

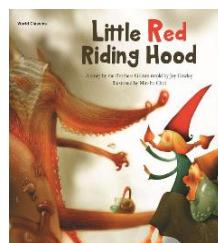
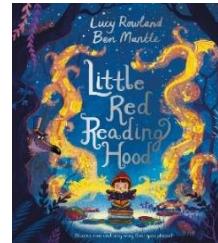
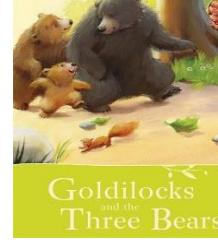
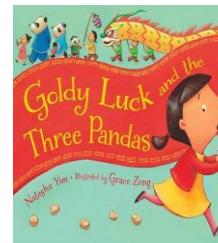


Meadowbank Primary School

Half Termly Knowledge and Skills Based Curriculum - Spring 1 2026



Phase Foundation Stage Year Group Foundation Stage 2

	Week 1 Wk Beg 05.01	Week 2 Wk Beg 12.01	Week 3 Wk Beg 19.01	Week 4 Wk Beg 26.01	Week 5 Wk Beg 02.02	Week 6 Wk Beg 09.02
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	Structure Cause and Effect Power	Structure Cause and Effect Power	Structure Cause and Effect Power	Structure Cause and Effect Power	Structure Cause and Effect Power	Structure Cause and Effect Power
Book Studies	The Three Little Pigs 	The True Story of the Three Little Pigs 	Little Red Riding Hood 	Little Red Reading Hood 	Goldilocks and the Three Bears 	Goldy Luck and the Three Pandas 
Children steering learning....	Why does the wolf want to eat the pigs? LK Why do they make houses? SA HB Why does the wolf blow the house down? TG How does the wolf get in the chimney? HT Why did the pigs make houses for themselves? LHo Why was the wolf mean? LHa Why did the straw and stick house fall down? TB	Was the wolf really a mean wolf? CK/MS I want to find out if the wolf just felt alone and wanted some friends? NN I want to find out if the wolf was just hungry? GS Why did the wolf want to blow the house down? JL How did the pigs trick the wolf? EF	Why does the wolf want to eat LRRH? TG Why did the wolf pretend to be her Nanna? LK Why does the wolf chase LRRH? M	Go into the forest SA How to become an author? MW Are wolves always bad in stories? RS Do all stories contain scary things/ malevolence? JL Do all stories contain a problem? MNS Why did LRRH like to read? OG	Why do the bears get Goldilocks? MH Were the bears scared of Goldilocks? TB Do all stories end with 'Happily Ever after? SA What is a traditional Tale? KMc How did GL get in the house? MNS Why did the bears decide to go out? TP	Why does goldilocks eat their food? LK Where do Pandas come from? TB What do pandas eat? IH How do people celebrate Chinese new year? EA What do Chinese people wear at Chinese New Year? ED

Key Vocabulary	Perseverance Bold Creeping Load Strong Weak Dangerous Vicious Material	Truth Wicked Shame Misunderstood History Honour Impolite	Danger Little Big Huge Tiny Unsafe Forest Elderly Hunter	Trust Overdue Stray Gruffly Flavoursome Tempted Inquired Sneer	Edge Medium Mother Father Peeped Hug Minute	Festival Lunar Tumbled Catapulted Wandered Steaming Grumble Reasoned Exclaimed Demanded
Communication and Language -Listening, Attention and Understanding -Speaking	<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</p> <p>Retell the story using large scale props.</p> <p>Ask their own questions to find out more and check their own understanding</p> <p>Hot seating. Why did the Wolf and pigs behave in the way that they did?</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</p> <p>Compare and contrast this version with the traditional Three Pigs story. How are the stories similar/different?</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</p> <p>Retell the story using props in house and compare and contrast to children's home lives.</p> <p>Describe and recall past events in some detail</p> <p>Share experiences of family/grandparents and relate to characters in the story</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>Ask their own questions to find out more and check their own understanding</p> <p>Discuss the similarities and differences in this version - which do you prefer?</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>Children's Agency</p> <ul style="list-style-type: none"> -Evaluate 'Big Question' -Involve children in the planning process and identify key concepts. <p>Learn to say family names in French.</p> <p>Sing Frere Jacques</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.</p> <p>Retell the story using large scale props.</p> <p>Children's Agency</p> <ul style="list-style-type: none"> -Evaluate 'Big Question' -Involve children in the planning process and identify key concepts. <p>Learn to say family names in French.</p> <p>Sing Frere Jacques</p>

	Learn to say names of the animals from the story in French. Sing Frere Jacques	Learn to say names of the animals from the story in French. Sing Frere Jacques	Learn to say names of the characters from the story in French. Sing Frere Jacques	Learn to say names of the characters from the story in French. Sing Frere Jacques		
Other Key Literature	-The Three Little Wolves and the Big Bad Pig. -Wolf won't Bite.	-There is no Big Bad Wolf in the story. -The Three Little Pigs and the Big Bad book.	-Red Riding Hood and the Sweet Little Wolf. -Little Red.	-The Wolf's story.	-Beware of the Bears. -Eat your Greens, Goldilocks.	-Beware of the Bears. -Eat your Greens, Goldilocks.
Personal, Social and Emotional Development -Self-Regulation -Managing Self -Building Relationships	Think Equal Programme- SEE Learning C Exploring Sensations. -List words that describe variable sensations. -Learn 'Help Now!' strategies for regulating the body. 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? (BV-Liberty) 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. (BV- he Rule of Law)	Think Equal Programme- Passing Clouds. -Recognise and name different feelings -Recall strategies to help them control their own feelings. 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. (BV-Liberty) See themselves as valuable individuals *Discuss with children and evaluate when they have been successful. (BV-The Rule of Law)	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. 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. (BV - Liberty) Describe their competencies, what they are getting better at, describing themselves in positive terms Discuss with children and evaluate when they have been resourceful. (BV-The Rule of Law)	Think Equal Programme- Nisha and the Tiger. -Show compassion for all creatures - animals and humans. -Express empathy for others. 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. (BV- Mutual Respect) Build constructive and respectful relationships Discuss with children and evaluate when they have been caring. (BV-The Rule of Law)	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. 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. (BV-Liberty) Show resilience and perseverance in the face of challenge *Recall all positive learning behaviours and how they complement each other. (BV-Mutual Respect)	Think Equal Programme- SEE Learning D Help Now! -Understanding that different families often share similarities but are also differences in many ways. -Identify things that make their family unique. 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. Award Ceremony. I can say how I feel when I achieve a goal and know what it means to feel proud. (BV-Liberty) Show resilience and perseverance in the face of challenge *Discuss with children and evaluate how to ensure positive relationships (BV-Mutual Respect)

<p>Physical Development</p> <p>-Gross Motor Skills</p> <p>-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.</p> <p>Games: Unit 2</p> <p>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.</p> <p>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.</p> <p>Games: Unit 2</p> <p>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.</p> <p>Gymnastics: Unit 2 Lesson 2.</p> <p>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.</p> <p>Games: Unit 2</p> <p>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.</p> <p>Gymnastics: Unit 2 Lesson 3.</p> <p>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.</p> <p>Games: Unit 2</p> <p>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.</p> <p>Gymnastics: Unit 2 Lesson 4.</p> <p>To develop jumping and landing safely from a</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>Games: Unit 2</p> <p>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>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>Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group.</p> <p>Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group.</p> <p>Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group.</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>Games: Unit 2</p> <p>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.</p> <p>Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group.</p> <p>Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group.</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>Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group.</p> <p>Developing gross and fine motor skills through CP opportunities and adult led outdoor learning.</p> <p>Develop their small motor skills so that they can use a range of tools competently, safely and confidently.</p> <p>SFA - sh, th, ng.</p>	<p>Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group. Developing gross and fine motor skills through CP opportunities and adult led outdoor learning.</p> <p>Develop their small motor skills so that they can use a range of tools competently, safely and confidently.</p> <p>SFA - consolidation.</p>	<p>height by bending your knew when landing and keeping your chest up tall so you don't fall forwards.</p> <p>Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group.</p> <p>Developing gross and fine motor skills through CP opportunities and adult led outdoor learning.</p> <p>Develop their small motor skills so that they can use a range of tools competently, safely and confidently.</p> <p>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>Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group</p> <p>Developing gross and fine motor skills through CP opportunities and adult led outdoor learning.</p> <p>Develop their small motor skills so that they can use a range of tools competently, safely and confidently.</p> <p>SFA phonics - ai.</p>	<p>using different body parts and holding balances for 5 seconds.</p> <p>Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group</p> <p>Developing gross and fine motor skills through CP opportunities and adult led outdoor learning.</p> <p>Develop their small motor skills so that they can use a range of tools competently, safely and confidently.</p> <p>SFA Phonics - ee.</p>	<p>small apparatus indoors and outside, alone and in a group.</p> <p>Developing gross and fine motor skills through CP opportunities and adult led outdoor learning.</p> <p>Develop their small motor skills so that they can use a range of tools competently, safely and confidently.</p> <p>SFA - igh</p>
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<p>Literacy -Comprehension -Word Reading -Writing</p>	<p>Hear and say the initial sound in words. Read individual letters by saying the sounds for them. FFT Step 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>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>Compare and contrast characters from stories, including figures from the past.(UW) Discuss the characters in the story and their characteristics and relationship with each other</p> <p>Create their own stories and books, with images and sometimes with words, in print and digital formats. For</p>	<p>Hear and say the initial sound in words. Read individual letters by saying the sounds for them. FFT Step 11 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>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>Compare and contrast characters from stories, including figures from the past.(UW) Discuss the characters in the story and their characteristics and relationship with each other and compare with traditional text</p> <p>Create their own stories and books, with images and sometimes with words, in print and digital formats. For example, using Tales Toolkit.</p>	<p>Hear and say the initial sound in words. Read some letter groups that each represent one sound and say sounds for them. FFT Step 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 12 - Sock Shopping.</p> <p>Write a simple sentence *Dictation ai.</p> <p>Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary. Sharing Non-fiction books Forests</p> <p>Compare and contrast characters from stories, including figures from the past.(UW) Discuss the characters in the story and their characteristics and relationship with each other and compare with traditional texts read</p> <p>Create their own stories and books, with images and sometimes with words, in print and digital formats. For</p>	<p>Hear and say the initial sound in words. Read some letter groups that each represent one sound and say sounds for them. FFT Step 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>Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary. Sharing Non-fiction books about families.</p> <p>Compare and contrast characters from stories, including figures from the past.(UW) Discuss the characters in the story and their characteristics and relationship with each other</p> <p>Create their own stories and books, with images and sometimes with words, in print and digital formats. For</p>	<p>Hear and say the initial sound in words Read some letter groups that each represent one sound and say sounds for them. *FFT Step 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>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/Chinese New Year</p> <p>Compare and contrast characters from stories, including figures from the past.(UW) Discuss the characters in the story and their characteristics and relationship with each other and compare with traditional texts read</p> <p>Create their own stories and books, with images and sometimes with words, in print and digital formats. For</p>
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	<p>example, using Tales Toolkit. Adult model using the Tales Toolkit writing frames to retell familiar stories</p> <p>Create their own stories and books, with images and sometimes with words. Drawing Club - Introduce ambitious vocabulary, read a text and create drawings together and individually including the 3Ms. LOST AND FOUND</p>	<p>example, using Tales Toolkit. Adult support children to use the Tales Toolkit writing frames to retell familiar stories</p> <p>Create their own stories and books, with images and sometimes with words. Drawing Club - Introduce ambitious vocabulary, read a text and create drawings together and individually including the 3Ms. THREE BILLY GOATS</p>	<p>Adult model using the Tales Toolkit writing frames to reinvent familiar stories</p> <p>Create their own stories and books, with images and sometimes with words</p> <p>Drawing Club - Introduce ambitious vocabulary, read a text and create drawings together and individually including the 3Ms. MR BENN</p>	<p>words, in print and digital formats. For example, using Tales Toolkit. Adult model using the Tales Toolkit writing frames to reinvent familiar stories</p> <p>Create their own stories and books, with images and sometimes with words. Drawing Club - Introduce ambitious vocabulary, read a text and create drawings together and individually including the 3Ms - PENGUIN</p> <p>Sticky Knowledge <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>example, using Tales Toolkit. Children use the Tales Toolkit writing frames to reinvent familiar stories</p> <p>Create their own stories and books, with images and sometimes with words. Drawing Club - Introduce ambitious vocabulary, read a text and create drawings together and individually including the 3Ms GOLDILOCKS</p>	<p>example, using Tales Toolkit. Children use the Tales Toolkit writing frames to reinvent familiar stories</p> <p>Create their own stories and books, with images and sometimes with words. Drawing Club - Introduce ambitious vocabulary, read a text and create drawings together and individually including the 3Ms PINK PANTHER</p> <p>Assessment Indicators: <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>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>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>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>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 1-18.</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>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 1-20.</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>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 1-20.</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 5/6 with numicon 5 and 6 +/-1</p> <p>Toolkit - Correct/Not correct.</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>Toolkit - Correct/Not correct.</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>Toolkit - Correct/Not correct.</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>Toolkit - Correct/Not correct.</p>	<p>Understand the 'one more than/one less than' relationship between consecutive numbers. Explore 9/10 with numerals & manipulatives 9 and 10 +/-1</p> <p>Problem solving</p>	<p>Understand the 'one more than/one less than' relationship between consecutive numbers. Explore 9/10 with numerals & manipulatives 9 and 10 +/-1</p> <p>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.</p> <p>Begin to recall the components of 5 using 5 frames.</p>	<p>Explore the composition and decomposition of numbers from 2 to 5 and then up to 10, using Meadowbank's progression chart.</p> <p>Begin to recall the components of 5 using 5 frames.</p>	<p>Explore the composition and decomposition of numbers from 2 to 5 and then up to 10, using Meadowbank's progression chart.</p> <p>Begin to recall the components of 5 using 5 frames.</p>	<p>Explore the composition and decomposition of numbers from 2 to 5 and then up to 10, using Meadowbank's progression chart.</p> <p>Begin to record the components of 5 pictorially.</p>	<p>Explore the composition and decomposition of numbers from 2 to 5 and then up to 10, using Meadowbank's progression chart.</p> <p>Begin to record the components of 5 pictorially.</p>	<p>Explore the composition and decomposition of numbers from 2 to 5 and then up to 10, using Meadowbank's progression chart.</p> <p>Begin to verbally recall the components of 5.</p>
<p>Begin to conceptually subitise larger numbers by subitising smaller groups within the number.</p> <p>Manipulatives within 6.</p>	<p>Begin to conceptually subitise larger numbers by subitising smaller groups within the number.</p> <p>Manipulatives within 6.</p>	<p>Begin to conceptually subitise larger numbers by subitising smaller groups within the number.</p> <p>Manipulatives within 6.</p>	<p>Begin to conceptually subitise larger numbers by subitising smaller groups within the number.</p> <p>Manipulatives within 7.</p>	<p>Begin to conceptually subitise larger numbers by subitising smaller groups within the number.</p> <p>Manipulatives within 7.</p>	<p>Begin to conceptually subitise larger numbers by subitising smaller groups within the number.</p> <p>Manipulatives within 8.</p>
<p>Name 2D and 3D shapes and use mathematical language 'sides', 'corners'; 'straight', "flat", 'round' to describe regular and irregular shapes.</p> <p>Recognising and naming 2d shapes to create different structures.</p>	<p>Name 2D and 3D shapes and use mathematical language 'sides', 'corners'; 'straight', "flat", 'round' to describe regular and irregular shapes.</p> <p>Recognising and naming 2d shapes to create different structures.</p>	<p>Name 2D and 3D shapes and use mathematical language 'sides', 'corners'; 'straight', "flat", 'round' to describe regular and irregular shapes.</p> <p>Recognising and naming 2d shapes to create different structures.</p>	<p>Compare length, weight and height using non-standard measurements.</p> <p>Using the language of weight when problem solving - address misconceptions</p>	<p>Compare length, weight and height using non-standard measurements.</p> <p>Using the language of weight when problem solving - address misconceptions</p>	<p>Compare length, weight and height using non-standard measurements.</p> <p>Using the language of weight when problem solving - address misconceptions</p>
<p>Show awareness of shape similarities and differences between objects.</p>	<p>Show awareness of shape similarities and differences between objects.</p>	<p>Show awareness of shape similarities and differences between objects.</p>	<p>Show awareness of shape similarities and differences between objects.</p>	<p>Show awareness of shape similarities and differences between objects.</p>	<p>Show awareness of shape similarities and differences between objects.</p>
<p>Name 2D and 3D shapes, (for example, circles, rectangles, triangles and cuboids) and use mathematical language 'sides', 'corners';</p>	<p>Name 2D and 3D shapes, (for example, circles, rectangles, triangles and cuboids) and use mathematical language 'sides', 'corners';</p>	<p>Name 2D and 3D shapes, (for example, circles, rectangles, triangles and cuboids) and use mathematical language 'sides', 'corners';</p>	<p>Name 2D and 3D shapes, (for example, circles, rectangles, triangles and cuboids) and use mathematical language 'sides', 'corners';</p>	<p>Name 2D and 3D shapes, (for example, circles, rectangles, triangles and cuboids) and use mathematical language 'sides', 'corners';</p>	<p>Name 2D and 3D shapes, (for example, circles, rectangles, triangles and cuboids) and use mathematical language 'sides', 'corners';</p>
<p>'straight', 'flat', 'round' to describe regular and</p>	<p>'straight', 'flat', 'round' to describe regular and</p>	<p>'straight', 'flat', 'round' to describe regular and</p>	<p>'straight', 'flat', 'round' to describe regular and</p>	<p>'straight', 'flat', 'round' to describe regular and</p>	<p>'straight', 'flat', 'round' to describe regular and</p>
<p>irregular shapes.</p>	<p>irregular shapes.</p>	<p>irregular shapes.</p>	<p>irregular shapes.</p>	<p>irregular shapes.</p>	<p>irregular shapes.</p>

	<p>'straight', 'flat', 'round' to describe regular and irregular shapes.</p> <p>Matching objects and describing attributes - noticing what something is and is not. Using 2D shapes to sort and notice attributes/properties of shapes.</p>	<p>'sides', 'corners'; 'straight', 'flat', 'round' to describe regular and irregular shapes. Model sorting collections according to attributes - properties of 2d shapes.</p>	<p>irregular shapes. Sort collections into sets according to attributes - properties of 2d shapes.</p>	<p>irregular shapes. Sort collections into sets according to attributes properties of 2d shapes.</p>	<p>irregular shapes. Model sorting collections in different ways, using properties of 2D shapes, and explaining the rule.</p>	<p>irregular shapes. Sorting collections in different ways, using properties of 2D shapes, and finding/explaining the rule.</p>
<p>Understanding the World</p> <p>-Past and Present</p> <p>-People, Culture and Communities</p> <p>-The Natural World</p>	<p>Know about similarities and differences between themselves and others, and among families, communities, cultures and traditions.</p> <p>Which stories are special and why? How should we look after special books? (PC-Religion)</p> <p>Make observations of animals and plants and explain why some things occur and talk about changes.</p> <p>Explore materials and compare the properties of straw, sticks and bricks.</p> <p>Complete a simple program on an electronic device.</p> <p>Exploring with the Beebots, looking at what the buttons cause the Beebots to do.</p>	<p>Know about similarities and differences between themselves and others, and among families, communities, cultures and traditions.</p> <p>Which stories are special and why? Share some of our own special books. (PC-Religion)</p> <p>Explore the natural world around them.</p> <p>Understand the effect of the changing seasons on the natural world around them.</p> <p>Weekly Welly walk.</p> <p>Observing and capturing seasonal changes while making note of natural landmarks.</p> <p>Make observations of animals and plants and explain why some things occur and talk about changes.</p> <p>Look at animal habitats - which animals use sticks and straw to build houses? Why do they use them? Explore a range of materials and discuss their properties.</p>	<p>Know about similarities and differences between themselves and others, and among families, communities, cultures and traditions.</p> <p>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>Make observations of animals and plants and explain why some things occur and talk about changes.</p> <p>Explore mixing oats/mud with materials to make them stronger</p> <p>Record what is discovered</p> <p>Draw information from a simple map.</p> <p>Discuss routes and locations that are familiar to the children. Go on a journey and record using a journey stick/messy map/map</p> <p>Complete a simple program on an electronic device.</p> <p>Children program Bee-Bot, using a simple grid, to</p>	<p>Know about similarities and differences between themselves and others, and among families, communities, cultures and traditions.</p> <p>Which stories are special and why? Do you know any stories that are special to Christians? (BV-Mutual Respect) (PC-Religion)</p> <p>Sticky Knowledge</p> <p>Acquire and Apply: Explain why books are special.</p> <p>Sticky Knowledge</p> <p>Acquire and Apply: Name three materials and explain which is the strongest.</p> <p>Complete a simple program on an electronic device.</p> <p>Children to plan a route/sequence, programme the Beebot and identify mistakes.</p>	<p>Know about similarities and differences between themselves and others, and among families, communities, cultures and traditions.</p> <p>Which stories are special and why? Explore the Quran and compare to bible. (BV-Mutual Respect) (PC-Religion)</p> <p>Explore the natural world around them.</p> <p>Understand the effect of the changing seasons on the natural world around them.</p> <p>Develop digital literacy skills by being able to access, understand and interact with a range of technologies.</p> <p>Weekly Welly walk.</p> <p>Observing and capturing seasonal changes using ICT and detailing natural landmarks</p> <p>Make observations of animals and plants and explain why some things occur and talk about changes.</p>	<p>Know about similarities and differences between themselves and others, and among families, communities, cultures and traditions.</p> <p>Which stories are special and why? Do you know any stories that are special to Muslims? (PC-Religion)</p> <p>Assessment Indicator</p> <p>Name and briefly recall a Story special to Christians and/or Muslims and why they are special</p> <p>Compare and contrast characters from stories, including figures from the past.</p> <p>Know about similarities and differences between themselves and others, and among families, communities, cultures and traditions</p> <p>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>Know some similarities and differences between</p>

		<p>Complete a simple program on an electronic device. Exploring with Beebots and following short sequences. Model clearing the memory before each go.</p>	<p>move from one square to another. Focus on positional language (forwards, backwards, turn).</p>		<p>Further explore a range of materials and how they can be reinforced /combined to make stronger</p> <p>Complete a simple program on an electronic device. Children to plan a route, programme the Beebot and fix mistakes to adjust sequences.</p>	<p>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>Develop digital literacy skills by being able to access, understand and interact with a range of technologies Use the beebots to follow Red Riding Hood's journey.</p> <p>Assessment Indicator Name three materials and justify and reason which is the strongest and why.</p>
<p>Expressive Arts and Design -Creating with Materials -Being Imaginative and Expressive</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. Art - Printing Exploring printing with a variety of resources, tools and media</p> <p>Use simple tools competently and</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. Art - Printing Exploring printing with a variety of resources and media</p> <p>Develop storylines in their pretend play.</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. Art - Printing Exploring printing with shapes to create characters.</p> <p>Develop storylines in their pretend play.</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. Art - Printing Exploring printing with a variety of resources, tools and media to create a setting.</p> <p>Develop storylines in their pretend play.</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. Art - Printing Create a character using resources (cardboard, string, foam)</p> <p>Play cooperatively as part of a group to create, develop and act out an imaginary idea,</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>Assessment Indicator 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. Art - Printing Use characters to print onto setting.</p> <p>Play cooperatively as part of a group to create, develop and act out an imaginary idea,</p>

	<p>appropriately. For example, glue spreader and knife.</p> <p>Use simple techniques competently and appropriately. For example, cutting.</p> <p>DT - Food Cutting and spreading. Explore spreading glue on cardboard using glue spreaders with spreading action</p>	<p>Role play opportunities provide resources to recreate story of Three Pigs</p> <p>Use simple tools competently and appropriately. For example, glue spreader and knife.</p> <p>Use simple techniques competently and appropriately. For example, cutting.</p> <p>DT - Food Cutting and spreading. Explore spreading on cardboard using knife and spreading action</p>	<p>Role play opportunities and resources linked to Goldilocks outdoors</p> <p>Use simple tools competently and appropriately. For example, glue spreader and knife.</p> <p>Use simple techniques competently and appropriately. For example, cutting.</p> <p>DT - Food Cutting and spreading. Explore cutting playdough/clay</p>	<p>Role play opportunities linked to big question and key text. - Traditional Chinese New Year decorations added to role-play house.</p> <p>Use simple tools competently and appropriately. For example, glue spreader and knife.</p> <p>Use simple techniques competently and appropriately. For example, cutting.</p> <p>DT - Food Cutting and spreading. Explore cutting bread.</p>	<p>familiar story or narrative</p> <p>Role play opportunities - provide deconstructed resources to reinvent story.</p> <p>Use simple tools competently and appropriately. For example, glue spreader and knife.</p> <p>Use simple techniques competently and appropriately. For example, cutting.</p> <p>DT - Food Cutting and spreading. Make sandwiches, spreading butter and jam on bread and cutting into smaller pieces.</p>	<p>familiar story or narrative</p> <p>Role play opportunities - provide deconstructed resources to reinvent story.</p> <p>Use simple tools competently and appropriately. For example, glue spreader and knife.</p> <p>Use simple techniques competently and appropriately. For example, cutting.</p> <p>DT - Food Cutting and spreading. Make sandwiches, spreading butter and jam on bread and cutting into smaller pieces</p>
Key Composers and Songs	Pyotr Ilyich Tchaikovsky	Modest Mussorgsky	Clara Schumann	Fanny Mendelssohn	Frederic Chopin	Franz Liszt
Outdoor Learning	Continuous outdoor daily provision. Creating large scale houses using a range of materials.	Continuous outdoor daily provision. Big Welly walk. Observing and capturing seasonal changes.	Continuous outdoor daily provision. Birdwatching Creating tally/barcharts. Making bird houses and feeders.	Continuous outdoor daily provision. Record a familiar route Maps/journey sticks.	Continuous outdoor daily provision. Retelling and adapting traditional stories in the forest.	Continuous outdoor daily provision. Big Welly walk. Observing and capturing seasonal changes.
Enhancements Visits and Visitors						Chinese New Year Workshop 09.02.26
Parental Engagement				Early Years Foundation Stage Mathematics Workshop 28.01.26 FS2Gi 9.00am-10.15am FS2 Gu 1.45pm-3.00pm		
Whole School and National Events			Big Garden Birdwatch 23.01.26			*Children's Mental Health Week 09.02.26 Safer Internet Day 10.02.26

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.