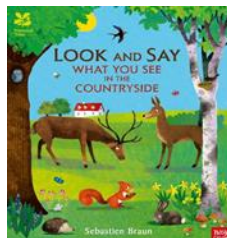

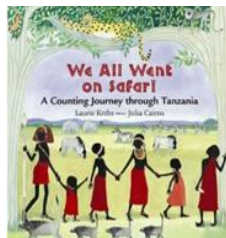

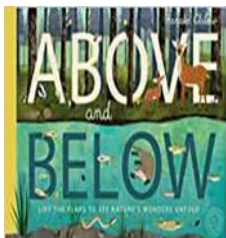




Meadowbank Primary School
Half Termly Knowledge and Skills Based Curriculum – Summer 1 2025
Phase Foundation Stage Year Group Foundation Stage 2



	Week 1 Wk Beg 28.04	Week 2 Wk Beg 05.05	Week 3 Wk Beg 12.05	Week 4 Wk Beg 19.05	Week 5 Wk Beg 09.06
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
Book Studies	What do you see in the countryside? 	Majestic Mountains 	We all went on Safari 	Deep in the Ocean 	Above and Below 
Children steering learning....	I want to find out what food the animals eat in the countryside? PD Why are countrysides so special to animals and people? CG Why do we need animals? CB Why do animals need trees? EW/JBr How can we look after the countryside? IS Why do we need animals? EB What is in thecountryside? AH What trees are in the countryside? HRo How do things survive in the countryside? GW	Is there a taller mountain than Mount Everest? AJ Do people climb to the top of Mount Everest? JBr Why are some mountains big and some small? AJ CG Why are some mountains cold and some hot? CL Do all mountains have snow on? Why do mountains have snow? SH What animals live on mountains EBa JBo Why do we need mountains? FHK What type of trees grow on mountains? RJ	What is the best country to go on a safari? MB What animals can you find on a safari? BB Which animals are predators? PD Why do lions need to eat meat? JBr What animals live in grasslands? EL MG Why do we have grass? Are ther homes for people in grasslands? JMc How many grasslands are there? RG	What is the deepest/biggest ocean in the world? CL RJ Do people need the ocean to survive? AJ JD Why do humans throw rubbish into the sea? SL GW What sea creatures live in coral? JBr AH How do jellyfish sting? RD How do they survive in the water? 'SH HRo EBa What big creatures live in the ocean? HRo CL AO How big is the ocean RJ How do the breathe under water and cant breathe on land Jmc	Can some sea creatures live out of the sea? AG How do worms get underground? THG Can turtles live on the land? JBr Why can some turtles live on land and some can't? CG Can fish survive without air? CB How can we protect the animals? MG How many different habitats are there? RG What habitats to different deers live in? AH What creatures live in the forest? GW

Key Vocabulary	Wildlife, habitat, wild, hunt, prey, predator, omnivore, herbivore, carnivore.	Habitat, mountain range, rock, rural, mammoth, mighty, vast.	Grassland, camouflage, barren, predator, survival.	Deep, abyss, habitat, dark,	Evergreen, Deciduous, habitat, wormery, compost.
Communication and Language -Listening, Attention and Understanding -Speaking	<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? How can we help protect the country side?</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? Why are mountains so magnificent?</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? How do animals protect themselves in the wild?</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? How do creatures survive in the deep?</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 and use 'violet, marron' (purple, brown)</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? Why are there so many different habitats?</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 and use 'gris, noir, blanc' (grey, black, white)</p>

Other Key Literature	The Street Beneath my Feet Creap, leap, crunch	The Secret Mountain	Lollipop and Grandad's Back Garden Safari	How Deep is the Sea? Commotion in the Ocean	The Wonder of Trees The Secret Forest
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>PSHEE 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. (BV-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. (BV-Tolerance/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. (BV-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. (BV-Tolerance/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>PSHEE 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. (BV-Tolerance/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. (BV-Tolerance/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. (BV-Tolerance/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. (BV-Tolerance/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>PSHEE 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. (BV-Tolerance/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. (BV-Tolerance and Mutual Respect/Democracy)</p>
Physical Development -Gross Motor Skills -Fine Motor Skills	<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>Negotiate space and obstacles safely, with consideration for themselves and others. Work cooperatively, as a team, when playing games.</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>Negotiate space and obstacles safely, with consideration for themselves and others. Work cooperatively, as a team, when playing games.</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>Negotiate space and obstacles safely, with consideration for themselves and others. Work cooperatively, as a team, when playing games.</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>Negotiate space and obstacles safely, with consideration for themselves and others. Games Unit 2 To develop coordination and play by the rules by listening</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>Negotiate space and obstacles safely, with consideration for themselves and others. Games Unit 2 To explore striking a ball and keeping the score.</p>

	<p>Games Unit 2 Developing movement skills while playing racing games – running and balancing.</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 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 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 SFA – ur</p>	<p>Games Unit 2 Developing movement skills while playing racing games – hurdles and hoppers.</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 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 outdoor equipment to make mountainous habitats for animals to explore.</p> <p>Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases SFA – ow</p>	<p>Games Unit 2 Developing movement skills while playing racing games – under, over and through.</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 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 large outdoor equipment and outdoor sandpit equipment and create safari habitats for animals.</p> <p>Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases. SFA – oi</p>	<p>carefully to the instructions to understand how to play the game.</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 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 a range of water habitats for animals to explore.</p> <p>Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases SFA – ear</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 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 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 SFA – consolidation</p>
<p>Literacy -Comprehension -Word Reading -Writing</p>	<p>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.</p> <p>Re-read books to build up their confidence in word reading, their fluency and</p>	<p>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.</p> <p>Re-read books to build up their confidence in word reading, their fluency and</p>	<p>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.</p> <p>Re-read books to build up their confidence in word reading, their fluency and</p>	<p>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.</p> <p>Re-read books to build up their confidence in word reading, their fluency and</p>	<p>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 – consolidate Say it fast/break it down/stretch and read.</p> <p>Re-read books to build up their confidence in word reading, their fluency and</p>

	<p>their understanding and enjoyment. *FFT Shared Reader Bells and Buds.</p> <p>Write short sentences with words with known sound-letter correspondences using a capital letter and full stop. *Dictation ur</p> <p>Write simple phrases and sentences that can be read by themselves and others.</p> <p>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. Describe images from the text</p> <p>Create their own stories and books, with images and sometimes with words. Drawing Club - Use ambitious vocabulary, read a text - TIDDLER- and create drawings together and individually including the 3Ms. Apply phonic knowledge to write simple sentences in relation to the images and drawings.</p>	<p>their understanding and enjoyment. *FFT Shared Reader Not on the Beds.</p> <p>Write short sentences with words with known sound-letter correspondences using a capital letter and full stop. *Dictation ow</p> <p>Write simple phrases and sentences that can be read by themselves and others.</p> <p>Create their own stories and books, with images and sometimes with words, in print and digital formats. Communicating through writing - Research and write a fact-file about a mountain creature. Describe images from the text.</p> <p>Create their own stories and books, with images and sometimes with words. Drawing Club - Use ambitious vocabulary, read a tale - LITTLE RED HEN - and create drawings together and individually including the 3Ms. Apply phonic knowledge to write simple sentences in relation to the images and drawings.</p>	<p>their understanding and enjoyment. *FFT Shared Reader Too much noise.</p> <p>Write short sentences with words with known sound-letter correspondences using a capital letter and full stop. *Dictation oi</p> <p>Write simple phrases and sentences that can be read by themselves and others.</p> <p>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.</p> <p>Create their own stories and books, with images and sometimes with words. Drawing Club - Use ambitious vocabulary, watch an adventure form the past - CAPTAIN PUGWASH - and create drawings together and individually including the 3Ms. Apply phonic knowledge to write simple sentences in relation to the images and drawings.</p>	<p>their understanding and enjoyment. *FFT Shared Reader Dad's shearing shop.</p> <p>Write simple phrases and sentences that can be read by others. *Dictation ear</p> <p>Write simple phrases and sentences that can be read by themselves and others.</p> <p>Create their own stories and books, with images and sometimes with words, in print and digital formats. Communicating through writing - Research and write a fact-file about a sea creature Describe images from the text.</p> <p>Create their own stories and books, with images and sometimes with words. Drawing Club - Use ambitious vocabulary, read a text - SUPERWORM - and create drawings together and individually including the 3Ms. Apply phonic knowledge to write simple sentences in relation to the images and drawings.</p>	<p>their understanding and enjoyment. *FFT Shared Reader Ben sees a chick</p> <p>Write simple phrases and sentences that can be read by others.. *Dictation consolidation</p> <p>Write simple phrases and sentences that can be read by themselves and others.</p> <p>Create their own stories and books, with images and sometimes with words, in print and digital formats. Communicating through writing - which habitat would you like to live in or visit? Why? Describe images from the text.</p> <p>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. Apply phonic knowledge to write simple sentences in relation to the images and drawings.</p>
<p>Mathematics -Number -Numerical Patterns</p>	<p>Verbally count beyond 20; recognising the pattern of the counting system. Count to 50 while exploring a number square.</p> <p>Count backwards 20-0. Understand the composition of teen numbers Introduce even numbers.</p> <p>Subitise (recognise quantities without counting) up to 5 Toolkit - Find my neighbour.</p>	<p>Verbally count beyond 20; recognising the pattern of the counting system. Count to 60 while exploring a number square.</p> <p>Count backwards 20-0. Understand the composition of teen numbers Introduce odd numbers.</p> <p>Subitise (recognise quantities without counting) up to 5 Toolkit - Find my neighbour.</p>	<p>Verbally count beyond 20; recognising the pattern of the counting system. Count to 70 - explore a number square.</p> <p>Count backwards 20-0. Understand the composition of teen numbers Identify even numbers.</p> <p>Subitise (recognise quantities without counting) up to 5 Toolkit - Find my neighbour.</p>	<p>Verbally count beyond 20; recognising the pattern of the counting system. Count to 80 - explore a number square.</p> <p>Count backwards 20-0. Understand the composition of teen numbers Identify odd numbers</p> <p>Subitise (recognise quantities without counting) up to 5 Toolkit - Picture maths.</p>	<p>Verbally count beyond 20; recognising the pattern of the counting system. Count to 90 - explore a number square.</p> <p>Count backwards 20-0. Understand the composition of teen numbers Identify even numbers</p> <p>Subitise (recognise quantities without counting) up to 5 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. Number bonds within 8. Exploring 10 frames - concrete, inc evens greater/fewer.</p> <p>Begin to compare quantities up to 10 in different contexts; 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. +/- within 7 using 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>Extend and create simple linear patterns of two or three repeating items, for example, stick leaf (AB) or stick, leaf, stone (ABC) Explore pattern by identifying the rules of a pattern in different contexts.</p> <p>Number Track Games - Children to use dice and follow instruction cards to explore the game.</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. Number bonds within 8. Exploring 10 frames - pictorial, inc evens greater/fewer.</p> <p>Begin to compare quantities up to 10 in different contexts; 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. +/- within 8 using 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. Recognising and naming 2d and 3d shapes to create different structures.</p> <p>Extend and create simple linear patterns of two or three repeating items, for example, stick leaf (AB) or stick, leaf, stone (ABC) Explore pattern by identifying the rules of a pattern in different contexts and replicating it.</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. 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 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. +/- within 9 using greater/fewer and Part Whole Frame.</p> <p>Compare length and height using comparative language. Measure a range of objects using standard and non-standard measures.</p> <p>Continue, copy and create repeating patterns. Explore pattern by identifying the rules of a pattern in different contexts, extending it and fixing mistakes, both locally and globally.</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. 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 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. +/- within 10 using 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. Explore weight and size addressing misconceptions.</p> <p>Continue, copy and create repeating patterns. Explore pattern by creating their own pattern and explaining it.</p> <p>Number Track Games - Children to use dice and follow instruction cards to explore the game.</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. 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 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. +/- within 10 using greater/fewer and Part Whole Frame.</p> <p>Compare capacity using comparative language. Capacity - different size containers - which holds more/less?</p> <p>Continue, copy and create repeating patterns. Explore pattern by creating their own circular pattern, explaining it and fixing mistakes.</p>
<p>Understanding the World -Past and Present</p>	<p>Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences</p>	<p>Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences</p>	<p>Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences</p>	<p>Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences</p>	<p>Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences</p>

<p>-People, Culture and Communities -The Natural World</p>	<p>and what has been read in class. Where do we belong? (Living). What makes Christians feel special to God? (BV-Tolerance/Mutual Respect) (PC-Religion)</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 to the text.</p> <p>Make observations and explain why some things occur and talk about changes. Explore a range of wild woodland animals and how they survive... food chain/predator Explore the Countryside code and how to protect woodland creatures.</p>	<p>and what has been read in class. Where do we belong? (Living). How are babies welcomed into the Christian family? (BV-Tolerance/Mutual Respect) (PC-Religion)</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 to the text.</p> <p>Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class. Locate the different mountains on a world map. Explore the extremities of mountains e.g heat, cold, volcanoes. Consider how this habitat is different from a woodland.</p> <p>Understand the past through settings, characters and events encountered in books read in class and storytelling. Explore a range of videos and images to have an understanding of the significance of the end of World War II.</p>	<p>and what has been read in class. Where do we belong? (Living). How are babies welcomed into the Muslim religion? (BV-Tolerance/Mutual Respect) (PC-Religion)</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 to the text.</p> <p>Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class. Explore how the different creatures camouflage in their habitats. Locate grasslands on a world map. Consider how this habitat is different from a woodland and mountains.</p>	<p>and what has been read in class. Where do we belong? (Living). How are babies welcomed into religious families? (BV-Tolerance/Mutual Respect) (PC-Religion)</p> <p>Know that information can be retrieved from digital devices and the internet. Use photos taken from Skylarks to recall features of the journey taken and create maps of the journey taken.</p> <p>Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class. Go on a virtual deep sea dive; Explore creatures in the abyss. Make observations of sea creatures. Consider how this habitat is different from woodlands, mountains and grasslands.</p>	<p>and what has been read in class. Where do we belong? (Living). How is a baby welcomed into religious families? (BV-Tolerance/Mutual Respect) (PC-Religion)</p> <p><u>Assessment Indicators:</u> Can talk about similarities and differences of how Muslim and Christian babies are welcomed to families. 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 to the text.</p> <p>Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class. Explore how the different creatures camouflage in their habitats Compare and contrast the habitats studied.</p> <p><u>Assessment Indicators:</u> Can name three habitats and describe a feature of it. Can name an animal within each habitat. Can talk about a predator.</p>
<p>Expressive Arts and Design -Creating with Materials</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.</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</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</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</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</p>

-Being Imaginative and Expressive	<p>Charanga - Your Imagination - Step 1 - Practice singing the song.</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>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>Plan and share ideas before constructing. Mechanism Flap - Support children to evaluate a range of flaps in a range of resources and talk through the designing, making and evaluation process. What do we want to make? Who will the audience be? What will be the purpose? What resources will we need? How will we know if we have been successful?</p>	<p>instrumental parts within the song.</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>Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form, and function. Sculpting: Forming basic shape with dough/foil/pipe cleaners</p> <p>Plan and share ideas before constructing. Design what we want to make using a Mechanism Flap What do we want to make? Who will the audience be? What will be the purpose? What resources will we need? How will we know if we have been successful? Support children to discuss their ideas and draw their ideas and create a mock-up flap</p>	<p>improvise using voices and/or instruments within the song</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>Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form, and function. Sculpting: Assembling pieces together with dough/foil/pipe cleaners Focus - Alberto Giacometti</p> <p>Plan and share ideas before constructing Select planned tools and resources to make our design. Discuss the process needed to create the product. Make the product by cutting, shaping and joining using scissors/glue/tape/fasteners.</p>	<p>perform composition(s) within the song.</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>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>Evaluate their constructions and representations through having a learning conversation Evaluate their product by discussing how well it works in relation to the purpose and the user and whether it meets design criteria.</p>	<p>perform (composition/ improvisation).</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>Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form, and function. Sculpting: assembling pieces together with clay - Focus Alberto Giacometti</p> <p>Evaluate their constructions and representations through having a learning conversation. Evaluate their product by discussing how well it works in relation to the purpose and the user and whether it meets design criteria.</p>
Outdoor Learning	Creating habitats with natural materials.	Educational visit to Skylarks. Offsite. Forest School Experiences.	Educational visit to Skylarks. Offsite. Forest School Experiences.	Creating maps of journeys using journey sticks and messy maps.	Welly Walk - Making observations of seasonal changes.
Key Composers and Songs	Elvis Presley	Bill Haley & His Comets	Chuck Berry	Tina Turner	Buddy Holly
Enhancements Visits and Visitors		Skylarks FS26u 07.05.25 Forest School opportunities	Skylarks FS26i 14.05.25 Forest School opportunities		
Parental Engagement			Sports Day 16.05.25 9.15am	Sports Day Back-up 21.05.25 9.15am	
Whole School and National Events	Class Photographs 30.04.25	VE celebrations 08.05.25 Wear Red White and Blue		National Numeracy Day 21.05.25	

Progression of knowledge and skills are shown horizontally across the half term. The different areas and aspects of learning are shown vertically. Learning opportunities are planned alongside the children through a cross curricular thematic approach and also through discrete teaching.