

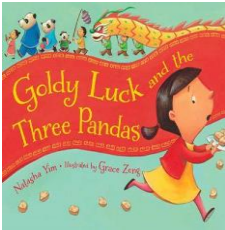


# Meadowbank Primary School

## Half Termly Knowledge and Skills Based Curriculum - Spring 1 2025

### Phase Foundation Stage Year Group Foundation Stage 2



	<b>Week 1</b> Wk Beg 06.01	<b>Week 2</b> Wk Beg 13.01	<b>Week 3</b> Wk Beg 20.01	<b>Week 4</b> Wk Beg 27.01	<b>Week 5</b> Wk Beg 03.02	<b>Week 6</b> Wk Beg 10.02
<b>Characteristics of Effective Teaching and Learning</b>	<b>Playing and Exploring - Engagement</b> Finding out and exploring Playing with what they know Being willing to 'have a go'		<b>Active Learning - Motivation</b> Being involved and concentrating Keeping on trying Enjoying achieving what they set out to do		<b>Creating and Thinking Critically - Thinking</b> Having their own ideas (creative thinking) Making links (building theories) Choosing ways to do things (critical thinking)	
<b>Big Question</b>	<b>What is in a story?</b>					
<b>Connected Concepts</b>	<b>Structure</b> <b>Cause and Effect</b> <b>Power</b>	<b>Structure</b> <b>Cause and Effect</b> <b>Power</b>	<b>Structure</b> <b>Cause and Effect</b> <b>Power</b>	<b>Structure</b> <b>Cause and Effect</b> <b>Power</b>	<b>Structure</b> <b>Cause and Effect</b> <b>Power</b>	<b>Structure</b> <b>Cause and Effect</b> <b>Power</b>
<b>Book Studies</b>	<b>The Three Little Pigs</b> 	<b>The True Story of the Three Little Pigs</b> 	<b>Goldilocks and the Three Bears</b> 	<b>Goldy Luck and the Three Pandas</b> 	<b>Little Red Riding Hood</b> 	<b>Little Red Reading Hood</b> 
<b>Children steering learning....</b>	Can wolves really blow down houses? CL/CG Why did the pigs make houses for themselves? EW/AH Why was the wolf mean? BB Why did the straw and stick house fall down? JB How did the wolf blow the pig's houses down? MG How did the pigs get the fire? FHK	Was the wolf really a mean wolf? EW/CL I want to find out if the wolf just felt alone and wanted some friends? RH I want to find out if the wolf was just hungry? JB Why did the wolf want to blow the house down? HH How did the pigs trick the wolf? JBI/LMS How did the pigs make the houses? RG	Where did the 3 bears go on their walk? EG Were the bears scared of Goldilocks? TM Do all stories end with 'Happily Ever after'? CP What is a traditional Tale? GW How did GL get in the house? FHK/JBo Why did the bears decide to go out? RJ	Where do Pandas come from? CB/MG What do pandas eat? JR How do people celebrate Chinese new year? AJ What do Chinese people wear at Chinese New Year? IS Is CNY a celebration? AH IS CNY about Lanterns? HRo	Why did Red Riding Hood not listen to her Mummy? PD How can we keep safe from strangers? MB How far did LRRH have to walk to get to Granny's HRo Why did Granny let the wolf in? JMc Who writes the books? LMS	How to become an author? CG Are wolves always bad in stories? MM Do all stories contain scary things/ malevolence? MG/RG Do all stories contain a problem? JMc Why did LRRH like to read? GW

<b>Key Vocabulary</b>	Perseverance, bold, huff/puff, creeping, load strong, weak, dangerous, vicious, material.	Truth, wicked, shame, misunderstood, history, honour, impolite.	Edge, medium, Mother, Father, peeped, huge, minute.	Festival, lunar, tumbled, catapulted, wandered, steaming, grumbled, reasoned, exclaimed, demanded.	Danger, little, big, huge, tiny, unsafe, forest, elderly, forest, hunter.	Trust, overdue, stray, gruffly, flavoursome, tempted, inquired, sneer.
<b>Communication and Language</b> <b>-Listening, Attention and Understanding</b> <b>-Speaking</b>	<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 model asking 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>Learn to say names of the animals from the story in French.</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 model asking 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>Learn to say names of the animals from the story in French.</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 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 props in house and compare and contrast to children's home lives.</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>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>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. Children to ask questions to stimulate a back and forth conversation and use 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>Learn to say family names in French.</p> <p><b>Children's Agency</b>          -Evaluate 'Big Question'          -Involve children in the planning process and identify key concepts.</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. Children to ask questions to stimulate a back and forth conversation and use 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>Learn to say family names in French.</p>

<p><b>Other Key Literature</b></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>-Beware of the Bears. -Eat your Greens, Goldilocks.</p>	<p>-Beware of the Bears. -Eat your Greens, Goldilocks.</p>	<p>-Red Riding Hood and the Sweet Little Wolf. -Little Red.</p>	<p>-The Wolf's story.</p>
<p><b>Personal, Social and Emotional Development</b> -Self-Regulation -Managing Self -Building Relationships</p>	<p><b>Think Equal Programme- SEE Learning C Exploring Sensations.</b> -List words that describe variable sensations. -Learn 'Help Now!' strategies for regulating the body.</p> <p><b>Show resilience and perseverance in the face of challenge.</b> PSHE Jigsaw SOW - Dreams and Goals. Challenge. Talk about the sorts of things I find tricky and how I overcome them? (BV-Liberty)</p> <p><b>Show their confidence and self-esteem through taking risks and trying new things in social situations.</b> Discuss with children and evaluate when they have been hopeful. (BV- he Rule of Law)</p> <p><b>Seek different ways of managing conflict,</b> Model using LEAF as part of daily practice. (BV-The Rule of Law)</p>	<p><b>Think Equal Programme- Passing Clouds.</b> -Recognise and name different feelings -Recall strategies to help them control their own feelings.</p> <p><b>Show resilience and perseverance in the face of challenge.</b> PSHE Jigsaw SOW - Dreams and Goals. Never giving up. Talk about my experiences of challenges and of never giving up. (BV-Liberty)</p> <p><b>See themselves as valuable individuals</b> *Discuss with children and evaluate when they have been successful. (BV-The Rule of Law)</p> <p><b>Seek different ways of managing conflict,</b> Model using LEAF as part of daily practice. (BV-The Rule of Law)</p>	<p><b>Think Equal Programme- Yoshi is different.</b> -Demonstrate confidence in themselves and their unique talents. -Show empathy toward others who have different ideas and/or interests.</p> <p><b>Describe their competencies, what they can do well and what they are getting better at, describing themselves in positive but realistic terms.</b> 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. (BV - Liberty)</p> <p><b>Describe their competencies, what they are getting better at, describing themselves in positive terms</b> Discuss with children and evaluate when they have been resourceful. (BV-The Rule of Law)</p> <p><b>Seek different ways of managing conflict,</b> Model using LEAF as part of daily practice. (BV-The Rule of Law)</p>	<p><b>Think Equal Programme- Nisha and the Tiger.</b> -Show compassion for all creatures - animals and humans. -Express empathy for others.</p> <p><b>Build constructive and respectful relationships.</b> 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. (BV- Mutual Respect)</p> <p><b>Build constructive and respectful relationships</b> Discuss with children and evaluate when they have been caring. (BV-The Rule of Law)</p> <p><b>Seek different ways of managing conflict,</b> Model using TT structure as part of daily practice. (BV-The Rule of Law)</p>	<p><b>Think Equal Programme- Francisco's Family.</b> -Understanding that different families often share similarities but are also differences in many ways. -Identify things that make their family unique.</p> <p><b>Describe their competencies, what they can do well and what they are getting better at, describing themselves in positive but realistic terms.</b> 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. (BV-Liberty)</p> <p><b>Show resilience and perseverance in the face of challenge</b> *Recall all positive learning behaviours and how they complement each other. (BV-Mutual Respect)</p> <p><b>Seek different ways of managing conflict,</b> *Model using TT structure as part of daily practice. (BV-The Rule of Law)</p>	<p><b>Think Equal Programme- SEE Learning D Help Now!</b> -Understanding that different families often share similarities but are also differences in many ways. -Identify things that make their family unique.</p> <p><b>Describe their competencies, what they can do well and what they are getting better at, describing themselves in positive but realistic terms.</b> PSHE Jigsaw SOW - Dreams and Goals. Award Ceremony. I can say how I feel when I achieve a goal and know what it means to feel proud. (BV-Liberty)</p> <p><b>Show resilience and perseverance in the face of challenge</b> *Discuss with children and evaluate how to ensure positive relationships (BV-Mutual Respect)</p> <p><b>Seek different ways of managing conflict,</b> *Model using TT structure as part of daily practice. (BV-The Rule of Law)</p>

<p><b>Physical Development</b>  <b>-Gross Motor Skills</b>  <b>-Fine Motor Skills</b></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><b>Kick a stationary ball with either foot.</b>  Games: Unit 2  Lesson 1, 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.</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. 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.  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. 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.  To develop jumping and landing safely from a</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. 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.</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. 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,  To explore travelling around, over and through apparatus by travelling</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 6. To develop communication skills through working collaboratively with a team, playing fairly and by the rules and encouraging your teammates.</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 6,  To create sequences using the apparatus.</p> <p>Confidently and safely use a range of large and</p>
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	<p>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><b>Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group.</b> Developing gross and fine motor skills through CP opportunities and adult led outdoor learning.</p> <p><b>Develop their small motor skills so that they can use a range of tools competently, safely and confidently.</b> SFA - sh, th, ng.</p>	<p><b>Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group.</b> Developing gross and fine motor skills through CP opportunities and adult led outdoor learning.</p> <p><b>Develop their small motor skills so that they can use a range of tools competently, safely and confidently.</b> SFA - consolidation.</p>	<p>height by bending your knees when landing and keeping your chest up tall so you don't fall forwards.</p> <p><b>Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group.</b> Developing gross and fine motor skills through CP opportunities and adult led outdoor learning.</p> <p><b>Develop their small motor skills so that they can use a range of tools competently, safely and confidently.</b> SFA - consolidation.</p>	<p>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><b>Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group</b> Developing gross and fine motor skills through CP opportunities and adult led outdoor learning.</p> <p><b>Develop their small motor skills so that they can use a range of tools competently, safely and confidently.</b> SFA phonics - ai.</p>	<p>using different body parts and holding balances for 5 seconds.</p> <p><b>Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group</b> Developing gross and fine motor skills through CP opportunities and adult led outdoor learning.</p> <p><b>Develop their small motor skills so that they can use a range of tools competently, safely and confidently.</b> SFA Phonics - ee.</p>	<p><b>small apparatus indoors and outside, alone and in a group.</b> Developing gross and fine motor skills through CP opportunities and adult led outdoor learning.</p> <p><b>Develop their small motor skills so that they can use a range of tools competently, safely and confidently.</b> SFA - igh</p>
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<p><b>Literacy</b>  <b>-Comprehension</b>  <b>-Word Reading</b>  <b>-Writing</b></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 10- 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. 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.</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 11 - 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. 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.</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 12 - 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. 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-</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 13 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 13 - 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. 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</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 14 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 14 - 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. 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.</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 15 igh  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 15 - Up the Tree.</p> <p>Write a simple sentence  *Dictation igh.</p> <p>Understand and respond to questions such as who, why, when, where and how, in relation to stories and non-fiction. 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.</p>
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	<p>Sharing Non-fiction books about houses and buildings.</p> <p><b>Create their own stories and books, with images and sometimes with words, in print and digital formats. For example, using Tales Toolkit.</b></p> <p>Adult model using the Tales Toolkit writing frames to retell familiar stories</p> <p><b>Create their own stories and books, with images and sometimes with words.</b></p> <p>Drawing Club - Introduce ambitious vocabulary, read a text and create drawings together and individually including the 3Ms. Room on the Broom</p>	<p>Sharing Non-fiction books about different habitats.</p> <p><b>Create their own stories and books, with images and sometimes with words, in print and digital formats. For example, using Tales Toolkit.</b></p> <p>Adult support children to use the Tales Toolkit writing frames to retell familiar stories</p> <p><b>Create their own stories and books, with images and sometimes with words.</b></p> <p>Drawing Club - Introduce ambitious vocabulary, read a text and create drawings together and individually including the 3Ms. The Three Pigs</p>	<p>fiction books forest creatures.</p> <p><b>Create their own stories and books, with images and sometimes with words, in print and digital formats. For example, using Tales Toolkit.</b></p> <p>Adult model using the Tales Toolkit writing frames to reinvent familiar stories</p> <p><b>Create their own stories and books, with images and sometimes with words</b></p> <p>Drawing Club - Introduce ambitious vocabulary, read a text and create drawings together and individually including the 3Ms. Pink Panther</p>	<p><b>knowledge and vocabulary.</b></p> <p>Sharing Non-fiction books about the world and China/Chinese New Year</p> <p><b>Create their own stories and books, with images and sometimes with words, in print and digital formats. For example, using Tales Toolkit.</b></p> <p>Adult model using the Tales Toolkit writing frames to reinvent familiar stories</p> <p><b>Create their own stories and books, with images and sometimes with words.</b></p> <p>Drawing Club - Introduce ambitious vocabulary, read a text and create drawings together and individually including the 3Ms - Superworm</p> <p><b><u>Sticky Knowledge</u></b></p> <p><i>Acquire and Apply:</i>  <i>Retell a traditional Tale inc TT Format.</i>  <i>Identify similarities and differences between two stories.</i></p>	<p>Sharing Non-fiction books about families.</p> <p><b>Create their own stories and books, with images and sometimes with words, in print and digital formats. For example, using Tales Toolkit.</b></p> <p>Children use the Tales Toolkit writing frames to reinvent familiar stories</p> <p><b>Create their own stories and books, with images and sometimes with words.</b></p> <p>Drawing Club - Introduce ambitious vocabulary, read a text and create drawings together and individually including the 3Ms Goldilocks</p>	<p>Sharing Non-fiction books about Forests</p> <p><b>Create their own stories and books, with images and sometimes with words, in print and digital formats. For example, using Tales Toolkit.</b></p> <p>Children use the Tales Toolkit writing frames to reinvent familiar stories</p> <p><b>Create their own stories and books, with images and sometimes with words.</b></p> <p>Drawing Club - Introduce ambitious vocabulary, read a text and create drawings together and individually including the 3Ms Wacky Races</p> <p><b><u>Assessment Indicators:</u></b>  <i>Acquire and Apply:</i>  <i>Identify the Character(s), Setting(s), Problem(s) and Solution(s) in a story.</i>  <i>Compare and contrast the stories studied - What is the same? What is different?</i>  <i>Describe the qualities of the characters.</i></p>
<p><b>Mathematics</b></p> <p><b>-Number</b></p> <p><b>-Numerical Patterns</b></p>	<p><b>Recite numbers from 0-10 and beyond, and back from 10-0.</b></p> <p>Recite numbers 1 to 12 Count backwards 10-0.</p> <p><b>Recognise and order numbers 1-10 and 10-20</b></p> <p>Flashcards 10-20 and ordering 1-12.</p>	<p><b>Recite numbers from 0-10 and beyond, and back from 10-0.</b></p> <p>Recite numbers 1 to 14 Count backwards 10-0</p> <p><b>Recognise and order numbers 1-10 and 10-20</b></p> <p>Flashcards 10-20 and ordering 1-14.</p>	<p><b>Recite numbers from 0-10 and beyond, and back from 10-0.</b></p> <p>Recite numbers 1 to 16 Count backwards 10-0: different starting points.</p> <p><b>Recognise and order numbers 1-10 and 10-20.</b></p>	<p><b>Recite numbers from 0-10 and beyond, and back from 10-0.</b></p> <p>Recite numbers 1 to 18 Count backwards 10-0: different starting points.</p> <p><b>Recognise and order numbers 1-10 and 10-20.</b></p>	<p><b>Recite numbers from 0-10 and beyond, and back from 10-0.</b></p> <p>Recite numbers 1 to 20 Count backwards 10-0 different starting points.</p> <p><b>Recognise and order numbers 1-10 and 10-20.</b></p>	<p><b>Recite numbers from 0-10 and beyond, and back from 10-0.</b></p> <p>Recite numbers 1 to 20 Count backwards 10-0 different starting points.</p> <p><b>Recognise and order numbers 1-10 and 10-20.</b></p>

<p>Count out up to 10 objects from a larger group.</p> <p>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</p> <p><b>Toolkit - Correct/Not correct.</b></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>Count out up to 10 objects from a larger group.</p> <p>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</p> <p><b>Toolkit - Correct/Not correct.</b></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 shapes to create different structures.</p>	<p>Flashcards 10-20 and ordering 1-16.</p> <p>Count out up to 10 objects from a larger group.</p> <p>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</p> <p><b>Toolkit - Correct/Not correct.</b></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.</p>	<p>Flashcards 10-20 and ordering 1-16.</p> <p>Count out up to 10 objects from a larger group.</p> <p>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>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><b>Toolkit - Part, Part, Whole.</b></p> <p>Compare length, weight and height using non-standard measurements. Using the language of weight when problem solving - address misconceptions</p> <p>Discuss routes and locations using a range of positional and</p>	<p>Flashcards 10-20 and ordering 1-18.</p> <p>Count out up to 10 objects from a larger group.</p> <p>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 &amp; 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>Begin to conceptually subitise larger numbers by subitising smaller groups within the number. Manipulatives within 8.</p> <p><b>Toolkit - Part, Part, Whole.</b></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 to create different structures.</p>	<p>Flashcards 10-20 and ordering 1-20.</p> <p>Count out up to 10 objects from a larger group.</p> <p>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 &amp; 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>Begin to conceptually subitise larger numbers by subitising smaller groups within the number. Manipulatives within 8.</p> <p><b>Toolkit - Part, Part, Whole.</b></p> <p>Compare length, weight and height using non-standard measurements. Using the language of length when problem solving - use non-standard measure and make predictions</p>
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		<p><b>Recall a sequence of events in everyday life and stories.</b> 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>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><b>directional language.</b> Model recreating Red Riding Hood's journey using directional language/beebots.</p> <p><b>Recall a sequence of events in everyday life and stories.</b> 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.</p> <p>Explore language of time; first, next, before, after, yesterday, tomorrow, next week, the weekend.</p>	<p><b>Discuss routes and locations using a range of positional and directional language.</b> Recreate Goldyluck's journey using directional language/beebots.</p> <p><b>Recall a sequence of events in everyday life and stories.</b> Understanding which day comes next - consolidate learning.</p>	<p><b>Discuss routes and locations using a range of positional and directional language.</b> Recreate Goldyluck's journey using directional language/beebots.</p> <p><b>Recall a sequence of events in everyday life and stories.</b> Understanding which day comes next - consolidate learning.</p>
<p><b>Understanding the World</b> -Past and Present -People, Culture and Communities -The Natural World</p>	<p><b>Know about similarities and differences between themselves and others, and among families, communities, cultures and traditions.</b> Which stories are special and why? How should we look after special books? (PC-Religion)</p> <p><b>Make observations of animals and plants and explain why some things occur and talk about changes.</b> Explore materials and compare the properties of straw, sticks and bricks.</p> <p><b>Develop digital literacy skills by being able to access, understand and interact with a range of technologies</b></p>	<p><b>Know about similarities and differences between themselves and others, and among families, communities, cultures and traditions.</b> Which stories are special and why? Share some of our own special books. (PC-Religion)</p> <p><b>Explore the natural world around them.</b></p> <p><b>Understand the effect of the changing seasons on the natural world around them.</b> Weekly Welly walk. Observing and capturing seasonal changes while making note of natural landmarks.</p> <p><b>Make observations of animals and plants and</b></p>	<p><b>Know about similarities and differences between themselves and others, and among families, communities, cultures and traditions.</b> Which stories are special and why? Look at a collection of Bibles and look at similarities and differences. (BV-Mutual Respect) (PC-Religion)</p> <p><b>Make observations of animals and plants and explain why some things occur and talk about changes.</b> Explore mixing oats/mud with materials to make them stronger Record what is discovered using an ipad.</p>	<p><b>Know about similarities and differences between themselves and others, and among families, communities, cultures and traditions.</b> Which stories are special and why? Do you know any stories that are special to Christians? (BV-Mutual Respect) (PC-Religion)</p> <p><b>Sticky Knowledge</b> <i>Acquire and Apply:</i> <i>Explain why books are special.</i></p> <p><b>Know about similarities and differences between themselves and others, and among families, communities, cultures and traditions.</b></p>	<p><b>Know about similarities and differences between themselves and others, and among families, communities, cultures and traditions.</b> Which stories are special and why? Explore the Quran and compare to bible. (BV-Mutual Respect) (PC-Religion)</p> <p><b>Explore the natural world around them.</b> <b>Understand the effect of the changing seasons on the natural world around them.</b></p> <p><b>Develop digital literacy skills by being able to access, understand and interact with a range of technologies.</b></p>	<p><b>Know about similarities and differences between themselves and others, and among families, communities, cultures and traditions.</b> Which stories are special and why? Do you know any stories that are special to Muslims? (PC-Religion)</p> <p><b>Assessment Indicator</b> <i>Name and briefly recall a Story special to Christians and/or Muslims and why they are special</i></p> <p><b>Compare and contrast characters from stories, including figures from the past.</b></p> <p><b>Develop digital literacy skills by being able to access, understand and</b></p>

	<p>Program the beebots to follow the pig's/wolf's journey.</p>	<p><b>explain why some things occur and talk about changes.</b> Look at animal habitats - which animals use sticks and straw to build houses? Why do they use them?</p>	<p><b>Draw information from a simple map.</b> Discuss routes and locations that are familiar to the children. Go on a journey and record using a simple map/journey stick.</p>	<p><b>Compare and contrast characters from stories, including figures from the past.</b> Explore the story of Chinese New Year, its relationship with the past and why it is important to certain people (BV-Mutual Respect) (PC-Religion)</p> <p><b>Know some similarities and differences between life in this country and life in other countries.</b> Using maps and globes to find where we live and where China is in relation to the festival.</p> <p><b><u>Sticky Knowledge</u></b> Acquire and Apply: Name three materials and explain which is the strongest.</p>	<p>Weekly Welly walk. Observing and capturing seasonal changes using ICT and detailing natural landmarks</p> <p><b>Make observations of animals and plants and explain why some things occur and talk about changes.</b> Further explore a range of materials and how they can be reinforced /combined to make stronger</p>	<p><b>interact with a range of technologies.</b> Investigate how the stories and characters studied are similar/different and record ideas using ICT.</p> <p><b>Develop digital literacy skills by being able to access, understand and interact with a range of technologies</b> Use the beebots to follow Red Riding Hood's journey.</p> <p><b><u>Assessment Indicator</u></b> Name three materials and justify and reason which is the strongest and why.</p>
<p><b>Expressive Arts and Design</b> <b>-Creating with Materials</b> <b>-Being Imaginative and Expressive</b></p>	<p>Listen attentively, move to and talk about music, expressing their feelings and responses.</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>Explore, use and refine a variety of artistic effects to express their ideas and feelings.</p>	<p>Listen attentively, move to and talk about music, expressing their feelings and responses.</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>Explore, use and refine a variety of artistic effects to express their ideas and feelings.</p>	<p>Listen attentively, move to and talk about music, expressing their feelings and responses.</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 compositions within the song.</p> <p>Explore, use and refine a variety of artistic effects to express their ideas and feelings.</p>	<p>Listen attentively, move to and talk about music, expressing their feelings and responses.</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 compositions within the song.</p> <p>Explore, use and refine a variety of artistic effects to express their ideas and feelings.</p>	<p>L Listen attentively, move to and talk about music, expressing their feelings and responses.</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>Explore, use and refine a variety of artistic effects to express their ideas and feelings. Exploring painting effects: Splattering</p>	<p>Listen attentively, move to and talk about music, expressing their feelings and responses.</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><b><u>Assessment Indicator</u></b> Play musical instrument in time to the pulse.</p> <p>Explore, use and refine a variety of artistic effects to express their ideas and feelings.</p>

	<p>Exploring painting effects: Watercolour</p> <p><b>Return to and build on their previous learning, refining ideas and developing their ability to represent them.</b> Artist study: Monet - How does his art work make you feel?</p> <p><b>Develop storylines in their pretend play.</b> *Watch the clips of the Northern Ballet version of the story. Can we use music and dancing to retell the story? <a href="https://northernballet.com/three-little-pigs/three-little-pigs-videos">https://northernballet.com/three-little-pigs/three-little-pigs-videos</a>.</p>	<p>Exploring painting effects: Stippling</p> <p><b>Return to and build on their previous learning, refining ideas and developing their ability to represent them.</b> Artist study: Monet - What effects has he used in his work?</p> <p><b>Develop storylines in their pretend play.</b> Role play opportunities provide resources to recreate story of Three Pigs</p>	<p>Exploring painting effects: Pouring.</p> <p><b>Return to and build on their previous learning, refining ideas and developing their ability to represent them.</b> Artist study: Monet - What would you do differently?</p> <p><b>Develop storylines in their pretend play.</b> Role play opportunities and resources linked to Goldilocks outdoors</p>	<p>Exploring painting effects: Pouring.</p> <p><b>Return to and build on their previous learning, refining ideas and developing their ability to represent them.</b> Artist study: Monet - What would you do differently?</p> <p><b>Develop storylines in their pretend play.</b> Role play opportunities linked to big question and key text. - Traditional Chinese New Year decorations added to role-play house.</p> <p><b>Sticky Knowledge</b> Acquire and Apply: <i>Can name an artist and describe how the art work makes them feel.</i></p>	<p><b>Return to and build on their previous learning, refining ideas and developing their ability to represent them.</b> Artist study: Monet - What is special about Monet's paintings?</p> <p><b>Play cooperatively as part of a group to create, develop and act out an imaginary idea, familiar story or narrative</b> Role play opportunities - provide deconstructed resources to reinvent story.</p>	<p>Exploring painting effects: Printing</p> <p><b>Return to and build on their previous learning, refining ideas and developing their ability to represent them.</b> Artist study: Monet - How would you recreate Monet's work?</p> <p><b>Assessment Indicator</b> <i>Can name an artist and describe their work.</i></p> <p><b>Play cooperatively as part of a group to create, develop and act out an imaginary idea, familiar story or narrative</b> Role play opportunities - provide deconstructed resources to reinvent story.</p>
<b>Key Composers and Songs</b>	Pyotr Ilyich Tchaikovsky	Modest Mussorgsky	Clara Schumann	Fanny Mendelssohn	Frederic Chopin	Franz Liszt
<b>Outdoor Learning</b>	Creating large scale houses using a range of materials.	Big Welly walk. Observing and capturing seasonal changes.	Birdwatching Creating tally/barcharts. Making bird houses and feeders.	Record a familiar route Maps/journey sticks.	Retelling and adapting traditional stories in the forest.	Big Welly walk. Observing and capturing seasonal changes.
<b>Enhancements Visits and Visitors</b>		Sharing stories in different languages.	Big Garden Birdwatch 24.01.25	Chinese New Year Workshop 28.01.25	Sharing stories in different languages.	
<b>Parental Engagement</b>		Early Years Foundation Stage Mathematics Workshop. 15.01.24 FS2Gu 9.00am/FS2Gi 1.45pm				
<b>Whole School and National Events</b>			Big Garden Birdwatch 24-26.01.25	Chinese New Year 29.01.25		Safer Internet Day 11.02.25

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.