

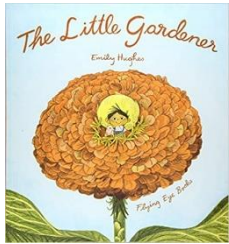
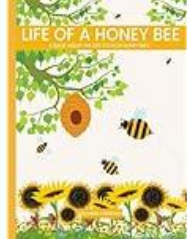
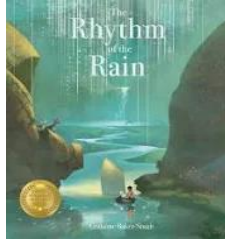
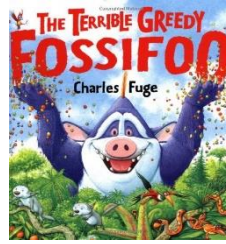
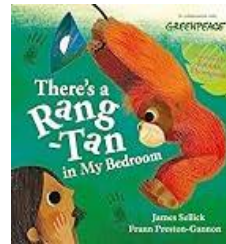


Meadowbank Primary School

Half Termly Knowledge and Skills Based Curriculum – Spring 2 2024

Phase Foundation Stage Year Group Foundation Stage 2



	Week 1 Wk Beg 19.02	Week 2 Wk Beg 26.02	Week 3 Wk Beg 04.03	Week 4 Wk Beg 11.31	Week 5 Wk Beg 18.03	Week 6 Wk Beg 25.03
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	Is the world alive?					
Key Concepts	Growth	Pollination	Life-cycle	Environment	Protection	Protection
Connected Concepts	Cause and Effect Power	Cause and Effect Power	Cause and Effect Power	Cause and Effect Power	Cause and Effect Power	Cause and Effect Power
Book Studies	The Little Gardener 	Why do we need Bees? 	Life of a Honey Bee 	The Rhythm of the Rain 	The Terrible Greedy Fossifoo 	There's a Rang-Tan in my bedroom 
Children steering learning...	How do you look after a garden? EB How do you plant things? EvP/DV/FD/HB How do you look after roses? OW What are the different parts of a flower? DP Why do we need plants? NH Why do plants need the sun? ESB Where do seeds come from? NRO How far do seeds need to go underground? ESu	How do bees make honey from flowers? OM/CA/AM/FD/RML/LW How do bees help us? HH What do bees eat? AMC How do the bees get honey in the bottle? Est Why do the bees need honey? NH	What are the different parts of a bee? SD/BK Why do bees make honey? DP Why do bees sting us? DW Where do bees make their hives? EIP/Est/LD How are bees made? Est How do bees get their stingy bit? ESu How do bees get in the hive? MC	How does the rain get into the clouds? EB Where does water come from? EvP How does the sea fill up? AC/JB How does the rain happen? RML/NH How does the rain get in the cloud? LD	What would happen of we didn't have any trees? JM/HH What happens to all the rubbish thrown in the sea? OA How do people survive without lots of water? ESu How can we help nature? NRO	How can we protect the planet? CH How do trees give us oxygen? DV How can we stop people eating palm oil? OM How can we grow more trees? MC Why do people cut the trees down? LW
Other Key Literature	Eddie's Garden Oliver's Vegetables The Tiny Seed	The Bee Book The Wonder of Trees	Life Cycles	The Great Water Cycle Adventure The Water Cycle	Dear Greenpeace Somebody swallowed Stanley	Greta and the Giants Dear Earth

<p>Communication and Language -Listening, Attention and Understanding -Speaking</p>	<p>Use talk to explain how things work and why they might happen. Begin using communication roles linked to key text - building. Explain understanding of growth and change.</p> <p>Ask their own questions to find out more and to check their own understanding. SMILE time. Sharing wider experiences and achievements using items posted on Class Dojo as an aid. Children respond by repeating what has been said.</p> <p>Engage in story times and with non-fiction books. Share non-fiction books related to plants and life-cycle of plants.</p> <p>Begin to recall basic French vocabulary in the everyday environment Use everyday greetings - recap previous and introduce and use 'good morning and afternoon'.</p>	<p>Use talk to explain how things work and why they might happen. Begin using communication roles linked to key text - building. Explain ways bees help our gardens.</p> <p>Ask their own questions to find out more and to check their own understanding. SMILE time. Sharing wider experiences and achievements using items posted on Class Dojo as an aid. Children respond by repeating what has been said.</p> <p>Engage in story times and with non-fiction books. Share non-fiction books related to bees and pollination.</p> <p>Begin to recall basic French vocabulary in the everyday environment Use everyday vocabulary - recap previous and introduce and use 'please, thank you'.</p>	<p>Use talk to explain how things work and why they might happen. Begin using communication roles linked to key text - building. Explain understanding of life cycle.</p> <p>Ask their own questions to find out more and to check their own understanding. SMILE time. Sharing wider experiences and achievements using items posted on Class Dojo as an aid. Children respond to what has been said and build on their understanding.</p> <p>Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary. Share non-fiction books related to bees and their life-cycle.</p> <p>Begin to recall basic French vocabulary in the everyday environment. Use everyday vocabulary - recap previous and introduce and use 'sit down'.</p>	<p>Use talk to explain how things work and why they might happen. Begin using communication roles linked to key text - building. Explain the importance of the water-cycle.</p> <p>Ask their own questions to find out more and to check their own understanding. SMILE time. Sharing wider experiences and achievements using items posted on Class Dojo as an aid. Children respond to what has been said and build on their understanding.</p> <p>Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary. Share non-fiction books related to the water-cycle.</p> <p>Begin to recall basic French vocabulary in the everyday environment Use everyday vocabulary - recap previous and introduce and use 'stand up'</p>	<p>Use talk to explain how things work and why they might happen. Begin using communication roles linked to key text - building. Detail how we can help the environment e.g recycling.</p> <p>Ask their own questions to find out more and to check their own understanding. SMILE time. Sharing wider experiences and achievements using items posted on Class Dojo as an aid. Children respond to what has been said and build on their understanding.</p> <p>Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary. Share non-fiction books related to deforestation.</p> <p>Begin to recall basic French vocabulary in the everyday environment. Use everyday vocabulary - recap previous and introduce and use 'Listen'.</p> <p>Children's Agency. Involve children in the planning process; identifying key concepts What questions do they have/want to discover</p>	<p>Use talk to explain how things work and why they might happen. Begin using communication roles linked to key text - building. Explain deforestation,</p> <p>Ask their own questions to find out more and to check their own understanding. SMILE time. Sharing wider experiences and achievements using items posted on Class Dojo as an aid. Children respond to what has been said and build on their understanding.</p> <p>Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary. Share non-fiction books related to environmental issues and how we can help the environment.</p> <p>Begin to recall basic French vocabulary in the everyday environment. Use everyday vocabulary - recap all previous</p>
<p>Key Vocabulary</p>	<p>Roots, stem, leaves petals, water, sun, soil, heat nutrients. Cause and Effect Structure.</p>	<p>Habitat, food chain, pollinate, honey, beehive. Appreciation.</p>	<p>Egg, larva, pupa, adult, hive. Cause and Effect. Structure.</p>	<p>Water cycle, evaporate, precipitate. Cause and Effect.</p>	<p>Planet, conservation, climate change. protect, endangered. Cause and Effect. Influence.</p>	<p>Protection, endangered, palm oil, deforestation Cause and Effect. Influence.</p>

<p>Personal, Social and Emotional Development -Self-Regulation -Managing Self -Building Relationships</p>	<p>Think Equal Programme- SEE Learning D Exploring Sensations -Continue to practice paying attention to sensations. -Learn additional Help Now! strategies for regulating the body.</p> <p>PSHE Jigsaw SOW Healthy Me Everybody's Body. Understand that I need to exercise to keep my body healthy. (Liberty)</p> <p>Seek different ways of managing conflict, for example, through holding back, sharing negotiation and compromise. Model and use LEAF as part of daily practice. (Mutual Respect)</p> <p>Show resilience and perseverance in the face of challenge. The little gardener persevered - what does that mean? How have you persevered at something? Why is it important that we persevere in all that we do? (Democracy)</p>	<p>Think Equal Programme- Zelda goes on Holiday -Demonstrate an understanding of compassion for those less fortunate than them. -See things from a different perspective.</p> <p>PSHE Jigsaw SOW Healthy Me We like to Move it, Move it! To know which foods are healthy and not so healthy and can make healthy eating choices. (Democracy)</p> <p>Seek different ways of managing conflict, for example, through holding back, sharing negotiation and compromise. Model (focusing on sharing) and use LEAF as part of daily practice. (Mutual Respect)</p> <p>Describe their competencies, what they can do well and are getting better at. How do we learn? What characteristics are needed to make sure that we can learn about the wonder of our world? (Liberty)</p>	<p>Think Equal Programme- The Monster in the Smoke -Demonstrate an instance of critical thinking. -Understand that they can speak out when they see something unfair.</p> <p>PSHE Jigsaw SOW Healthy Me Food, Glorious Food To know what the word 'healthy' means and that some foods are healthier than others. (Liberty)</p> <p>Seek different ways of managing conflict, for example, through holding back, sharing negotiation and compromise. Model (with a focus on negotiation - discussing what this is) and use LEAF as part of daily practice. (Mutual Respect)</p> <p>See themselves as valuable individuals. You are a tiny perfect thing - Children to describe themselves in positive and realistic terms. (Liberty)</p>	<p>Think Equal Programme- Nothando's Journey -Identify unpleasant emotions. -Practice calming strategies. -Review the five senses.</p> <p>PSHE Jigsaw SOW Healthy Me Sweet Dreams. To know how to help myself go to sleep and understand why sleep is good for me. (Liberty)</p> <p>Seek different ways of managing conflict, for example, through holding back, sharing negotiation and compromise. Model (focus on compromise and discussing what this is) and use LEAF as part of daily practice. (Mutual Respect)</p> <p>See themselves as valuable individuals. How can we help save water? What can we do to help protect the creatures who live in water? (Mutual respect)</p>	<p>Think Equal Programme- Reha to the Rescue -Recognise various emotions. -Demonstrate various ways these emotions can be displayed (face/body, etc) -Understand that all creatures are important and can be cared for in safe ways.</p> <p>PSHE Jigsaw SOW Healthy Me Keeping Clean. Wash my hands thoroughly and understand why this is important especially before I eat and after I go to the toilet.. (Liberty)</p> <p>Seek different ways of managing conflict, for example, through holding back, sharing negotiation and compromise. Model (focusing on managing conflict and what this is) and use LEAF as part of daily practice. (Mutual Respect)</p> <p>See themselves as valuable individuals. How did the story make you feel? How did the Fossifoo and animals feel at the beginning? And at the end? (Democracy)</p>	<p>Think Equal Programme- My Amazing Brain A -Understand that we all have a brain. -Name three things the brain can do.</p> <p>PSHE Jigsaw SOW Healthy Me Stranger Danger. To know what a stranger is and how to stay safe if a stranger approaches me (Liberty)</p> <p>Seek different ways of managing conflict, for example, through holding back, sharing negotiation and compromise. Model (focusing on managing conflict and what this is) and use LEAF as part of daily practice. (Mutual Respect)</p> <p>See themselves as valuable individuals. How did the story make you feel? What can we do to help make the world a better place? (Democracy)</p>
<p>Physical Development -Gross Motor Skills -Fine Motor Skills</p>	<p>Develop the overall body strength and co-ordination, balance and agility needed to engage successfully with future physical education sessions and other physical disciplines.</p>	<p>Develop the overall body strength and co-ordination, balance and agility needed to engage successfully with future physical education sessions and other physical disciplines.</p>	<p>Develop the overall body strength and co-ordination, balance and agility needed to engage successfully with future physical education sessions and other physical disciplines.</p>	<p>Develop the overall body strength and co-ordination, balance and agility needed to engage successfully with future physical education sessions and other physical disciplines.</p>	<p>Develop the overall body strength and co-ordination, balance and agility needed to engage successfully with future physical education sessions and other physical disciplines.</p>	<p>Develop the overall body strength and co-ordination, balance and agility needed to engage successfully with future physical education sessions and other physical disciplines.</p>

	<p>Further develop and refine a range of ball skills including: throwing, catching, kicking, passing, batting and aiming.</p> <p>Develop confidence, competence, precision and accuracy when engaging in activities that involve a ball. Balls skills Unit 2 Lesson 1 - Windy Weather To develop rolling and tracking a ball by bending down low and stepping forwards, moving your feet to get in line with the ball when receiving it and by pointing your hand towards your target.</p> <p>Develop the overall body strength and 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 1 To create short sequences using shape, balances and travelling actions; squeezing your muscles when holding your shape or balance to help you be still and strong.</p> <p>Confidently and safely use a range of large and small apparatus indoors</p>	<p>Further develop and refine a range of ball skills including: throwing, catching, kicking, passing, batting and aiming.</p> <p>Develop confidence, competence, precision and accuracy when engaging in activities that involve a ball. Balls skills Unit 2 Lesson 2 - The Snow is Falling. To develop accuracy when throwing to a target by keeping your eyes on your target and using one hand to throw.</p> <p>Develop the overall body strength and 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 2 To develop balancing and safely using apparatus by squeezing your muscles to help you stay still.</p> <p>Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group. Use outdoor equipment to build a range of habitats</p> <p>Develop the foundations of handwriting style which</p>	<p>Further develop and refine a range of ball skills including: throwing, catching, kicking, passing, batting and aiming.</p> <p>Develop confidence, competence, precision and accuracy when engaging in activities that involve a ball. Balls skills Unit 2 Lesson 3 - There's a Storm Coming. To develop dribbling with hands by pushing the ball as it starts to move down towards the floor and by using soft hands to push the ball.</p> <p>Develop the overall body strength and co-ordination, balance and agility needed to engage successfully with future physical education sessions and other physical disciplines.</p> <p>Progress towards a more fluent style of moving, with developing control and grace. Gymnastics Unit 2 Lesson 3 To develop jumping and landing safely from a height by bending your knees when landing and keeping your chest up tall so you don't fall forwards.</p> <p>Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group.</p>	<p>Further develop and refine a range of ball skills including: throwing, catching, kicking, passing, batting and aiming.</p> <p>Develop confidence, competence, precision and accuracy when engaging in activities that involve a ball. Balls skills Unit 2 Lesson 4 - Rainy Days. To develop throwing and catching with a partner by checking that your partner is looking before passing and using two hands to catch.</p> <p>Develop the overall body strength and co-ordination, balance and agility needed to engage successfully with future physical education sessions and other physical disciplines.</p> <p>Progress towards a more fluent style of moving, with developing control and grace. Gymnastics Unit 2 Lesson 4 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. Use outdoor equipment to plant trees and plants -</p>	<p>Further develop and refine a range of ball skills including: throwing, catching, kicking, passing, batting and aiming.</p> <p>Develop confidence, competence, precision and accuracy when engaging in activities that involve a ball. Balls skills Unit 2 Lesson 5 - Sunshine and Rainbows. To develop dribbling a ball with your feet by keeping the ball close to your feet and using soft, small touches with your feet.</p> <p>Develop the overall body strength and co-ordination, balance and agility needed to engage successfully with future physical education sessions and other physical disciplines.</p> <p>Progress towards a more fluent style of moving, with developing control and grace. Gymnastics Unit 2 Lesson 5 To explore travelling around, over and through apparatus by travelling using different body parts and holding balances for 5 seconds.</p> <p>Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group. Use large outdoor equipment to develop</p>	<p>Further develop and refine a range of ball skills including: throwing, catching, kicking, passing, batting and aiming.</p> <p>Develop confidence, competence, precision and accuracy when engaging in activities that involve a ball. Balls skills Unit 2 Lesson 6 - Foggy days To develop kicking a ball to a target by using the inside of your foot to kick the ball.</p> <p>Develop the overall body strength and co-ordination, balance and agility needed to engage successfully with future physical education sessions and other physical disciplines.</p> <p>Progress towards a more fluent style of moving, with developing control and grace. Gymnastics Unit 2 Lesson 6 To create sequences using apparatus by: travelling over, around and along the apparatus, travelling using different body parts and holding balances for 5 seconds.</p> <p>Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group. Use large outdoor equipment to develop</p>
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	<p>and outside, alone and in a group. Use equipment to engage in gardening – trowels, spades, shovels, brushes.</p> <p>Develop the foundations of handwriting style which is fast, accurate and efficient. SFA - igh</p>	<p>is fast, accurate and efficient. SFA - oa</p>	<p>Use natural materials to create habitats for small creatures.</p> <p>Develop the foundations of handwriting style which is fast, accurate and efficient. SFA - oo</p>	<p>developing Gross and Fine Motor skills.</p> <p>Develop the foundations of handwriting style which is fast, accurate and efficient. SFA - oo</p>	<p>Motor skills and coordination.</p> <p>Develop the foundations of handwriting style which is fast, accurate and efficient. SFA - ar</p>	<p>Motor skills and coordination.</p> <p>Develop the foundations of handwriting style which is fast, accurate and efficient. SFA - consolidate</p>
<p>Literacy -Comprehension -Word Reading -Writing</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 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. Up the Tree.</p> <p>Write a simple sentence *Dictation igh</p> <p>Create their own stories and books, with images and sometimes with words, in print and digital formats. Communicating through writing within role-play situations. – write instructions on planting seeds.</p> <p>Write a story about something extraordinary you have done with your family - Story creator.</p> <p>Create their own stories and books, with images</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 16 oa 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. Toad in the Rain.</p> <p>Write a simple sentence. *Dictation oa</p> <p>Create their own stories and books, with images and sometimes with words, in print and digital formats. Communicating through writing within role-play situations – create your own Bee fact-file.</p> <p>Create a book about how to look after bees/why they are so important for the planet - Story creator.</p> <p>Create their own stories and books, with images</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 17 oo 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. Goal.</p> <p>Write short sentences with words with known sound-letter correspondences using a capital letter and full stop. *Dictation oo</p> <p>Create their own stories and books, with images and sometimes with words, in print and digital formats. Communicating through writing within role-play situations. – Draw and label bee life-cycle 2Publish.</p> <p>Children to use clasp up photographs/images of</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 18 oo 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. The Egg Moon.</p> <p>Write short sentences with words with known sound-letter correspondences using a capital letter and full stop. *Dictation oo</p> <p>Create their own stories and books, with images and sometimes with words, in print and digital formats. Communicating through writing within role-play situations. – draw and label the water cycle. 2Publish.</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 19 ar 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. Jam Tarts in the Dark.</p> <p>Write short sentences with words with known sound-letter correspondences using a capital letter and full stop. *Dictation ar</p> <p>Create their own stories and books, with images and sometimes with words, in print and digital formats. Communicating through writing within role-play situations – Write a letter to the fossifoo – Seesaw.</p> <p>Children to use images from the book and add</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 20 consolidate 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. Let's do Art!</p> <p>Write short sentences with words with known sound-letter correspondences using a capital letter and full stop. *Dictation consolidation</p> <p>Create their own stories and books, with images and sometimes with words, in print and digital formats. Communicating through writing within role-play situations – write a poster on deforestation – Seesaw.</p> <p>Children to write a letter to the orangutang telling</p>

	<p>and sometimes with words. Drawing Club - Use ambitious vocabulary, read a text - PENGUIN - and create drawings together and individually including the 3Ms.</p>	<p>and sometimes with words. Drawing Club - Use ambitious vocabulary, read a tale - LITTLE RED HEN - and create drawings together and individually including the 3Ms.</p>	<p>bees and write sentences to describe them. Create their own stories and books, with images and sometimes with words. Drawing Club - Introduce ambitious vocabulary, watch a cartoon- WACKY RACES - and create drawings together and individually including the 3Ms.</p>	<p>Children to write a list of all the things they are going to do to save water. Create their own stories and books, with images and sometimes with words. Drawing Club - Introduce ambitious vocabulary, read a text - FARMER DUCK - and create drawings together and individually including the 3Ms.</p>	<p>writing to speechbubbles from the fossifoo - what might he be saying or thinking Create their own stories and books, with images and sometimes with words. Drawing Club - Introduce ambitious vocabulary, read a tale - THE MAGIC PORRIDGE POT - and create drawings together and individually including the 3Ms.</p>	<p>him how they feel about what is happening to his home. Create their own stories and books, with images and sometimes with words. Drawing Club - Introduce ambitious vocabulary, watch a cartoon - ROADRUNNER - and create drawings together and individually including the 3Ms.</p>
<p>Mathematics -Number -Numerical Patterns</p>	<p>Verbally count beyond 20, recognising the pattern of the counting system. Count backwards 20-10. Recognise and order numbers 1-10 and 10-20. Flashcards 10-20 and ordering 10-14. Understand the 'one morethan/one less than' relationship between consecutive numbers. +/- within 5. Explore the composition and decomposition of numbers to 10 using Meadowbank's number bonds progression chart. Number bonds within 6 . Toolkit - Part/Part/Whole Show awareness that numbers are composed of smaller numbers, exploring partitioning in different ways with a range of objects and models. Exploring 10 frames.</p>	<p>Verbally count beyond 20, recognising the pattern of the counting system.. Count backwards 20-10 Recognise and order numbers 1-10 and 10-20. Flashcards 10-20 and ordering 10-16. Understand the 'one morethan/one less than' relationship between consecutive numbers. +/- within 6. Explore the composition and decomposition of numbers to 10 using Meadowbank's number bonds progression chart. Number bonds within 7 Toolkit- Part/Part/Whole. Show awareness that numbers are composed of smaller numbers, exploring partitioning in different ways with a range of objects and models. Exploring 10 frames.</p>	<p>Verbally count beyond 20, recognising the pattern of the counting system.. Count backwards 20-10. Recognise and order numbers 1-10 and 10-20. Flashcards 10-20 and ordering 10-18. Understand the 'one morethan/one less than' relationship between consecutive numbers. +/- within 7 Explore the composition and decomposition of numbers to 10 using Meadowbank's number bonds progression chart. Number bonds within 7 Toolkit- Part/Part/Whole. Show awareness that numbers are composed of smaller numbers, exploring partitioning in different ways with a range of objects and models. Exploring 10 frames.</p>	<p>Verbally count beyond 20, recognising the pattern of the counting system Count backwards 20-0. Recognise and order numbers 1-10 and 10-20. Flashcards 0-20 and ordering 10-20. Understand the 'one morethan/one less than' relationship between consecutive numbers. +/- within 8. Explore the composition and decomposition of numbers to 10 using Meadowbank's number bonds progression chart. Number bonds within 8 Toolkit - Pick a pair. Show awareness that numbers are composed of smaller numbers, exploring partitioning in different ways with a range of objects and models. Exploring 10 frames.</p>	<p>Verbally count beyond 20, recognising the pattern of the counting system. Count backwards 20-0.. Recognise and order numbers 1-10 and 10-20. Flashcards 0-20 and ordering 10-20. Understand the 'one morethan/one less than' relationship between consecutive numbers. +/- 1 within 9. Explore the composition and decomposition of numbers to 10 using Meadowbank's number bonds progression chart. Number bonds within 8 Toolkit-Pick a pair. Show awareness that numbers are composed of smaller numbers, exploring partitioning in different ways with a range of objects and models. Exploring 10 frames.</p>	<p>Verbally count beyond 20, recognising the pattern of the counting system Count backwards 20-0. Recognise and order numbers 1-10 and 10-20. Flashcards 0-20 and ordering 10-20. Understand the 'one morethan/one less than' relationship between consecutive numbers. +/- 1 within 10. Explore the composition and decomposition of numbers to 10 using Meadowbank's number bonds progression chart. Number bonds within 9 Toolkit-Pick a pair. Show awareness that numbers are composed of smaller numbers, exploring partitioning in different ways with a range of objects and models. Exploring 10 frames.</p>

	<p>Compare length and height using comparative language. Measure ourselves using non-standard measures.</p>	<p>Continue, copy and create repeating patterns. Pattern - Explore patterns on animals - what do you notice? Are they repeating?</p>	<p>Begin to experience measuring time with timers and calendars. Time - growing - Explore, days, weeks.</p>	<p>Compare capacity using comparative language. Capacity - different size containers to water plants - which holds more/less.</p>	<p>Discuss routes and locations using a range of positional and directional language. Prepositions - what is under us? Above us? Describe the Fossilfoos route.</p>	<p>Continue, copy and create repeating patterns. Pattern - Explore patterns on animals - what do you notice? Are they repeating?</p>
<p>Understanding the World -Past and Present -People, Culture and Communities -The Natural World</p>	<p>Know about similarities and differences between themselves and others, and among families, communities, cultures and traditions. Which people are special and why? Living. Celebrate similarities and differences within our class mates.(Mutual Respect/Religion)</p> <p>Look closely at similarities and differences, patterns and change in nature. How can we be a gardener? What can we grow? How do we look after the plants? Carry out an investigation - What happens to the plants if they are not watered/have no sunlight?</p> <p>Be a nature Detective - what tiny, perfect things do we find? Record our findings by collecting objects in a bag- photograph/video them with the iPad.e.g Plant detective - what plants can we find?</p>	<p>Know about similarities and differences between themselves and others, and among families, communities, cultures and traditions. Which people are special and why? Living Celebrate special people within our community. (Mutual Respect/Religion)</p> <p>Make observations of animals and plants and explain why some things occur. Create a wooden beehive and other habitats to encourage pollinators to visit our outdoor area.</p> <p>Use the internet with adult supervision to find and retrieve information of interest to them. Use a range of books /digital media to research the answers to our questions linked the text.</p> <p>Research different types of plants and flowers to plant to attract bees and other pollinators to our outdoor area.</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. Which people are special and why? Living What is a good friend like? How did Jesus make some very special friends? (Mutual Respect/Religion)</p> <p>Recognise some environments that are different from the one in which they live. Use a range of books /digital media to research the answers to our questions linked the text.</p> <p>Create content such as a video recording of a musical performance, stories, and/or draw a picture on a screen. Use our findings to create a non-fiction digital book. Display our findings in the classroom with the children's annotations and a QR code to our book.</p> <p>Compare and contrast characters from stories, including figures from the past. Explore the discoveries and theories of</p>	<p>Know about similarities and differences between themselves and others, and among families, communities, cultures and traditions. Which people are special and why? Living What can we learn from special people and each other? (Mutual Respect/Religion)</p> <p>Recognise that people have different beliefs and celebrate special times in different ways. Explore Islam holy month of Ramadan</p> <p>Make observations and begin to understand the effect their behaviour can have on their environment. If you could make one rule to help the world what would it be? How can we save water? What could we do at school and at home? Do all countries have lots of water? (Mutual Respect)</p> <p><u>Assessment Indicator</u> Describe how the water cycle occurs. Detail two ways we can help conserve water.</p>	<p>Know about similarities and differences between themselves and others, and among families, communities, cultures and traditions. Which people are special and why? Living What story shows Jesus being a friend and caring for others? (Mutual Respect/Religion)</p> <p>Recognise that people have different beliefs and celebrate special times in different ways. Explore the Easter Story and discuss what Christians believe and learn from it.</p> <p>Recognise some environments that are different from the one where they live. Investigate where the animals in the book come from. Find their locations on the world map.</p> <p>Make observations and begin to understand the effect their behaviour can have on their environment. Explore how human behaviour has an impact on our world - how can we be change makers and help save animals from becoming extinct? (Mutual Respect)</p>	<p>Recognise that people have different beliefs and celebrate special times in different ways. Explore the Easter Story and discuss what Christians believe and learn from it.</p> <p>Recognise that people have different beliefs and celebrate special times in different ways. Explore Hindu festival of Holi. (Mutual Respect/Religion)</p> <p>Recognise some environments that are different from the one where they live. Investigate where orangutan live in the wild. Find their locations on the world map.</p> <p>Make observations and begin to understand the effect their behaviour can have on their environment. Explore how human behaviour has an impact on our world - how can we be change makers and help save animals from becoming extinct? (Mutual Respect)</p>

	<p><u>Assessment Indicator</u> Name the three things plants need to grow. Name parts of a plant. Explain what we need plants for.</p>	<p>Explore the discoveries and theories of Charles Darwin.</p>	<p>Charles Darwin.</p> <p><u>Assessment Indicator</u> Name the four parts of the life cycle of a Bee. Simply describe how Bees make Honey. Explain the importance of bees to our environment.</p>	<p>Detail ways we can help protect water creatures.</p>	<p>change makers? (Mutual Respect)</p> <p>Create content such as a video recording of a musical performance, stories, and/or draw a picture on a screen. Use our findings to create a non-fiction Story Creator book. Display our findings in the classroom with the children's annotations and a QR code to our book.</p>	<p>Create content such as a video recording of a musical performance, stories, and/or draw a picture on a screen. Use our findings to create a non-fiction Story Creator book. Display our findings in the classroom with the children's annotations and a QR code to our book.</p> <p><u>Assessment Indicator</u> Talk about how trees are important to us and our world. Details two ways we can help protect our world.</p>
<p>Expressive Arts and Design -Creating with Materials -Being Imaginative and Expressive</p>	<p>Make music in a range of ways, play with sound creatively, plays along to the beat of a song they are singing or music they are listening to. Charanga - Round and Round - Step 1 - Practice singing the song.</p> <p>Sing in a group or on their own, increasingly matching the pitch and following melody. Sing a wide range of call and response songs to control vocal pitch.</p> <p>Listen attentively, move to and talk about music, expressing their feelings and responses. Creating movement in response to jazz/swing music - balance.</p> <p>Explore and engage in music making and dance, performing solo or in groups. Jazz improvisation using</p>	<p>Make music in a range of ways, play with sound creatively, plays along to the beat of a song they are singing or music they are listening to. Charanga - Round and Round - Step 2 - Sing the song and play instrumental parts within the song.</p> <p>Sing in a group or on their own, increasingly matching the pitch and following melody. Sing a wide range of call and response songs to control vocal pitch.</p> <p>Listen attentively, move to and talk about music, expressing their feelings and responses. Creating movement in response to jazz/swing music - flexibility.</p> <p>Explore and engage in music making and dance, performing solo or in groups.</p>	<p>Listen to and echo repeated rhythmic patterns using non-tuned percussion instruments. Charanga - Round and Round - Step 3- Sing the song and improvise using voices and/or instruments within the song.</p> <p>Sing in a group or on their own, increasingly matching the pitch and following melody. Sing a wide range of call and response songs to control vocal pitch.</p> <p>Listen attentively, move to and talk about music, expressing their feelings and responses. Creating movement in response to jazz/swing music - timing/pulse</p> <p>Explore and engage in music making and dance, performing solo or in groups. Jazz Improvisation -4</p>	<p>Listen to and echo repeated rhythmic patterns using non-tuned percussion instruments. Charanga - Round and Round - Step 4 - Sing the song and perform composition(s) within the song.</p> <p>Sing in a group or on their own, increasingly matching the pitch and following melody. Sing a wide range of call and response songs to control vocal pitch.</p> <p>Listen attentively, move to and talk about music, expressing their feelings and responses. Creating movement in response to jazz/swing music - balance</p> <p>Explore and engage in music making and dance, performing solo or in groups. Jazz Improvisation -4</p>	<p>Listen to and echo repeated rhythmic patterns using non-tuned percussion instruments. Charanga - Round and Round - Step 5 - Choose what you perform (composition/improvisation).</p> <p>Sing in a group or on their own, increasingly matching the pitch and following melody. Sing a wide range of call and response songs to control vocal pitch.</p> <p>Listen attentively, move to and talk about music, expressing their feelings and responses. Creating movement in response to jazz/swing music - special awareness..</p> <p>Explore and engage in music making and dance, performing solo or in groups.</p>	<p>Listen to and echo repeated rhythmic patterns using non-tuned percussion instruments. Charanga - Round and Round - Step 5 - Choose what you perform (composition/improvisation).</p> <p>Sing in a group or on their own, increasingly matching the pitch and following melody. Sing a wide range of call and response songs to control vocal pitch.</p> <p>Listen attentively, move to and talk about music, expressing their feelings and responses. Creating movement in response to jazz/swing music - special awareness</p> <p>Explore and engage in music making and dance, performing solo or in groups.</p>

	<p>instruments - Call-and-Response scat.</p> <p>Explore, use and refine a variety of artistic effects to express their ideas and feelings. Observational drawings of nature: Sketching loose shape.</p> <p>Evaluate their constructions and representations through having a learning conversation. Artist Study - Margaret Preston - Mosman Bridge, 1927</p>	<p>Jazz improvisation using instruments - Call-and-Response scat.</p> <p>Explore, use and refine a variety of artistic effects to express their ideas and feelings. Observational drawings of nature: Adding detail to sketches.</p> <p>Evaluate their constructions and representations through having a learning conversation. Artist Study - Margaret Preston - Sydney Heads 1925.</p>	<p>beat rhythm patterns with body percussion.</p> <p>Explore, use and refine a variety of artistic effects to express their ideas and feelings. Observational drawings of nature: Adding colour to sketches.</p> <p>Evaluate their constructions and representations through having a learning conversation. Artist Study - Margaret Preston - Bridge from North Shore 1932.</p>	<p>beat rhythm patterns with body percussion.</p> <p>Explore, use and refine a variety of artistic effects to express their ideas and feelings. Observational drawings of nature: Adding highlights and shadows to sketches.</p> <p>Evaluate their constructions and representations through having a learning conversation. Artist Study - Margaret Preston - Circular Quay 1925.</p>	<p>Jazz Improvisation - 4-beat rhythm pattern on their instrument.</p> <p>Explore, use and refine a variety of artistic effects to express their ideas and feelings. Observational drawings of nature: Adding pattern to sketches.</p> <p>Evaluate their constructions and representations through having a learning conversation. Artist Study - Margaret Preston - Rocks and Waves 1929.</p>	<p>Jazz Improvisation - 4-beat rhythm pattern on their instrument.</p> <p>Explore, use and refine a variety of artistic effects to express their ideas and feelings. Observational drawings of nature: Adding pattern to sketches.</p> <p>Evaluate their constructions and representations through having a learning conversation. Artist Study - Margaret Preston - Rocks and Waves 1929.</p>
Key Composers and Songs	Ella Fitzgerald	Louis Armstrong	Bobby McFerrin	Nina Simone	Slim Gaillard	Billie Holiday
Enhancements Visits and Visitors			Beekeeper visit 04.03.24			
Parental Engagement					<p>Book Fair 18.03.24-20.03.24</p> <p>Parent Consultation meetings 19.03.24 and 21.03.24</p> <p>E-Safety Workshops 20.03.24 9.00-10.00am or 2.00-3.00pm</p>	
Whole School and National Events		Break the Rules day for Turner Syndrome 28.02.24	World Book Day 07.03.24 Mother's Day 10.03.24	British Science Week 11.03.24 Comic Relief Dance-a-thon 15.03.24		Easter Sunday 31.03.24

Progression of knowledge and skills are shown horizontally across the half term. The different areas of learning are shown vertically. Learning opportunities are planned alongside the children through 'big questions' and identifying key concepts.