

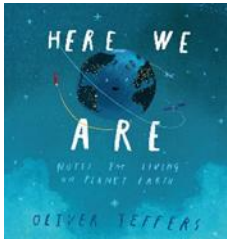
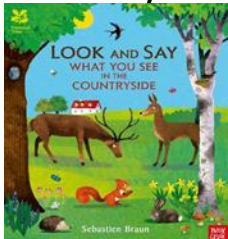
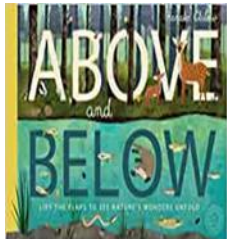
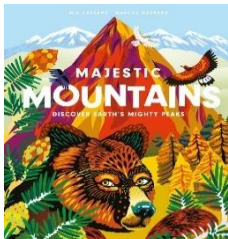
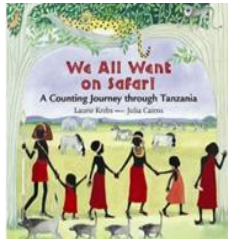



Meadowbank Primary School

Half Termly Knowledge and Skills Based Curriculum – Summer 1 2024

Phase Foundation Stage Year Group Foundation Stage 2



	Week 1 Wk Beg 15.04	Week 2 Wk Beg 22.04	Week 3 Wk Beg 29.04	Week 4 Wk Beg 06.05	Week 5 Wk Beg 13.05	Week 6 Wk Beg 20.05
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	Why is our world a place of wonder?					
Connected Concepts	Cause & Effect Power Significance	Cause & Effect Power Significance	Cause & Effect Power Significance	Cause & Effect Power Significance	Cause & Effect Power Significance	Cause & Effect Power Significance
Book Studies	Here we are 	What do you see in the countryside? 	Above and Below 	Majestic Mountains 	We all went on Safari 	Deep in the Ocean 
Children steering learning....	Can we live in space? OM How do people get to space? CH/JW How long does it take to get to space? AG/CJ How can we be kind to our friends? JB	Why do sheep/horses live on farms? LW/HB How do rabbits survive in the wild? ESU What animals live underground? LCha Can some birds swim under water? THG How do the animals get under the ground? OW	How do worms feed the ground? ESB What is a badgers habitat like? LCh I want to find out about moles. AMC I want to learn about rabbits habitats. LGre Why do worms live in soil? HS How do birds fly? OA	Why do goats live on mountains? NH What is the highest mountain in the world? DC What is the smallest mountain in the world? HH What animals live in the mountains? IR	How do camels survive in the desert?MC What do camels eat? LS Why do kangaroos have babies in their pouch? NH How do crocodiles eat? FD Which is the biggest animal in Africa? EvP Why do giraffes have long necks? EB Why are flamingos pink? DP Why do leopards have spots? CA	Do all jelly fish sting? How do they sting? MC/DW/JM Why do sea creatures come to the top of the water? LD Why do whales blow water?RML Why do sharks eat meat? NRO/JW Why do turtles go on the land and the sea? CJ How do sharks grow so big? LGra How many legs do crabs have? FC Why can't fish live on the land? BK

Other Key Literature	There's no place like space Comet	The street beneath my feet Creap, leap, crunch	The Wonder of Trees The secret forest	The secret mountain	Lollipop and Grandad's Back Garden Safari	How Deep is the Sea? Commotion in the Ocean
<p>Communication and Language -Listening, Attention and Understanding -Speaking</p>	<p>Make comments about what they have heard and ask questions to clarify their understanding. Model using connective and two question stems. Use who and what.</p> <p>Offer explanations for why things might happen, making use of recently introduced vocabulary from stories and non-fiction. Engage in discussion to answer the 'big question' - Why is our world a place of wonder?</p> <p>Listen attentively and respond to what they hear with relevant questions, comments and actions. SMILE time. Sharing wider experiences and achievements using items posted on Class Dojo as an aid. Children to use the communication role 'Clarifier' to find out more about their peers experiences by repeating what has been said and asking 'Can you tell me more about that?'</p> <p>Begin to recall basic French vocabulary in the everyday environment. Use colour names -rouge, bleu' (red/blue)</p>	<p>Make comments about what they have heard and ask questions to clarify their understanding. Model using connective and two question stems. Use what and when.</p> <p>Participate in small group discussions, offering their own ideas, using recently introduced vocabulary. Engage in discussion to answer the 'big question' - Why is our world a place of wonder?</p> <p>Listen attentively and respond to what they hear with relevant questions, comments and actions. SMILE time. Sharing wider experiences and achievements using items posted on Class Dojo as an aid. Children to use the communication role 'Clarifier' to find out more about their peers experiences by repeating what has been said and asking 'Can you tell me more about that?'</p> <p>Begin to recall basic French vocabulary in the everyday environment Use colour names - recap previous and introduce and use 'vert, jaune'. (green, yellow)</p>	<p>Make comments about what they have heard and ask questions to clarify their understanding. Model using connective and two question stems. Use when and why.</p> <p>Offer explanations for why things might happen, making use of recently introduced vocabulary from stories and non-fiction. Engage in discussion to answer the 'big question' - Why is our world a place of wonder?</p> <p>Listen attentively and respond to what they hear with relevant questions, comments and actions. SMILE time. Sharing wider experiences and achievements using items posted on Class Dojo as an aid. Children to use the communication role 'Clarifier' to find out more about their peers experiences by repeating what has been said and asking 'Can you tell me more about that?'</p> <p>Begin to recall basic French vocabulary in the everyday environment Use colour names - recap previous and introduce and use 'orange, rose' (orange, pink)</p>	<p>Hold conversation when engaged in back-and-forth exchanges with their teacher and peers. Model using connective and two question stems. Use why and where.</p> <p>Participate in small group discussions, offering their own ideas, using recently introduced vocabulary. Engage in discussion to answer the 'big question' - Why is our world a place of wonder?</p> <p>Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher. SMILE time. Sharing wider experiences and achievements using items posted on Class Dojo as an aid. Children to use the communication role 'Clarifier' to find out more about their peers experiences by repeating what has been said and asking 'Can you tell me more about that?'</p> <p>Begin to recall basic French vocabulary in the everyday environment. Use colour names - recap previous and introduce</p>	<p>Hold conversation when engaged in back-and-forth exchanges with their teacher and peers. Model using connective and two question stems. Use where and how.</p> <p>Offer explanations for why things might happen, making use of recently introduced vocabulary from stories and non-fiction. Engage in discussion to answer the 'big question' - Why is our world a place of wonder?</p> <p>Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher. SMILE time. Sharing wider experiences and achievements using items posted on Class Dojo as an aid. Children to use the communication role 'Clarifier' to find out more about their peers experiences by repeating what has been said and asking 'Can you tell me more about that?'</p> <p>Begin to recall basic French vocabulary in the everyday environment Use colour names - recap previous and introduce</p>	<p>Hold conversation when engaged in back-and-forth exchanges with their teacher and peers. Model using connective and two question stems. Use how and who.</p> <p>Offer explanations for why things might happen, making use of recently introduced vocabulary from stories and non-fiction. Engage in discussion to answer the 'big question' - Why is our world a place of wonder?</p> <p>Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher. SMILE time. Sharing wider experiences and achievements using items posted on Class Dojo as an aid. Children to use the communication role 'Clarifier' to find out more about their peers experiences by repeating what has been said and asking 'Can you tell me more about that?'</p> <p>Begin to recall basic French vocabulary in the everyday environment. Use colour names- recap all previous colours and</p>

				and use 'violet, marron' (purple, brown)	and use 'gris, noir, blanc' (grey, black, white)	learn the French colour song.
Key Vocabulary	Planets, Galaxy, solar system, Earth.	Wildlife, habitat, wild, hunt, predator, omnivore, herbivore.	Evergreen, deciduous, habitat, wormery, compost.	Habitat, mountain range, rock, rural, mammoth, mighty, vast.	Grassland, camouflaged, barren, predator, survival	Deep, abyss, habitat, dark.
Personal, Social and Emotional Development -Self-Regulation -Managing Self -Building Relationships	<p>Think Equal Programme- A Tiny Seed -Recognise the importance of trees. -Understand that one person can make a positive difference.</p> <p>PSHE Jigsaw SOW - Relationships My Family and Me! Know some of the jobs I do in my family.</p> <p>Show an understanding of their own feelings and those of others and begin to regulate their behaviour accordingly. Re-visit Regulation zone in classroom - Fidget toys. (Tolerance and Mutual Respect)</p> <p>Show sensitivity to their own and to others' needs. Model using TT as part of daily practice to solve problems - sharing. (Tolerance and Mutual Respect/Democracy)</p>	<p>PSHE Jigsaw SOW - Relationships Make Friends, Make Friends (Part 1) Know how to make friends to stop myself from feeling lonely.</p> <p>Show an understanding of their own feelings and those of others and begin to regulate their behaviour accordingly. Re-visit Regulation zone in classroom - five finger breathing. (Tolerance and Mutual Respect)</p> <p>Show sensitivity to their own and to others' needs. Model using TT as part of daily practice to solve problems - sharing. (Tolerance and Mutual Respect/Democracy)</p>	<p>Think Equal Programme- My Amazing Brain B -Understand that the neurons create pathways in the brain. -Understand that the brain is growing and can always become stronger.</p> <p>PSHE Jigsaw SOW - Relationships Make Friends, Make Friends (Part 2) Think of ways to solve problems and stay friends.</p> <p>Show an understanding of their own feelings and those of others and begin to regulate their behaviour accordingly. Re-visit Regulation zone in classroom - quiet time. (Tolerance and Mutual Respect)</p> <p>Show sensitivity to their own and to others' needs. Model using TT as part of daily practice to solve problems - conflict. (Tolerance and Mutual Respect/Democracy)</p>	<p>PSHE Jigsaw SOW - Relationships Falling out and Bullying (Part 1) Understand the impact of unkind words.</p> <p>Show an understanding of their own feelings and those of others and begin to regulate their behaviour accordingly. Re-visit Regulation zone in classroom - calming cards. (Tolerance and Mutual Respect)</p> <p>Show sensitivity to their own and to others' needs. Model using TT as part of daily practice to solve problems - conflict. (Tolerance and Mutual Respect/Democracy)</p>	<p>Think Equal Programme- Our Home -Demonstrate a sense of responsibility towards the environment. -Say one way they will help care for the Earth. -Name one way that they will practise peace.</p> <p>PSHE Jigsaw SOW - Relationships Falling out and Bullying (Part 2) Know how to use 'Calm me Time' to manage my feelings.</p> <p>Show an understanding of their own feelings and those of others and begin to regulate their behaviour accordingly. Re-visit Regulation zone in classroom - Mood-o-meter. (Tolerance and Mutual Respect)</p> <p>Show sensitivity to their own and to others' needs. Model using TT as part of daily practice to solve problems - following rules. (Tolerance and Mutual Respect/Democracy)</p>	<p>PSHE Jigsaw SOW - Relationships Being the Best Friends we can be Understand and know how to be a good friend.</p> <p>Show an understanding of their own feelings and those of others and begin to regulate their behaviour accordingly. Re-visit Regulation zone in classroom - Worry monster. (Tolerance and Mutual Respect)</p> <p>Show sensitivity to their own and to others' needs. Model using TT as part of daily practice to solve problems - following rules. (Tolerance and Mutual Respect/Democracy)</p>
Physical Development -Gross Motor Skills -Fine Motor Skills	Develop the overall body strength and coordination, balance and agility needed to engage successfully with future physical education	Develop the overall body strength and co-ordination, balance and agility needed to engage successfully with future physical	Develop the overall body strength and co-ordination, balance and agility needed to engage successfully with future physical	Develop the overall body strength and co-ordination, balance and agility needed to engage successfully with future physical	Develop the overall body strength and co-ordination, balance and agility needed to engage successfully with future physical	Develop the overall body strength and co-ordination, balance and agility needed to engage successfully with future physical

	<p>sessions and other physical disciplines.</p> <p>Negotiate space and obstacles safely, with consideration for themselves and others. Games Unit 2 Lesson 1 - Polar Regions To aim when throwing and practise keeping score by pointing your hand where you want the object to go and shouting out the score each time your partner scores a point, so that you remember.</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 Dance Unit 2 Lesson 1 - At the Seaside. To copy, repeat and explore actions in response to a theme by counting to 8 to help you stay in time with the music and making big movements with your body to show clear shapes.</p> <p>Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group. Use equipment and role play opportunities to build</p>	<p>education sessions and other physical disciplines.</p> <p>Negotiate space and obstacles safely, with consideration for themselves and others. Games Unit 2 Lesson 2 - The Rainforest To follow instructions and move safely when playing tagging games by tagging someone gently on the arm or back and looking for space away from the taggers.</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 Dance Unit 2 Lesson 2 - Under the Sea. To explore and remember actions considering level, shape and direction by using clear actions to show your character.</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 Motor skills and coordination.</p> <p>Hold a pencil effectively in preparation for fluent</p>	<p>education sessions and other physical disciplines.</p> <p>Negotiate space and obstacles safely, with consideration for themselves and others. Games Unit 2 Lesson 3 - Australia To learn to play against a partner by pointing your hand where you want the object to go and saying 'well done' to your opponent.</p> <p>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 Dance Unit 2 Lesson 3 - At the fireworks display. To explore movement using a prop with control and co-ordination by using big, confident actions and movements.</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>Hold a pencil effectively in preparation for fluent writing - using the tripod grip in almost all cases.</p>	<p>education sessions and other physical disciplines.</p> <p>Negotiate space and obstacles safely, with consideration for themselves and others. Games Unit 2 Lesson 4 - Wild West To develop coordination and play by the rules by listening carefully to the instructions to understand how to play the game and using the opposite leg and arm when running.</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 Dance Unit 2 Lesson 4 - At the fireworks display. To move with control and co-ordination, expressing ideas through movement by counting to 8 to help you stay in time with the music.</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 make mountainous habitats for animals to explore.</p>	<p>education sessions and other physical disciplines.</p> <p>Negotiate space and obstacles safely, with consideration for themselves and others. Games Unit 2 Lesson 5 - India To explore striking a ball and keeping the score by hitting the ball in the middle of the racket and pointing the racket where you want the ball to go.</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 Dance Unit 2 Lesson 5 - At the Farm. To remember and repeat actions, moving in time with the music by making big movements with your body to show clear shapes.</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 and outdoor sandpit and equipment to develop motor skills and coordination and create safari habitats for animals.</p>	<p>education sessions and other physical disciplines.</p> <p>Negotiate space and obstacles safely, with consideration for themselves and others. Games Unit 2 Lesson 6 - Far East To work cooperatively as a team by clapping the other team and encouraging your team mates.</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 Dance Unit 2 Lesson 6 - At the Farm To explore actions in response to a theme and begin to use counts by making big movements with your body to show clear shapes and using different body parts to create the shapes.</p> <p>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 sea creatures.</p> <p>Hold a pencil effectively in preparation for fluent</p>
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	transport for exploring our planet. Hold a pencil effectively in preparation for fluent writing - using the tripod grip in almost all cases SFA - or	writing - using the tripod grip in almost all cases SFA - ur	SFA -ow	Hold a pencil effectively in preparation for fluent writing - using the tripod grip in almost all cases SFA - oi	Hold a pencil effectively in preparation for fluent writing - using the tripod grip in almost all cases SFA -ear	writing - using the tripod grip in almost all cases SFA - consolidation.
Literacy -Comprehension -Word Reading -Writing	Say a sound for each letter in the alphabet and at least 10 digraphs Read words consistent with their phonic knowledge by sound-blending; *FFT step 21 - or Say it fast/break it down/stretch and read. Re-read books to build up their confidence in word reading, their fluency and their understanding and enjoyment. *FFT Shared Reader Jim and the Corn. Write short sentences with words with known sound-letter correspondences using a capital letter and full stop. *Dictation or Write simple phrases and sentences that can be read by themselves and others. Create their own stories and books, with images and sometimes with words, in print and digital formats. Communicating through writing - What is the world made of?	Say a sound for each letter in the alphabet and at least 10 digraphs Read words consistent with their phonic knowledge by sound-blending; * FFT step 22 - ur Say it fast/break it down/stretch and read. Re-read books to build up their confidence in word reading, their fluency and their understanding and enjoyment. *FFT Shared Reader Bells and Buds. Write short sentences with words with known sound-letter correspondences using a capital letter and full stop. *Dictation ur Write simple phrases and sentences that can be read by themselves and others. Create their own stories and books, with images and sometimes with words, in print and digital formats. Communicating through writing - Write a poster on how to look after the countryside.	Say a sound for each letter in the alphabet and at least 10 digraphs Read words consistent with their phonic knowledge by sound-blending; *FFT step 23 - ow Say it fast/break it down/stretch and read. Re-read books to build up their confidence in word reading, their fluency and their understanding and enjoyment. *FFT Shared Reader Not on the Beds. Write short sentences with words with known sound-letter correspondences using a capital letter and full stop. *Dictation ow Write simple phrases and sentences that can be read by themselves and others. Create their own stories and books, with images and sometimes with words, in print and digital formats. Communicating through writing- Write a fact file about one of the habitats	Say a sound for each letter in the alphabet and at least 10 digraphs Read words consistent with their phonic knowledge by sound-blending; *FFT step 24 -oi Say it fast/break it down/stretch and read. Re-read books to build up their confidence in word reading, their fluency and their understanding and enjoyment. *FFT Shared Reader Too much noise. Write simple phrases and sentences that can be read by others. *Dictation oi Write simple phrases and sentences that can be read by themselves and others. Create their own stories and books, with images and sometimes with words, in print and digital formats. Communicating through writing - describe the image of one of the majestic mountains.	Say a sound for each letter in the alphabet and at least 10 digraphs Read words consistent with their phonic knowledge by sound-blending; *FFT step 25 - ear Say it fast/break it down/stretch and read. Re-read books to build up their confidence in word reading, their fluency and their understanding and enjoyment. *FFT Shared Dad's shearing sheep. Write simple phrases and sentences that can be read by others.. *Dictation ear Write simple phrases and sentences that can be read by themselves and others. Create their own stories and books, with images and sometimes with words, in print and digital formats. Communicating through writing - Write a fact file on one of the Big Five. Describe images from the text.	Say a sound for each letter in the alphabet and at least 10 digraphs Read words consistent with their phonic knowledge by sound-blending; *FFT step 26 - consolidation Say it fast/break it down/stretch and read. Re-read books to build up their confidence in word reading, their fluency and their understanding and enjoyment. *FFT Shared Reader Ben sees a chick. Write simple phrases and sentences that can be read by others. *Dictation consolidation Write simple phrases and sentences that can be read by themselves and others. Create their own stories and books, with images and sometimes with words, in print and digital formats. Communicating through writing - Describe what you see in one of the images from the text.

	<p>Describe images from the text</p> <p>Create their own stories and books, with images and sometimes with words.</p> <p>Drawing Club - Use ambitious vocabulary, read a text - A LITTLE BIT BRAVE - and create drawings together and individually including the 3Ms.</p>	<p>Describe images from the text.</p> <p>Create their own stories and books, with images and sometimes with words.</p> <p>Drawing Club - Use ambitious vocabulary, read a tale - GOLDILOCKS - and create drawings together and individually including the 3Ms.</p>	<p>and a creature that lives in it.</p> <p>Create their own stories and books, with images and sometimes with words.</p> <p>Drawing Club - Use ambitious vocabulary, watch an adventure form the past - POPEYE - and create drawings together and individually including the 3Ms</p>	<p>Research and write a fact-file about a mountain creature.</p> <p>Create their own stories and books, with images and sometimes with words.</p> <p>Drawing Club - Use ambitious vocabulary, read a text - ROOM ON THE BROOM - and create drawings together and individually including the 3Ms.</p>	<p>Create their own stories and books, with images and sometimes with words.</p> <p>Drawing Club - Use ambitious vocabulary, read a tale - HANSEL AND GRETEL - and create drawings together and individually including the 3Ms.</p>	<p>Research and write a fact-file about a sea creature</p> <p>Create their own stories and books, with images and sometimes with words.</p> <p>Drawing Club - Use ambitious vocabulary, watch an adventure form the past - PINK PANTHER - and create drawings together and individually including the 3Ms.</p>
<p>Mathematics</p> <p>-Number</p> <p>-Numerical Patterns</p>	<p>Verbally count beyond 20; recognising the pattern of the counting system.</p> <p>Count to 30 while exploring a number square.</p> <p>Count backwards 20-0. Introduce even numbers.</p> <p>Subitise (recognise quantities without counting) up to 5</p> <p>Toolkit - Find a pair.</p> <p>Show awareness that numbers are made up (composed) of smaller numbers, exploring partitioning in different ways with a range of objects and models. For example, using a tens frame, part, part, whole.</p> <p>Number bonds within 8. Exploring 10 frames - concrete, inc evens greater/fewer.</p> <p>Begin to compare quantities up to 10 in different contexts;</p>	<p>Verbally count beyond 20; recognising the pattern of the counting system.</p> <p>Count to 40 while exploring a number square.</p> <p>Count backwards 20-0. Introduce odd numbers.</p> <p>Subitise (recognise quantities without counting) up to 5</p> <p>Toolkit - Find a pair.</p> <p>Show awareness that numbers are made up (composed) of smaller numbers, exploring partitioning in different ways with a range of objects and models. For example, using a tens frame, part, part, whole.</p> <p>Number bonds within 8. Exploring 10 frames - pictorial, . inc evens greater/fewer.</p> <p>Begin to compare quantities up to 10 in different contexts;</p>	<p>Verbally count beyond 20; recognising the pattern of the counting system.</p> <p>Count to 50 - explore a number square.</p> <p>Count backwards 20-0. Identify even numbers.</p> <p>Subitise (recognise quantities without counting) up to 5</p> <p>Toolkit - Find a pair.</p> <p>Show awareness that numbers are made up (composed) of smaller numbers, exploring partitioning in different ways with a range of objects and models. For example, using a tens frame, part, part, whole.</p> <p>Number bonds within 9. Exploring 10 frames - concrete, inc odds greater/fewer.</p> <p>Begin to compare quantities up to 10 in different contexts; recognising when one</p>	<p>Verbally count beyond 20; recognising the pattern of the counting system.</p> <p>Count to 60 - explore a number square.</p> <p>Count backwards 20-0. Identify odd numbers.</p> <p>Subitise (recognise quantities without counting) up to 5</p> <p>Toolkit - Picture maths.</p> <p>Show awareness that numbers are made up (composed) of smaller numbers, exploring partitioning in different ways with a range of objects and models. For example, using a tens frame, part, part, whole.</p> <p>Number bonds within 9. Exploring 10 frames - pictorial, nc odds greater/fewer.</p> <p>Begin to compare quantities up to 10 in different contexts; recognising when one</p>	<p>Verbally count beyond 20; recognising the pattern of the counting system.</p> <p>Count to 70 - explore a number square.</p> <p>Count backwards 20-0. Identify even numbers.</p> <p>Subitise (recognise quantities without counting) up to 5</p> <p>Toolkit - Picture maths.</p> <p>Show awareness that numbers are made up (composed) of smaller numbers, exploring partitioning in different ways with a range of objects and models. For example, using a tens frame, part, part, whole.</p> <p>Number bonds within 10. Exploring 10 frames - concrete, inc evens greater/fewer.</p> <p>Begin to compare quantities up to 10 in different contexts; recognising when one</p>	<p>Verbally count beyond 20; recognising the pattern of the counting system.</p> <p>Count to 80 - explore a number square.</p> <p>Count backwards 20-0. Identify odd and even numbers.</p> <p>Subitise (recognise quantities without counting) up to 5</p> <p>Toolkit - Picture maths.</p> <p>Show awareness that numbers are made up (composed) of smaller numbers, exploring partitioning in different ways with a range of objects and models. For example, using a tens frame, part, part, whole.</p> <p>Number bonds within 10. Exploring 10 frames - pictorial, inc evens greater/fewer.</p> <p>Begin to compare quantities up to 10 in different contexts;</p>

	<p>recognising when one quantity is greater than, less than or the same as another quantity.</p> <p>Begins to explore and work out mathematical problems using signs and strategies of their own choice.</p> <p>+/- within 7 using part greater/fewer and Part Whole Frame.</p> <p>Begin to experience measuring time with timers and calendars. Explore days, weeks and years. How have we changed in 5 years?</p>	<p>recognising when one quantity is greater than, less than or the same as another quantity.</p> <p>Begins to explore and work out mathematical problems using signs and strategies of their own choice.</p> <p>+/- within 8 using part greater/fewer and Part Whole Frame.</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 and 3d shapes to create different structures.</p> <p>Number Track Games - introduce a simple number track game (within 10), inside and outside. Children to use dice and follow instruction cards to explore the game.</p>	<p>quantity is greater than, less than or the same as another quantity.</p> <p>Begins to explore and work out mathematical problems using signs and strategies of their own choice.</p> <p>+/- within 9 using part greater/fewer and Part Whole Frame.</p> <p>Compare length and height using comparative language.</p> <p>Measure a range of objects using standard and non-standard measures.</p>	<p>quantity is greater than, less than or the same as another quantity.</p> <p>Begins to explore and work out mathematical problems using signs and strategies of their own choice.</p> <p>+/- within 10 using part greater/fewer and Part Whole Frame.</p> <p>Enjoy tackling problems involving prediction and discussion of comparisons of length, weight, or capacity, paying attention to fairness and accuracy.</p> <p>Explore weight and size addressing misconceptions.</p> <p>Number Track Games - introduce a simple number track game (within 20), inside and outside. Children to use dice and follow instruction cards to explore the game.</p>	<p>quantity is greater than, less than or the same as another quantity.</p> <p>Begins to explore and work out mathematical problems using signs and strategies of their own choice.</p> <p>+/- within 10 using part greater/fewer and Part Whole Frame.</p> <p>Select, rotate and manipulate shapes to develop spatial reasoning skills and present in different orientations.</p> <p>Explore decomposing shapes to find other shapes.</p>	<p>recognising when one quantity is greater than, less than or the same as another quantity.</p> <p>Begins to explore and work out mathematical problems using signs and strategies of their own choice.</p> <p>+/- within 10 using part greater/fewer and Part Whole Frame.</p> <p>Compare capacity using comparative language.</p> <p>Capacity - different size containers - which holds more/less?</p>
<p>Understanding the World</p> <p>-Past and Present</p> <p>-People, Culture and Communities</p> <p>-The Natural World</p>	<p>Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class.</p> <p>Where do we belong? Living. What makes Christians feel special to God? (Tolerance and Mutual Respect/ Religion)</p> <p>Use the internet with adult supervision</p>	<p>Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class.</p> <p>Where do we belong? Living. What makes Christians feel special to God? (Tolerance and Mutual Respect/Religion)</p> <p>Use the internet with adult supervision</p>	<p>Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class.</p> <p>Where do we belong? Living. How are babies welcomed into the Christian family? (Tolerance and Mutual Respect/Religion)</p> <p>Use the internet with adult supervision</p>	<p>Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class.</p> <p>Where do we belong? Living. How are babies welcomed into the Christian family? (Tolerance and Mutual Respect/Religion)</p> <p>Use the internet with adult supervision</p>	<p>Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class.</p> <p>Where do we belong? Living. How is a baby welcomed into the Muslim religion? (Tolerance and Mutual Respect/Religion)</p> <p>Use the internet with adult supervision</p>	<p>Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class.</p> <p>Where do we belong? Living. How is a baby welcomed into the Muslim religion? (Tolerance and Mutual Respect/Religion)</p> <p>Assessment Indicator: Can talk about similarities and differences of how</p>

	<p>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>Make observations and explain why some things occur and talk about changes. Explore night/day and movement of earth in relation to sun Assessment Indicator: <i>Can name 3 things in the solar system. Can talk about how the world is full of wonder.</i></p>	<p>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>Make observations of and explain why some things occur and talk about changes. Explore a range of wild woodland animals and how they survive... food chain/predator Assessment Indicator: <i>Can name three features of the countryside code. Can name two habitats.</i></p>	<p>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>Make observations and explain why some things occur and talk about changes. Create a wormery Look at a range of habitats and notice similarities and differences. Assessment Indicator: <i>Can name three habitats. Can talk about what a predator is.</i></p>	<p>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>Make observations and explain why some things occur and talk about changes. Locate the different mountains on a world map Explore the extremeties of mountains e.g heat, cold, volcanoes. Assessment Indicator: <i>Can describe features of a mountain. Can name two animals that live on a mountain.</i></p>	<p>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>Make observations and explain why some things occur and talk about changes. Explore how the different creatures camouflage in their habitats Locate grasslands on a world map. Assessment Indicator: <i>Can describe features of the grasslands. Can name two predators that live in the grasslands.</i></p>	<p><i>Muslim and Christian babies are welcomed to families.</i></p> <p>Use the internet with adult supervision to find and retrieve information of interest to them. <i>Go on a welly walk -Record findings. Be a plant and animal detective - what can we find? How is this different from our Autumn and Spring walks?</i></p> <p>Make observations and explain why some things occur and talk about changes. <i>Go on a virtual deep sea dive; Explore creaturesasdasdasldk in the abyss. Make observations using senses of sea creatures.</i></p> <p>Assessment Indicator: <i>Can describe the abyss. Can name a creature of the sea and how it protects itself.</i></p>
<p>Expressive Arts and Design -Creating with Materials -Being Imaginative and Expressive</p>	<p>Make music in a range of ways, perform songs, rhymes, poems and stories with others, and when appropriate try to move in time with music. Charanga - Your Imagination - Step 1 - Practice singing the song.</p> <p>Sing a range of well-known nursery rhymes and songs. Sing a wide range of call and response songs to control vocal pitch.</p>	<p>Make music in a range of ways, perform songs, rhymes, poems and stories with others, and when appropriate try to move in time with music. Charanga - Your Imagination - Step 2 - Sing the song and play instrumental parts within the song.</p> <p>Sing a range of well-known nursery rhymes and songs. Sing a wide range of call</p>	<p>Make music in a range of ways, perform songs, rhymes, poems and stories with others, and when appropriate try to move in time with music Charanga - Your Imagination - Step 3- Sing the song and improvise using voices and/or instruments within the song</p> <p>Sing a range of well-known nursery rhymes and songs. Sing a wide range of call</p>	<p>Make music in a range of ways, perform songs, rhymes, poems and stories with others, and when appropriate try to move in time with music. Charanga - Your Imagination - Step 4 - Sing the song and perform composition(s) within the song.</p> <p>Sing a range of well-known nursery rhymes and songs. Sing a wide range of call</p>	<p>Make music in a range of ways, perform songs, rhymes, poems and stories with others, and when appropriate try to move in time with music. Charanga - Your Imagination - Step 5 - Choose what you perform (composition/ improvisation).</p> <p>Sing a range of well-known nursery rhymes and songs. Sing a wide range of call</p>	<p>Make music in a range of ways, perform songs, rhymes, poems and stories with others, and when appropriate try to move in time with music. Charanga - Your Imagination - Step 6 - Prepare and perform end-of-unit performance.</p> <p>Sing a range of well-known nursery rhymes and songs. Sing a wide range of call and response songs to control vocal pitch.</p>

	<p>Watch and take part in dance and performance art, expressing their feelings and responses. Creating movement in response to Rock 'n' Roll music - Ball Change.</p> <p>Explore and engage in music making and dance, performing solo or in groups. Rock 'n' Roll improvisation using instruments - 12-Bar Blues Form.</p> <p>Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form, and function. Sculpting: Sketching design for sculpture. Focus - Alberto Giacometti.</p>	<p>and response songs to control vocal pitch.</p> <p>Watch and talk about dance and performance art, expressing their feelings and responses. Creating movement in response to Rock 'n' Roll music - Ball Change.</p> <p>Explore and engage in music making and dance, performing solo or in groups. Rock 'n' Roll improvisation using instruments - 12-Bar Blues Form.</p> <p>Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form, and function. Sculpting: Forming basic shape with clay.</p>	<p>and response songs to control vocal pitch</p> <p>Watch and talk about dance and performance art, expressing their feelings and responses. Creating movement in response to Rock 'n' Roll music - Box step.</p> <p>Explore and engage in music making and dance, performing solo or in groups. Rock 'n' Roll improvisation using instruments - Call and Response.</p> <p>Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form, and function. Sculpting: Assembling pieces together. Focus - Alberto Giacometti.</p>	<p>and response songs to control vocal pitch</p> <p>Watch and talk about dance and performance art, expressing their feelings and responses. Creating movement in response to Rock 'n' Roll music - Box step.</p> <p>Explore and engage in music making and dance, performing solo or in groups. Rock 'n' Roll improvisation using instruments - Call and Response.</p> <p>Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form, and function. Sculpting: Carving detail using tools.</p>	<p>and response songs to control vocal pitch.</p> <p>Watch and talk about dance and performance art, expressing their feelings and responses. Creating movement in response to Rock 'n' Roll music - Chaîné Turns.</p> <p>Explore and engage in music making and dance, performing solo or in groups. Rock 'n' Roll improvisation using instruments - Adding words to their melody.</p> <p>Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form, and function. Sculpting: Carving textures using tools - focus Alberto Giacometti.</p>	<p>Watch and talk about dance and performance art, expressing their feelings and responses. Creating movement in response to Rock 'n' Roll music - Chaîné Turns.</p> <p>Explore and engage in music making and dance, performing solo or in groups. Rock 'n' Roll improvisation using instruments - Adding words to their melody.</p> <p>Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form, and function. Sculpting: Painting sculptures using acrylic - focus Alberto Giacometti.</p> <p><u>Assessment Indicator:</u> <i>Can describe what sculpting is and name the focus artist.</i></p>
Key Composers and Songs	Elvis Presley	Bill Haley & His Comets	Chuck Berry	Tina Turner	Buddy Holly	Jimi Hendrix/The Beatles
Enhancements Visits and Visitors			Skylarks FS2Gu 01.05.24	Skylarks FS2Gi 08.05.24		
Parental Engagement						Sports Day KS1/FS 22.05.24 9.15 am
Whole School and National Events	Class Photographs 17.04.24	Earth Day 22.04.24 Saint Georges Day 23.04.24				

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.