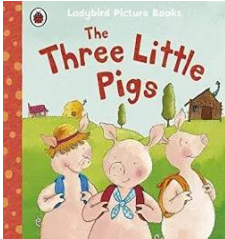
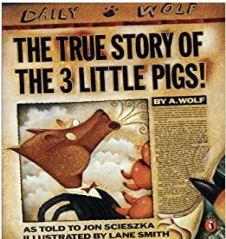
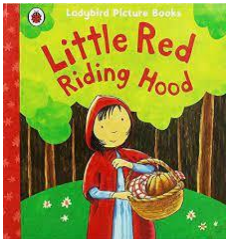

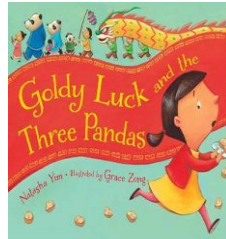




Meadowbank Primary School
Half Termly Knowledge and Skills Based Curriculum - Spring 1 2024
Phase Foundation Stage Year Group Foundation Stage 2



	Week 1 Wk Beg 08.01	Week 2 Wk Beg 15.01	Week 3 Wk Beg 22.01	Week 4 Wk Beg 29.01	Week 5 Wk Beg 05.02
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?				
Connected Concepts	Cause and Effect	Cause and Effect	Cause and Effect	Cause and Effect	Cause and Effect
Book Studies	The Three Little Pigs 	The True Story of the Three Little Pigs 	Little Red Riding Hood 	Little Red Reading Hood 	Goldy Luck and the Three Pandas 
Children steering learning....	Why did the pigs leave home? How can the pigs be safe? ESB Can wolves be good? EST Learn to build a house LS Why are houses made of bricks? OCI Why are some house made of wood? ESu Was the wolf really mean? OM How can we make houses stronger? CA	Why do wolves live in the forest? NH Do stories always have nice endings? LW Do all people tell the truth? CS What makes houses blow down? FD Make our own story EY How can the pigs protect themselves? LCh Why do we get colds? THG	Why do stories start with Once upon a time? IC Does the wolf always eat the Granny?? EP How can we keep safe? BK How can we help our Grandparents? DP Why did the BBW dress up? EB	What would happen if the wolf wasn't in LRRH? IR How did LRRH know it was the wolf and not Grandma? CJ How do authors think of the characters? MC Why are all wolves bad in stories? CA Be an illustrator CS	Learn about pandas and bears OA Where is China? ESu Why do they have dragons at CNY? MC Learn about CNY DC Learn to do dragon dancing Where does the colour come from in books? THG
Key vocabulary	Perseverance Dangerous Materials Structure	Truth Misunderstood Justice Fairness Power	Danger Stranger Deceit Significance	Trust Imagination Influence	Festival Celebration Significance

<p>Communication and Language -Listening, Attention and Understanding -Speaking</p>	<p>Describe and recall past events in some detail Use a variety of questions, for example when and how.</p> <p>Begin to use a range of tenses, for example play, playing, played. 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 and use of future and past tenses.</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>Develop social phrases. Introduce the concept of idioms - compile a list of idioms that are used on a regular basis and explore alternative meanings.</p> <p>Learn to say names of the animals from the story in French.</p>	<p>Describe and recall past events in some detail Use a variety of questions, for example when and how.</p> <p>Begin to use a range of tenses, for example play, playing, played. 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 and use of future and past tenses.</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>Develop social phrases. Through role play opportunities, adults to facilitate and encourage the use of idioms in conversations.</p> <p>Learn to say names of the animals from the story in French.</p>	<p>Describe and recall past events in some detail.</p> <p>Ask their own questions to find out more and check their own understanding.</p> <p>Begin to use a range of tenses, for example play, playing, played. 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 a back and forth conversation and use of future and past tenses.</p> <p>Use language to imagine and recreate roles and experiences in play situations. Retell the story using large scale props.</p> <p>Describe and recall past events in some detail. Share experiences of family/grandparents and relate to characters in the story</p> <p>Develop social phrases. Through role play opportunities, adults to facilitate and encourage the use of idioms in conversations.</p> <p>Learn to say names of the characters from the story in French.</p>	<p>Describe and recall past events in some detail.</p> <p>Ask their own questions to find out more and check their own understanding.</p> <p>Begin to use a range of tenses, for example play, playing, played. 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 a back and forth conversation and use of future and past tenses.</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>Develop social phrases. Through role play opportunities, adults to facilitate and encourage the use of idioms in conversations.</p> <p>Children's Agency. -Evaluate 'Big Question' through retelling a familiar story. -Involve children in the planning process and identify connected concepts.</p>	<p>Describe and recall past events in some detail.</p> <p>Use a variety of questions, for example when and how.</p> <p>Begin to use a range of tenses, for example play, playing, played. 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 a back and forth conversation and use of future and past tenses.</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>Develop social phrases. Through role play opportunities, adults to facilitate and encourage the use of idioms in conversations.</p> <p>Learn to say names of the characters from the story in French.</p>
<p>Other Key Literature</p>	<p>-The Three Little Wolves and the Big Bad Pig. -Wolf won't Bite.</p>	<p>-There is no Big Bad Wolf in the story. -The Three Little Pigs and the Big Bad book.</p>	<p>-Red Riding Hood and the Sweet Little Wolf. -Little Red.</p>	<p>-The Wolf's story.</p>	<p>-Beware of the Bears. -Eat your Greens, Goldilocks</p>

<p>Personal, Social and Emotional Development -Self-Regulation -Managing Self -Building Relationships</p>	<p>Think Equal Programme-SEE Learning C Exploring Sensations -List words that describe variable sensations. -Learn 'Help Now!' strategies for regulating the body.</p> <p>Show resilience and perseverance in the face of challenge. PSHE Jigsaw SOW - Dreams and Goals. Challenge. Talk about the sorts of things I find tricky and how I overcome them? (Liberty)</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. (The Rule of Law)</p> <p>Seek different ways of managing conflict, Model using LEAF as part of daily practice. (The Rule of Law)</p>	<p>Think Equal Programme- Passing Clouds -Recognise and name different feelings -Recall strategies to help them control their own feelings.</p> <p>Show resilience and perseverance in the face of challenge. PSHE Jigsaw SOW - Dreams and Goals. Never giving up. Talk about my experiences of challenges and of never giving up. (Liberty)</p> <p>See themselves as valuable individuals *Discuss with children and evaluate when they have been successful. (The Rule of Law)</p> <p>Seek different ways of managing conflict, Model using LEAF as part of daily practice. (The Rule of Law)</p>	<p>Think Equal Programme- Yoshi is different -Demonstrate confidence in themselves and their unique talents. -Show empathy toward others who have different ideas and/or interests.</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. Talk about things I would like to get better at and how I might achieve this. (Liberty)</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. (The Rule of Law)</p> <p>Seek different ways of managing conflict, Model using LEAF as part of daily practice. (The Rule of Law)</p>	<p>Think Equal Programme- Nisha and the Tiger -Show compassion for all creatures - animals and humans. -Express empathy for others.</p> <p>Build constructive and respectful relationships. PSHE Jigsaw SOW - Dreams and Goals. Obstacles and support. Know how important it is to be kind to my friends and have their support and how this will help me achieve my goals. (Mutual Respect)</p> <p>Build constructive and respectful relationships Discuss with children and evaluate when they have been caring. (The Rule of Law)</p> <p>Seek different ways of managing conflict, Model using TT structure as part of daily practice. (The Rule of Law)</p>	<p>Think Equal Programme- Francisco's Family -Understanding that different families often share similarities but are also differences in many ways. -Identify things that make their family unique.</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. Understand the link between what I do now and the jobs I might like to do when I get older. (Liberty)</p> <p>Show resilience and perseverance in the face of challenge *Discuss with children and evaluate how to ensure positive relationships (Mutual Respect)</p> <p>Seek different ways of managing conflict, *Model using TT structure as part of daily practice. (The Rule of Law)</p> <p>Build constructive and respectful relationships. World Mental Health Week - Place2be</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 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</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>Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group. Developing gross and fine motor</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 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</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 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>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 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,</p>
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	<p>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 their small motor skills so that they can use a range of tools competently, safely and confidently. SFA - sh, th, ng.</p>	<p>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 - consolidation.</p>	<p>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 - consolidation.</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 - ai.</p>	<p>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 - ee.</p>
<p>Literacy -Comprehension -Word Reading -Writing</p>	<p>Hear and say the initial sound in words.</p> <p>Read individual letters by saying the sounds for them. FFT Step 10 sh, th, ng 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 Jazz in the Sun.</p> <p>Write a simple sentence *Dictation sh, th, ng</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.</p> <p>Book talk, including using the books to explore the feelings of the characters and encourage inference and justifying their responses in full sentences.</p>	<p>Hear and say the initial sound in words.</p> <p>Read individual letters by saying the 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. Ben gets to Bed.</p> <p>Write a simple sentence *Dictation consolidation</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.</p> <p>Book talk, including using the books to explore the feelings of the characters and encourage inference and justifying their responses in full sentences.</p>	<p>Hear and say the initial sound in words.</p> <p>Read individual letters by saying the sounds for them. FFT Step 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. Sock Shopping.</p> <p>Write a simple sentence *Dictation consolidation</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.</p> <p>Book talk, including using the books to explore the feelings of the characters and encourage inference and justifying their responses in full sentences.</p>	<p>Hear and say the initial sound in words.</p> <p>Read some letter groups that each represent one sound and say sounds for them. FFT Step 11 ai 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. At Dusk.</p> <p>Write a simple sentence *Dictation ai</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.</p> <p>Book talk, including using the books to explore the feelings of the characters and encourage inference and justifying their responses in full sentences.</p>	<p>Hear and say the initial sound in words.</p> <p>Read some letter groups that each represent one sound and say sounds for them. FFT Step 12 ee 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. The Train Set.</p> <p>Write a simple sentence *Dictation ee</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.</p> <p>Book talk, including using the books to explore the feelings of the characters and encourage inference and justifying their responses in full sentences.</p>

	<p>Use books to encourage the children to use idioms to describe what people might say in certain situations.</p> <p>Use books to predict and discuss what might happen next in the story.</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>Create their own stories and books, with images and sometimes with words. Drawing Club - Lost and Found. Introduce ambitious vocabulary, read a text and create drawings together and individually including the 3Ms.</p>	<p>Use books to encourage the children to use idioms to describe what people might say in certain situations.</p> <p>Use books to predict and discuss what might happen next in the story.</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 different habitats.</p> <p>Create their own stories and books, with images and sometimes with words. Drawing Club - Jack and the Beanstalk. Introduce ambitious vocabulary, read a text and create drawings together and individually including the 3Ms.</p>	<p>Use books to encourage the children to use idioms to describe what people might say in certain situations.</p> <p>Use books to predict and discuss what might happen next in the story.</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 forest creatures.</p> <p>Create their own stories and books, with images and sometimes with word. Drawing Club - Mr Benn, The Zookeeper. Introduce ambitious vocabulary, read a text and create drawings together and individually including the 3Ms.</p>	<p>Use books to encourage the children to use idioms to describe what people might say in certain situations.</p> <p>Use books to predict and discuss what might happen next in the story.</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 wild animals.</p> <p>Create their own stories and books, with images and sometimes with words. Drawing Club - Where the Wild things are. Introduce ambitious vocabulary, read a text and create drawings together and individually including the 3Ms</p>	<p>Use books to encourage the children to use idioms to describe what people might say in certain situations.</p> <p>Use books to predict and discuss what might happen next in the story.</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>Create their own stories and books, with images and sometimes with words. Drawing Club - Little Red Hen. Introduce ambitious vocabulary, read a text and create drawings together and individually including the 3Ms</p>
<p>Mathematics -Number -Numerical Patterns</p>	<p>Recite numbers from 0-10 and beyond, and back from 10-0. Recite numbers 1 to 12 Count backwards 10-0.</p> <p>Recognise and order numbers 1-10 and 10-20 Flashcards 10-20 and ordering 1-12.</p> <p>Count out up to 10 objects from a larger group Link the number symbol with its cardinal number value. Manipulatives 6 and 7</p> <p>Understand the 'one more than/one less than' relationship between consecutive numbers. Explore 5/6 with numicon 5 and 6 +/-1 <u>Correct/Not correct</u></p>	<p>Recite numbers from 0-10 and beyond, and back from 10-0. Recite numbers 1 to 14 Count backwards 10-0</p> <p>Recognise and order numbers 1-10 and 10-20 Flashcards 10-20 and ordering 1-14.</p> <p>Count out up to 10 objects from a larger group Link the number symbol with its cardinal number value. Manipulatives 7 and 8.</p> <p>Understand the 'one more than/one less than' relationship between consecutive numbers. Explore 6/7 with manipulatives 6 and 7 +/-1 <u>Correct/Not correct</u></p>	<p>Recite numbers from 0-10 and beyond, and back from 10-0. Recite numbers 1 to 16 Count backwards 10-0: different starting points.</p> <p>Recognise and order numbers 1-10 and 10-20. Flashcards 10-20 and ordering 1-16.</p> <p>Count out up to 10 objects from a larger group Link the number symbol with its cardinal number value. Manipulatives 8 and 9.</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 <u>Correct/not correct</u></p>	<p>Recite numbers from 0-10 and beyond, and back from 10-0. Recite numbers 1 to 18 Count backwards 10-0: different starting points.</p> <p>Recognise and order numbers 1-10 and 10-20. Flashcards 10-20 and ordering 1-16.</p> <p>Count out up to 10 objects from a larger group Link the number symbol with its cardinal number value. Manipulatives 9 and 10</p> <p>Understand the 'one more than/one less than' relationship between consecutive numbers. Explore 8/9 with numerals 8 and 9 +/-1</p>	<p>Recite numbers from 0-10 and beyond, and back from 10-0. Recite numbers 1 to 20 Count backwards 10-0 different starting points.</p> <p>Recognise and order numbers 1-10 and 10-20. Flashcards 10-20 and ordering 1-18.</p> <p>Count out up to 10 objects from a larger group Link the number symbol with its cardinal number value. Manipulatives to 10.</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 recall the components of 5 using 5 frames.</p> <p>Begin to conceptually subitise larger numbers by subitising smaller groups within the number. Manipulatives within 6.</p> <p>Recall a sequence of events in everyday life and stories. Understanding which day comes next - create a chart with the days of the week across the top.</p> <p>Explore time -sequence daily activities using language of time; first, next, before, after, yesterday, tomorrow, next week, the weekend.</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>Begin to conceptually subitise larger numbers by subitising smaller groups within the number. Manipulatives within 6.</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>Recall a sequence of events in everyday life and stories. Understanding which day comes next - Add images to the 'days of the week chart' of the different things we do on different days of the week.</p> <p>Explore language of time; first, next, before, after, yesterday, tomorrow, next week, the weekend.</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>Begin to conceptually subitise larger numbers by subitising smaller groups within the number. Manipulatives within 7.</p> <p>Compare length, weight and height using non-standard measurements. Using the language of size when problem solving.</p> <p>Recall a sequence of events in everyday life and stories. Understanding which day comes next - use the 'days of the week chart' to explore vocabulary 'day before' and 'day after', yesterday, tomorrow, next week, the weekend.</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>Begin to conceptually subitise larger numbers by subitising smaller groups within the number. Manipulatives within 7. <u>Part/Part/Whole</u></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>Recall a sequence of events in everyday life and stories. Understanding which day comes next - add times of the day (morning, afternoon and evening) to 'days of the week chart' and explore activities that are done at different times and different days. Explore language of time; first, next, before, after, yesterday, tomorrow, next week, the weekend.</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>Begin to conceptually subitise larger numbers by subitising smaller groups within the number. Manipulatives within 8 <u>Part/Part/Whole</u></p> <p>Discuss routes and locations using a range of positional and directional language. Recreate Goldyluck's journey using directional language/beebots.</p> <p>Recall a sequence of events in everyday life and stories. Understanding which day comes next - consolidate learning.</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? How should we look after special books? (Religion)</p> <p>Make observations of animals and plants and explain 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? Share some of our own special books. (Religion)</p> <p>Explore the natural world around them.</p>	<p>Know about similarities and differences between themselves and others, and among families, communities, cultures and traditions. Which stories are special and why? What stories do you know that are special to Christians? (Mutual Respect) (Religion)</p> <p>Make observations of animals and plants and explain 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? Do you know any stories that are special to Muslims? (Mutual Respect) (Religion)</p> <p>Draw information from a simple map.</p>	<p>Know about similarities and differences between themselves and others, and among families, communities, cultures and traditions. Which stories are special and why? Look at a collection of Bibles and look at similarities and differences. (Mutual Respect) (Religion)</p>

	<p>some things occur and talk about changes. Explore and compare the properties of straw, sticks and bricks.</p> <p>Develop digital literacy skills by being able to access, understand and interact with a range of technologies Use the beebots to follow the pig's/wolf's journey.</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>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>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>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>Discuss routes and locations that are familiar to the children. Go on a journey and record using a simple map/journey stick.</p> <p>Compare and contrast characters from stories, including figures from the past.</p> <p>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>Understand the effect of the changing seasons on the natural world around them. Weekly Welly walk. Observing and capturing seasonal changes.</p> <p>Know about similarities and differences between themselves and others, and among families, communities, cultures and traditions.</p> <p>Develop digital literacy skills by being able to access, understand and interact with a range of technologies. Investigate the key features of festivals and record findings using ICT. (<i>Mutual Respect</i>) (<i>Religion</i>) <u>Assessment Indicator</u> Name two religions and their special books (holy texts) Name two religious stories <u>Assessment indicator</u> Recall a route using directional language.</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 - 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>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 - 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>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 - 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>Listen to and echo repeated rhythmic patterns using non-tuned percussion instruments. Charanga - In The Groove - Step 4 - Choose what you perform today. Start 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.</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 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>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>Play cooperatively as part of a group to create, develop and act out an imaginary idea, familiar story or narrative. Adults to facilitate opportunities for children to understand and practise passive sentences through role play.</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>Play cooperatively as part of a group to create, develop and act out an imaginary idea, familiar story or narrative. Adults to facilitate opportunities for children to understand and practise passive sentences through role play.</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>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 Big question text -Outdoors in woods.</p> <p>Adults to facilitate opportunities for children to understand and practise passive sentences through role play.</p>	<p>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 Big question and text,</p> <p>Adults to facilitate opportunities for children to understand and practise passive sentences through role play.</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. Develop storylines in their pretend play.</p> <p>Role play opportunities linked to big question and key text.</p> <p>Traditional Chinese New Year decorations added to role-play house.</p> <p>Adults to facilitate opportunities for children to understand and practise passive sentences through role play.</p> <p>Use simple tools competently and appropriately. Baking - design, make and evaluate the making of cakes; noticing the change in ingredients and states of matter.</p> <p><u>Assessment Indicator</u> Sing/perform in time to the music Play the glockenspiel in time (C)</p> <p><u>Assessment Indicator</u> Appraise a piece of Monet's work. Create a representation of Monet's work using a form of painting.</p>
Key Composers and Songs	Tchaikovsky	Mussorgsky	Schumann	Mendelssohn	Chopin
Enhancements Visits and Visitors		Sharing stories in different languages.			Chinese New Year Workshop 07.02.24

		Friends of Meadowbank Cinema Night 18.01.24 from 3.30-5.00			
Parental Engagement	Maths workshop Tell Me/Show me event 10.01.24 9.00-10.15/2.00-3.15				
Whole School and National Events			RSPB Birdwatch 27.01.24	NSPCC Charity Event 02.02.24	Safer Internet day 06.02.24 Mental Health Week Place2Be Chinese New Year 10.02.24

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.