and ordering 1-18</p> <p>Understand the 'one more than/one less than' relationship between consecutive numbers Explore 9/10 with numerals & manipulatives 9 and 10 +/-1 Problem solving</p> <p>Explore the composition and decomposition of numbers from 2 to 5 and then up to 10, using Meadowbank's progression chart. Begin to verbally recall the components of 5</p> <p>Discuss routes and locations using a range of positional and directional language. Recreate Red Reading Hood's journey using directional language/beebots</p>	<p>Recite numbers 1-20 Start/stop counting forwards from numbers within 1-15</p> <p>Recognise and order numbers 1-10 and 10-20 Flashcards 10-20 and ordering 1-20</p> <p>Understand the 'one more than/one less than' relationship between consecutive numbers Explore 5 to 10 with a range of resources 5 to 10 +/-1 Problem solving</p> <p>Explore the composition and decomposition of numbers from 2 to 5 and then up to 10, using Meadowbank's progression chart. Verbally recall the components of 5</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 the World -Past and Present -People, Culture and Communities -The Natural World</p>	<p>Know about similarities and differences between themselves and others, and among families, communities, cultures and traditions. Which stories are special and why?</p>	<p>Know about similarities and differences between themselves and others, and among families, communities, cultures and traditions. Which stories are special and why?</p>	<p>Know about similarities and differences between themselves and others, and among families, communities, cultures and traditions. Which stories are special and why?</p>	<p>Know about similarities and differences between themselves and others, and among families, communities, cultures and traditions. Which stories are special and why?</p>	<p>Know about similarities and differences between themselves and others, and among families, communities, cultures and traditions. Which stories are special and why?</p>	<p>Know about similarities and differences between themselves and others, and among families, communities, cultures and traditions. Which stories are special and why?</p>

	<p>How should we look after special books?</p> <p>Make observations of animals and plants and explain why some things occur and talk about changes Explore and compare the properties of straw, sticks and bricks Look at animal habitats - which animals use sticks and straw to build houses?</p> <p>Think Equal Programme:- Week 1 Lessons 1 -3 Marvellous Me-Maya Romer Focusing on:- Understanding the concepts same and different. Celebrating similarities and differences. Demonstrating self-confidence.</p>	<p>Do you know any stories that are special to Muslims?</p> <p>Explore the natural world around them Understand the effect of the changing seasons on the natural world around them Weekly Welly walk. Observing and capturing seasonal changes.</p> <p>Make observations of animals and plants and explain why some things occur and talk about changes Look at animal habitats - which animals use sticks and straw to build houses?</p> <p>Think Equal Programme:- Week 2 Lessons 1 -3 These Feelings-Helen Lumgair Focusing on:- Understanding that feelings will come and go. Demonstrate strategies for managing feelings.</p>	<p>What stories do you know that are special to Christians?</p> <p>Make observations of animals and plants and explain why some things occur and talk about changes Research around different types of bears. Where do panda bears come from? What do they eat?</p> <p>Know some similarities and differences between life in this country and life in other countries Using maps and globes to find where we live and where China is in relation to the festival.</p> <p>Think Equal Programme:- Week 3 Lessons 1 -3 The Weather Inside Me-Sheryl Webster Focusing on:- Expressing understanding of the mood meter. Giving examples of how emotions in our bodies can feel like different types if weather. Understanding that feelings come and go like the weather.</p>	<p>Share some of our own special books</p> <p>Draw information from a simple map *Discuss routes and locations that are familiar to the children. Go on a journey and record using a simple map/journey stick.</p> <p>Make observations of animals and plants and explain why some things occur and talk about changes Research Pigs/Wolves and create a fact file about them. Record what is discovered using an ipad.</p> <p>Think Equal Programme:- Week 4 Lessons 1 -3 See learning A-Exploring Kindness Focusing on:- Recognising that we all want happiness and kindness. Creating a personal drawing of kindness that they can use as a resource.</p>	<p>Look at a collection of Bibles and look at similarities and differences.</p> <p>Understand the effect of the changing seasons on the natural world around them Weekly Welly walk. Observing and capturing seasonal changes.</p> <p>Compare and contrast characters from stories, including figures from the past Develop digital literacy skills by being able to access, understand and interact with a range of technologies Investigate how the stories and characters studied are similar/different and record ideas using ICT.</p> <p>Think Equal Programme:- Week 5 Lessons 1 -3 Ted the Tiger Tamer-Kim Normanton Focusing on:- Naming different emotions. Linking emotions to feelings inside the body. Using 'Take a Break, Make a plan' as a tool to calm bodies and brains and make positive choices.</p>	<p>Look at the difference between a Holy Book and a Special Book.</p> <p>Compare and contrast characters from stories, including figures from the past Develop digital literacy skills by being able to access, understand and interact with a range of technologies Investigate how the stories and characters studied are similar/different and record ideas using ICT.</p> <p>Notice changes to materials Make cakes and make observations when changes occur.</p> <p>Think Equal Programme:- Week 6 Lessons 1 -The Secret Adventures of Anonymouse-Natalie Lynn Rekstad Focusing on:- Performing acts of kindness around school and the classroom. Demonstrating an understanding that small acts of kindness can inspire other acts of kindness.</p>
<p>Expressive Arts and Design -Creating with Materials -Being Imaginative and Expressive</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 -</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 -</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 -</p>	<p>Listen to and echo repeated rhythmic patterns using non-tuned percussion instruments. Charanga - In The Groove - Step 4 - Choose what you perform today. Start</p>	<p>Listen to and echo repeated rhythmic patterns using non-tuned percussion instruments. Charanga - In The Groove Step 5 - Prepare for the end-of-unit performance</p>	<p>Listen to and echo repeated rhythmic patterns using non-tuned percussion instruments. Charanga - In The Groove - Step 6 - Perform the end of unit performance.</p>

	<p>In The Groove - Step 1 - Sing the song and play instrumental parts 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, use and refine a variety of artistic effects to express their ideas and feelings. Exploring painting effects: Watercolour</p> <p>Return to and build on their previous learning, refining ideas and developing their ability to represent them. Artist study: Monet - How does his art work make you feel?</p> <p>Develop storylines in their pretend play. *Watch the clips of the Northern Ballet version of the story. Can we use music and dancing to retell the story? https://northernballet.com/three-little-pigs/three-little-pigs-videos</p>	<p>In The Groove - Step 2 - Sing the song and improvise using voices and/or instruments 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, use and refine a variety of artistic effects to express their ideas and feelings. Exploring painting effects: Stippling</p> <p>Return to and build on their previous learning, refining ideas and developing their ability to represent them. Artist study: Monet - What effects has he used in his work?</p> <p>Develop storylines in their pretend play. Role play opportunities linked to big question and key text.</p>	<p>In The Groove - Step 3 - 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, use and refine a variety of artistic effects to express their ideas and feelings. Exploring painting effects: Pouring.</p> <p>Return to and build on their previous learning, refining ideas and developing their ability to represent them. Artist study: Monet - What would you do differently?</p> <p>Develop storylines in their pretend play. Role play opportunities linked to big question and key text. - Traditional Chinese New Year decorations added to role-play house.</p>	<p>to prepare for the end-of-unit performance</p> <p>Listen attentively, move to and talk about music, expressing their feelings and responses. Sing a wide range of call and response songs and discuss feelings and responses to music.</p> <p>Explore, use and refine a variety of artistic effects to express their ideas and feelings. Exploring painting effects: Splattering</p> <p>Return to and build on their previous learning, refining ideas and developing their ability to represent them. Artist study: Monet - What is special about Monet's paintings</p> <p>Play cooperatively as part of a group to create, develop and act out an imaginary idea, familiar story or narrative Role play opportunities linked to weekly concept - Outdoors in woods</p>	<p>Listen attentively, move to and talk about music, expressing their feelings and responses. Sing a wide range of call and response songs and discuss feelings and responses to music.</p> <p>Explore, use and refine a variety of artistic effects to express their ideas and feelings. Exploring painting effects: Printing</p> <p>Return to and build on their previous learning, refining ideas and developing their ability to represent them. Artist study: Monet - How would you recreate Monet's work?</p> <p>Play cooperatively as part of a group to create, develop and act out an imaginary idea, familiar story or narrative Role play opportunities linked to weekly concept.</p>	<p>Listen attentively, move to and talk about music, expressing their feelings and responses. Sing a wide range of call and response songs and discuss feelings and responses to music.</p> <p>Explore, use and refine a variety of artistic effects to express their ideas and feelings. Exploring painting effects: Palette knife</p> <p>Return to and build on their previous learning, refining ideas and developing their ability to represent them. Artist study: Monet - What does your recreation represent to you?</p> <p>Play cooperatively as part of a group to create, develop and act out an imaginary idea, familiar story or narrative Role play opportunities linked to weekly concept.</p>
Key Composers and Songs	Tchaikovsky	Mussorgsky	Clara Schumann	Fanny Mendelssohn	Frederic Chopin	Franz Liszt
Enhancements Visits and Visitors		Sharing stories in different languages	Chinese New Year Workshop 25.01.23		Sharing stories in different languages	Visit to shop to buy ingredients for recipe
Parental Engagement		DEAR-Drop Everything and Read 19.01.23 FS26u 9.00-9.30		Think Equal Workshop 03.02.2023 9.00-9.45/2.15-3.00		

		FS2Gi 2.30-3.00				
Whole School and National Events	Staff Team Member for the day 12.01.23	Ukraine Charity Event- Wear something yellow 20.01.23	Chinese New Year 22.01.23		Safer Internet day 07.02.2023 Mental Health Week Let's Connect	

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