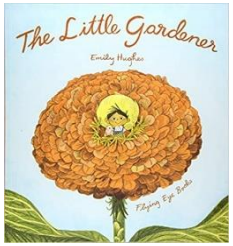
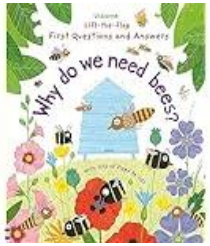
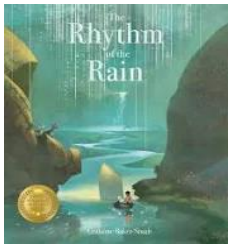
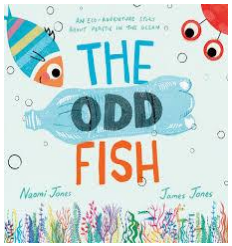
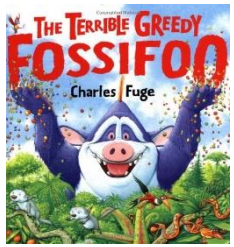
Meadowbank Primary School
Half Termly Knowledge and Skills Based Curriculum – Spring 2 2026
Phase Foundation Stage Year Group Foundation Stage 2

	Week 1 Wk Beg 23.02	Week 2 Wk Beg 02.03	Week 3 Wk Beg 09.03	Week 4 Wk Beg 16.03	Week 5 Wk Beg 23.03
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)
Biq Question	**Is the world alive?**				
Connected Concepts	**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?** 	**The Rhythm of the Rain** 	**The Odd Fish** 	**The Terrible Greedy Fossifoo** 
Children steering learning….	Why do we need flowers in the world? CK How do plants grow big? SA I want to learn about plants and how to be a gardener? NN I want to learn how flowers grow and have colours? ML	Can you give bees honey for their tea? TP I want to learn how bees use nectar to make honey? LK Are all bees yellow and black and stripy? RS I want to learn how bees make their home and honey? KMc Why do bees buzz? EA	Where do clouds come from? TB How does is the sun so bright? How does it rain? ED Why is the sky blue and black? LHo What happens to the water after it's rained?PMc Why is water blue and green? JL How does water get in the clouds and make them big? JL	How can we stop litter going in the water/killing fish? MH What can we do to keep the ocean clean? TG Why was the fish odd? NMc	How are there so may animals in the world? LK What do we need trees for? TBr How can we help our world to stay alive and be clean? MW
Other Key Literature	Oliver's Vegetables The Tiny Seed	The Bee Book Life Cycles The Book of Bees	The Great Water Cycle Adventure The Water Cycle	Somebody swallowed Stanley Dear Greenpeace	The Journey Home Greta and the Giants Dear Earth
Communication and Language **-Listening, Attention and Understanding** **-Speaking**	**Use language to imagine and recreate roles and experiences** Tales Toolkit. Adult to model using props to generate ideas to be used as a visual tool for oral story telling.	**Use language to imagine and recreate roles and experiences** Tales Toolkit. Adult to support children to generate a toolbox of ideas to be used as a visual tool for oral story telling.	**Use language to imagine and recreate roles and experiences** Tales Toolkit. Children to use props and images to generate ideas to be used as a visual tool for oral story telling.	**Use language to imagine and recreate roles and experiences** Tales Toolkit. Children to use images to generate ideas to be used as a visual tool for oral story telling and place on comic strip	**Use language to imagine and recreate roles and experiences** Tales Toolkit. Children to use images to generate ideas to be used as a visual tool for oral story telling and place on comic strip

	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. **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. **Engage in story times and with non-fiction books.** Share non-fiction books related to plants and life-cycle of plants. **Begin to recall basic French vocabulary in the everyday environment** Use everday greetings – recap previous and introduce and use 'good morning and afternoon'.	**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. **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. **Engage in story times and with non-fiction books.** Share non-fiction books related to bees and pollination. **Begin to recall basic French vocabulary in the everyday environment** Use everday vocabulary – recap previous and introduce and use 'please, thank you'.	**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. **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. **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. **Begin to recall basic French vocabulary in the everyday environment** Use everday vocabulary – recap previous and introduce and use 'sit down'	**Use talk to explain how things work and why they might happen.** Begin using communication roles linked to key text – building. Explain how we can help protect the ocean and the wildlife which lives in it. **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. **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 protecting our oceans. **Begin to recall basic French vocabulary in the everyday environment** Use everday vocabulary – recap previous and introduce and use 'stand up'	**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 and reduce deforestation **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. **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. **Begin to recall basic French vocabulary in the everyday environment.** Use everday vocabulary – recap previous and introduce and use 'Quiet/Listen'. **Children's Agency.** Involve children in the planning process; identifying key concepts What questions do they have/want to discover
Key Vocabulary	Root, stem, leaves. petals Heat Nutrients Cause and Effect	Habitat Food chain Pollinate Beehive Egg, larva, pupa, adult Cause and Effect	Water cycle Evaporate Precipitate Cause and Effect	Odd Different Searched, Reef Current Tangled Plastic Ocean Cause and Effect	Planet Cconservation Climate change Protect Endangered Deforestation Cause and Effect

Personal, Social and Emotional Development **-Self-Regulation** **-Managing Self** **-Building Relationships**	**Think Equal Programme- SEE Learning Exploring Sensations** -Continue to practice paying attention to sensations. -Learn additional Help Now! strategies for regulating the body. **PSHEE Jigsaw SOW** **Healthy Me** **Everybody's Body.** Understand that I need to exercise to keep my body healthy. (BV-Liberty) **Identify and moderate their own feelings socially and emotionally.** Sensory circuit – Wake up wiggles (alert), copy body percussion sequences (organised), shoulder shrugs and drop (calm). **Seek different ways of managing conflict, for example, through holding back, sharing negotiation and compromise.** Model and use LEAF as part of daily practice. (BV-Mutual Respect) **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? (BV-Democracy)	**Think Equal Programme- Zelda goes on Holiday** -Demonstrate an understanding of compassion for those less fortunate than them. -See things from a different perspective. **PSHEE 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. (BV-Democracy) **Identify and moderate their own feelings socially and emotionally.** Sensory circuit – Wake up wiggles (alert), copy body percussion sequences (organised), shoulder shrugs and drop (calm). **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. (BV-Mutual Respect) **Show resilience and perseverance in the face of challenge.** **Build constructive and respectful relationships** World Book Week - Build a bridge of books collaboratively (BV - Mutual respect)	**Think Equal Programme- The Monster in the Smoke** -Demonstrate an instance of critical thinking. -Understand that they can speak out ehen they see something unfair. **PSHEE Jigsaw SOW** **Healthy Me** **Sweet Dreams.** To know how to help myself go to sleep and understand why sleep is good for me. (BV-Liberty) **Identify and moderate their own feelings socially and emotionally.** Sensory circuit – Wake up wiggles (alert), copy body percussion sequences (organised), shoulder shrugs and drop (calm). **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. (BV-Mutual Respect) **See themselves as valuable individuals.** How can we help save water? What can we do to help protect the creatures who live in water? (BV-Muntual respect)	**Think Equal Programme- Nothando's Journey** -Identify unpleasant emotions. -Practice calming strategies. -Review the five senses. **PSHEE 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. (BV-Liberty) **Identify and moderate their own feelings socially and emotionally.** Sensory circuit – Wake up wiggles (alert), copy body percussion sequences (organised), shoulder shrugs and drop (calm). **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. (BV-Mutual Respect) **See themselves as valuable individuals.** How did the story make you feel? How can we protect our seas and its wildlife? (BV-Democracy)	**Think Equal Programme-Reha to the Rescue** -Recongise various emotions. -Demonstrate cvarious ways these emotions can be displayed (face/body, etc) -Understand that all creatures are important and can be cared for in safe ways. **PSHEE Jigsaw SOW** **Healthy Me** **Stranger Danger.** To know what a stranger is and how to stay safe if a stranger approaches me. (BV-Liberty) **Identify and moderate their own feelings socially and emotionally.** Sensory circuit – Wake up wiggles (alert), copy body percussion sequences (organised), shoulder shrugs and drop (calm). **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. (BV-Mutual Respect) **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? (BV-Democracy)
Physical Development **-Gross Motor Skills** **-Fine Motor Skills**	**Develop the overall body strength and co-ordination, balance and agility needed to engage successfully with future**	**Develop the overall body strength and co-ordination, balance and agility needed to engage successfully with future**	**Develop the overall body strength and co-ordination, balance and agility needed to engage successfully with future**	**Develop the overall body strength and co-ordination, balance and agility needed to engage successfully with future**	**Develop the overall body strength and co-ordination, balance and agility needed to engage successfully with future**

	physical education sessions and other physical disciplines. **Further develop and refine a range of ball skills including: throwing, catching, kicking, passing, batting and aiming.** **Develop confidence, competence, precision and accuracy when engaging in activities that involve a ball.** Balls skills Unit 2 Lesson 1 –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 recieveing it and by pointing your hand towards your target. **Develop the overall body strength and co-ordination, balance and agility needed to engage successfully with future physical education sessions and other physical disciplines.** **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. **Develop their small motor skills so thatthey can use a range of tools competently, safely and confidently** Mini Motor Skills – Tearing – Explore the skill of tearing with paper. **Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group.**	**physical education sessions and other physical disciplines.** **Further develop and refine a range of ball skills including: throwing, catching, kicking, passing, batting and aiming.** **Develop confidence, competence, precision and accuracy when engaging in activities that involve a ball.** Balls skills Unit 2 Lesson 2 – To develop accuracy when throwing to a target by keeping your eyes on your target and using one hand to throw. **Develop the overall body strength and co-ordination, balance and agility needed to engage successfully with future physical education sessions and other physical disciplines.** **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. **Develop their small motor skills so that they can use a range of toolscompetently, safely and confidently** Mini Motor Skills – Tearing – tearing along a straight line with directional control. **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	**physical education sessions and other physical disciplines.** **Further develop and refine a range of ball skills including: throwing, catching, kicking, passing, batting and aiming.** **Develop confidence, competence, precision and accuracy when engaging in activities that involve a ball.** Balls skills Unit 2 Lesson 3 – To develop dribbling with hands by pusing the ball as it starts to move down towards the floor and by using soft hands to push the ball. **Develop the overall body strength and co-ordination, balance and agility needed to engage successfully with furture physical education sessions and other physical disciplines.** **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. **Develop their small motor skills so that they can use a range of tools competently, safely and confidently** Mini Motor Skills – Tearing – tearing along a curved/zig-zag line with directional control. **Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group.** Use natural materials to create habitats for small creatures.	**physical education sessions and other physical disciplines.** **Further develop and refine a range of ball skills including: throwing, catching, kicking, passing, batting and aiming.** **Develop confidence, competence, precision and accuracy when engaging in activities that involve a ball.** Balls skills Unit 2 Lesson 4 – To develop throwing and catching with a partner by checking that your partner is looking before passing and using two hands to catch. **Develop the overall body strength and co-ordination, balance and agility needed to engage successfully with furture physical education sessions and other physical disciplines.** **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. **Develop their small motor skills so that they can use a range of tools competently, safely and confidently** Mini Motor Skills – Tearing – tearing around a shape to develop hand-eye coordination. **Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group.**	**physical education sessions and other physical disciplines.** **Further develop and refine a range of ball skills including: throwing, catching, kicking, passing, batting and aiming.** **Develop confidence, competence, precision and accuracy when engaging in activities that involve a ball.** Balls skills Unit 2 Lesson 5 – To devlop dribbling a ball with your feet by keeping the ball close to your feet and using soft, small touches with your feet. **Develop the overall body strength and co-ordination, balance and agility needed to engage successfully with furture physical education sessions and other physical disciplines.** **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. **Develop their small motor skills so that they can use a range of tools competently, safely and confidently** Mini Motor Skills – Tearing – explore tearing with thicker paper into smaller pieces to fill a shape with precision and create a collage. **Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group.**

	Use equipment to engage in gardening – trowels, spades, shovels, brushes. **Develop the foundations of handwriting style which is fast, accurate and efficient.** SFA – oa	**Develop the foundations of handwriting style which is fast, accurate and efficient.** SFA - oo	**Develop the foundations of handwriting style which is fast, accurate and efficient.** SFA - oo	Use outdoor equipment to plant trees and plants - developing Gross and Fine Motor skills. **Develop the foundations of handwriting style which is fast, accurate and efficient.** SFA - ar	Use large outdoor equipment to develop Motor skills and coordination. **Develop the foundations of handwriting style which is fast, accurate and efficient.** SFA - consolidation
Literacy **-Comprehension** **-Word Reading** **-Writing**	**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. **Read simple phrases and sentences made up of words with known letter–sound correspondences and, where necessary, a few exception words.** *FFT Shared Reader 16. Toad in the Rain **Write a simple sentence** *Dictation oa **Use their developing phonic knowledge to write things such as labels and captions.** Use the Tales Toolkit Structure to retell the story of the Little Gardener using comic strip with images. **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. Write about something extraordinary you have done with your family	**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. **Read simple phrases and sentences made up of words with known letter–sound correspondences and, where necessary, a few exception words.** *FFT Shared Reader 17. Goal **Write a simple sentence.** *Dictation oo **Use their developing phonic knowledge to write things such as labels and captions.** Use the Tales Toolkit Structure to reinvent the story of the Little Gardener e.g change the solution using the comic strip with alternative images. **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. Create a fact-file about how to look after bees/why they are so important for the planet	**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. **Read simple phrases and sentences made up of words with known letter–sound correspondences and, where necessary, a few exception words.** *FFT Shared Reader 18. The Egg Moon **Write short sentences with words with known sound-letter correspondences using a capital letter and full stop.** *Dictation oo **Create their own stories and books, with images and sometimes with words, in print and digital formats. For example, using Tales Toolkit** Use the Tales Toolkit Structure to create their own story of a gardener using a selection of images. **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.	**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. **Read simple phrases and sentences made up of words with known letter–sound correspondences and, where necessary, a few exception words.** *FFT Shared Reader 19. Jam Tarts in the Dark **Write short sentences with words with known sound-letter correspondences using a capital letter and full stop.** *Dictation ar **Create their own stories and books, with images and sometimes with words, in print and digital formats. For example, using Tales Toolkit** Use the Tales Toolkit Structure to create their own story about a sea creature using a selection of images. **Create their own stories and books, with images and sometimes with words, in print and digital formats.** Write a list of all the things they are going to do to save the seas and protect from pollution	**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, **Read simple phrases and sentences made up of words with known letter–sound correspondences and, where necessary, a few exception words.** *FFT Shared Reader 20, Let's do Art **Write short sentences with words with known sound-letter correspondences using a capital letter and full stop.** *Dictation consolidate **Create their own stories and books, with images and sometimes with words, in print and digital formats. For example, using Tales Toolkit** Use the Tales Toolkit Structure to create their own story using a range of images. **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 a poster to promote saving endangerd animals

		Create their own stories and books, with images and sometimes with words. Drawing Club – Use ambitious vocabulary, read a text – A LITTLE BIT BRAVE - and create drawings together and individually including the 3Ms. **Use their developing phonic knowledge to write things such as labels and captions.** **World Book Week** Write a review about a familiar book read in class.		**Create their own stories and books, with images and sometimes with words.** Drawing Club – Use ambitious vocabulary, read a tale – JACK AND THE BEANSTALK - and create drawings together and individually including the 3Ms.	
Mathematics **-Number** **-Numerical Patterns**	**Verbally count beyond 20, recognisingthe 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 10. **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. **Compare length and height using comparative language.** Measure ourselves using non-standard measures.	**Verbally count beyond 20, recognisingthe 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 10 **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. **Continue, copy and create repeating patterns.** Explore pattern by identifying the rules of a pattern in	**Verbally count beyond 20, recognisingthe pattern of the counting system.** Count forwards 0-30. **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 12 **Explore the composition and decomposition of numbers to 10 using Meadowbank's number bonds progression chart.** Number bonds within 8 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. **Begin to experience measuring time with timers and calendars.** Time – growing - Explore, days, weeks.	**Verbally count beyond 20, recognising the pattern of the counting system.** Count forwards 0-40 and begin to notice patterns. **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 14 **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 and finding the difference. **Compare capacity using comparative language.**	**Verbally count beyond 20, recognising the pattern of the counting system.** Count forwards 0-50 and begin to notice patterns. **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 16 **Explore the composition and decomposition of numbers to 10 using Meadowbank's number bonds progression chart.** Number bonds within 10 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 and finding the difference. **Discuss routes and locations using a range of positional and directional language.**

	Continue, copy and create repeating patterns. Model exploring repeating patterns, identifying and describing what is repeating.	different contexts, and copying it.	**Continue, copy and create repeating patterns.** Explore pattern by identifying the rules of a pattern in different contexts, and extending it.	Capacity – different size containers to water plants – whcih holds more/less. **Continue, copy and create repeating patterns.** Explore pattern by identifying the rules of a pattern in different contexts, creating their own pattern and describing the rule.	Prepositions - what is under us? Above us? **Continue, copy and create repeating patterns.** Explore pattern by identifying the rules of a pattern in different contexts, creating their own pattern, fixing mistakes and describing the rule.
Understanding the World **-Past and Present** **-People, Culture and Communities** **-The Natural World**	**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. (BV-Mutual Respect/PC-Religion) **Recognise that people have different beliefs and celebrate special times in different ways** Explore Islam holy month of Ramadan. **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? Nature walks - Be a nature Detective – what tiny, perfect things do we find? Collect items using the weaving boards **Make observations of animals, plants and matter, and explain why some things occur, and talk about changes.** Carry out an investigation –Make predictions - What happens to the plants if they are not watered/have no sunlight?	**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. (BV-Mutual Respect/PC-Religion) **Recognise that people have different beliefs and celebrate special times in different ways.** Explore Hindu festival of Holi. (Mutual Respect/Religion) **Make observations of animals and plants and explain why some things occur.** Nature walks - Be a nature Detective – what pollinators can we find? What plants can we find that will attract bees - checklist Living Things - Research different the life cycle of bees and how we can look after them. **Make observations of animals, plants and matter, and explain why some things occur, and talk about changes.** Carry out an investigation – make observations – record findings What do you see/notice	**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? (BV-Mutual Respect/PC-Religion) **Make observations and begin to understand the effect their behaviour can have on their environment.** Conservation 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) **Make observations of animals, plants and matter, and explain why some things occur, and talk about changes.** Carry out an investigation – make observations – make observationl drawings - What do you see/notice – take measurements. **Science Week** - If you were an engineer… what would you do?	**Know about similarities anddif ferences 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? (BV-Mutual Respect/PC-Religion) **Recognise some environemnts that are different from the one where they live.** Investigate a range of creatures found in seas and compare to familiar biomes **Make observations of animals, plants and matter, and explain why some things occur, and talk about changes.** Carry out an investigation – make observations – record findings using digital media - What do you see/notice – take measurements **Look closely at similarities and differences, patterns and change in nature.** Nature walks - Be a nature Detective – what tiny creatures can you spot? Insect checklist. **Make observations and begin to understand the effect their**	**Recognise that people have different beliefs and celebrate special times in different ways.** Explore the Easter Story and discuss what Christians believe. (BV-Mutual Respect/PC-Religion) **Recognise some environemnts that are different from the one where they live.** Investigate where certain animals live in the wild. Find their locations on the world map. **Make observations and begin to understand the effect their behaviour can have on their environment.** Conservation - Explore how human behaviour has an impact on our world – how can we be change makers and help save the planet (Mutual Respect) **Make observations of animals, plants and matter, and explain why some things occur, and talk about changes.** Carry out an investigation – make observations – record findings Where our predictions correct? **Look closely at similarities and differences, patterns and change in nature.** Nature walks - Be a nature Detective – what different

	Nature walks - Be a nature Detective – what tiny, perfect things do we find? Collect items using the weaving boards. **Create a non-fiction text using age appropriate software.** Explore non fiction texts and digital tools/software which can be used to create texts.	**Create a non-fiction text using age appropriate software.** Use non-fiction texts and the internet to gather images and facts about bees and why they are important. .	Problem… Design a product that will help the wildlife in our outdoor area. **Understand the effect of the changing seasons on the natural world around them.** Wellie walk - make observations of seasonal changes and note familiar landmarks **Sticky Knowledge** *Acquire and Apply:* *Name three things that are essential to our environment.* *Name one way we can help our environment.* **Create a non-fiction text using age appropriate software.** Use software to add images and facts about bees.	**behaviour can have on their environment.** Conservation - Explore how human behaviour has an impact on our world – how can we be change makers? (Mutual Respect) **Create a non-fiction text using age appropriate software.** Create a simple non-fiction page using software and combine images and text to share information.	types of trees can you identify – tree checklist. **Create a non-fiction text using age appropriate software.** Orally record their findings using software and share information with others. ***Assessment Indicators:*** *Name three things that are important to us and our world. Details at least two ways we can help protect our world/keep our world alive.*
Expressive Arts and Design **-Creating with Materials** **-Being Imaginative and Expressive**	**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.** **Sing in a group or on their own, increasingly matching the pitch and following melody.** Charanga – Round and Round – Step 1 – Practice singing the song. **Sing in a group or on their own, increasingly matching the pitch andfollowing the melody.** French song - Frere Jacques Adult to model singing the song Georgie Porgie – C-G Notes. Focus – Call-and response, sing from memory and basic dynamics. **Use simple tools competently and appropriately.** Explore different types of paper and folding.	**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.** **Sing in a group or on their own, increasingly matching the pitch and following melody.** Charanga – Round and Round – Step 2 - Sing the song and play instrumental parts within the song. **Sing in a group or on their own, increasingly matching the pitch andfollowing the melody.** French song - Frere Jacques Call and response Five little speckled frogs – C-G Notes. Focus – Call-and response, sing from memory and basic dynamics. **Use simple tools competently and appropriately.** Explore simple folding techniques using paper.	**Listen to and echo repeated rhythmic patterns using non-tuned percussion instruments.** **Sing in a group or on their own, increasingly matching the pitch and following melody.** Charanga – Round and Round – Step 3- Sing the song and improvise using voices and/or instruments within the song. **Sing in a group or on their own, increasingly matching the pitch andfollowing the melody.** French song - Frere Jacques Sing in two groups – echoing The Wheels on the Bus – C-G Notes. Focus – Call-and response, sing from memory and basic dynamics. **Use simple tools competently and appropriately.** Use folding technique to create wings. **Explore, use and refine a variety of artistic effects to**	**Listen to and echo repeated rhythmic patterns using non-tuned percussion instruments.** **Sing in a group or on their own, increasingly matching the pitch and following melody.** Charanga – Round and Round – Step 4 - Sing the song and perform composition(s) within the song. **Sing in a group or on their own, increasingly matching the pitch andfollowing the melody.** French song - Frere Jacques Sing in a round Bobby Shafto – C-G Notes. Focus – Call-and response, sing from memory and basic dynamics. **Use simple tools competently and appropriately.** Use folding technique to create wings – repeat folds with increased control and accuracy.	**Listen to and echo repeated rhythmic patterns using non-tuned percussion instruments.** **Sing in a group or on their own, increasingly matching the pitch and following melody.** Charanga – Round and Round – Step 5 - Choose what you perform (improvisation). **Sing in a group or on their own, increasingly matching the pitch andfollowing the melody.** French song - Frere Jacques Sing in a round The Muffin Man – C-G Notes. Focus – Call-and response, sing from memory and basic dynamics. **Use simple tools competently and appropriately.** Use folding and joining techniques and skills to create a bee with folded wings. **Explore, use and refine a variety of artistic effects to**

	Explore, use and refine a variety of artistic effects to express their ideas and feelings. **Evaluate their constructions and representations through having a learning conversation.** Observational drawings of nature: Noticing and sketching shape, size, colour and texture in the environment. Artist Study – Margaret Preston – Everlasting Flowers	**Explore, use and refine a variety of artistic effects to express their ideas and feelings.** **Evaluate their constructions and representations through having a learning conversation.** Observational drawings of nature: exploring with different lines and marks to sketch natural objects Artist Study – Margaret Preston – Everlasting Flowers **Use various construction materials, for example, joining pieces, stacking vertically and horizontally, balancing making enclosures and creating spaces.** World Book Week -Make a range of bridges leading to your favourite book.	**express their ideas and feelings.** **Evaluate their constructions and representations through having a learning conversation.** Observational drawings of nature: Children sketch using simple shapes to represent what they can see in the environment and add detail to their sketches Using a cardboard view-finder Artist Study – Margaret Preston Mosmon Bridge .	**Explore, use and refine a variety of artistic effects to express their ideas and feelings.** **Evaluate their constructions and representations through having a learning conversation.** Observational drawings of nature: Careful observation of what they can see and notice, adding details to their sketches. Artist Study – Margaret Preston Mosmon Bridge.	**express their ideas and feelings.** **Evaluate their constructions and representations through having a learning conversation.** Observational drawings of nature: Adding pattern to sketches. – focus on bridge Artist Study – Margaret Preston Mosmon Bridge .
Outdoor Learning	Be a nature detective – what can we find?	Identifying and planting pollinating plants	Observing the water cycle – where does a puddle go?	Litter picking	Wellie walk – seasonal changes
Key Composers and Songs	Ella Fitzgerald	Louis Armstrong	Bobby McFerrin	Nina Simone	Billie Holiday
Enhancements Visits and Visitors		Beekeeper visit 03.03.26			
Parental Engagement				Parent Consultation Meetings 17.03.26 and 18.03.26 3.40-5.50	Science Showcase 24.03.26 FS2Gu 9.00-10.00 FS2Gi 2.00-3.00
Whole School and National Events		World Book Day 05.03.26	National British Science Week 09.03.26 Mother's Day 15.03.26	Comic Relief Red Nose Day 20.03.26	

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.