

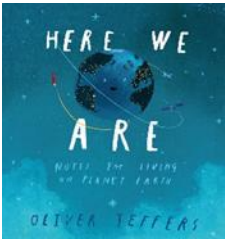
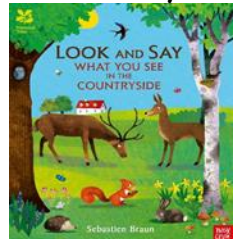
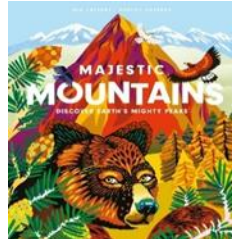
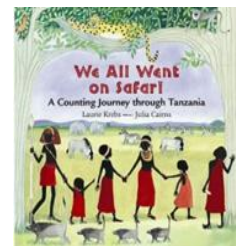




# Meadowbank Primary School

Half Termly Knowledge and Skills Based Curriculum – Summer 1 2026

Phase Foundation Stage Year Group Foundation Stage 2



	<b>Week 1</b> Wk Beg 13.04	<b>Week 2</b> Wk Beg 20.04	<b>Week 3</b> Wk Beg 27.04	<b>Week 4</b> Wk Beg 04.05	<b>Week 5</b> Wk Beg 11.05	<b>Week 6</b> Wk Beg 18.05
<b>Characteristics of Effective Teaching and Learning</b>	<b>Playing and Exploring – Engagement</b> Finding out and exploring Playing with what they know Being willing to 'have a go'		<b>Active Learning – Motivation</b> Being involved and concentrating Keeping on trying Enjoying achieving what they set out to do		<b>Creating and Thinking Critically – Thinking</b> Having their own ideas (creative thinking)/ Making links (building theories) Choosing ways to do things (critical thinking)	
<b>Big Question</b>	<b>Why is our world a place of wonder?</b>					
<b>Connected Concepts</b>	<b>Cause &amp; Effect</b> <b>Power</b> <b>Significance</b>	<b>Cause &amp; Effect</b> <b>Power</b> <b>Significance</b>	<b>Cause &amp; Effect</b> <b>Power</b> <b>Significance</b>	<b>Cause &amp; Effect</b> <b>Power</b> <b>Significance</b>	<b>Cause &amp; Effect</b> <b>Power</b> <b>Significance</b>	<b>Cause &amp; Effect</b> <b>Power</b> <b>Significance</b>
<b>Book Studies</b>	<b>Here we are</b> 	<b>What do you see in the countryside?</b> 	<b>Majestic Mountains</b> 	<b>We all went on Safari</b> 	<b>Deep in the Ocean</b> 	<b>Above and Below</b> 
<b>Children steering learning....</b>	Can we live in space? JT How do people get to space? LML How long does it take to get to space? JM What are the planets called? GS	I want to find out what food the animals eat in the countryside? BA Why do animals need trees? LHa How can we look after the countryside? AbM Why do we need animals? RH What trees are in the countryside? JF How do things survive in the countryside? ZK	Why are some mountains big and some small? EF Why are some mountains cold and some hot? OG Why do mountains have snow? IH What animals live on mountains? EDA Why do we need mountains? ED What type of trees grow on mountains? RS	What animals can you find on a safari? NS Which animals are predators? HSC What animals eat meat? JT Why do we have grass? AR Are there homes for people in grasslands? ED How many grasslands are there? WM	What is the deepest/biggest ocean in the world? AC Why do humans throw rubbish into the sea? EM What sea creatures live in coral? AW How do jellyfish sting? HT How do they survive in the water? RSt What big creatures live in the ocean? EAs How big is the ocean? CK How do they breathe under water and can't breathe on land? Ism	What do worms do to the soil? RC Can turtles live on the land? TBr Can fish survive without air? MW How can we protect the animals? TG How many different places are there? HT What creatures live in the forest? EDA

<b>Key Vocabulary</b>	Planets Galaxy Solar system Earth	Wildlife Habitat Wild Hunt Prey Predator Omnivore Herbivore Carnivore	Habitat Mountain range Rock Rural Mammoth Mighty Vast	Grassland Cmaflauge Barren Predator Survival	Deep Abyss Habitat Dark	Evergreen Deciduous Habitat Wormery Compost
<b>Communication and Language</b> -Listening, Attention and Understanding -Speaking	<p><b>Make comments about what they have heard and ask questions to clarify their understanding.</b> Model using connective and two question stems. Use who and what to ask questions about image related to the earth</p> <p><b>Offer explanations for why things might happen, making use of recently introduced vocabulary from stories and non-fiction.</b> Engage in discussion to answer the 'big question' - Why is our world a place of wonder? How is the world made?</p> <p><b>Listen attentively and respond to what they hear with relevant questions, comments and actions.</b> 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</p>	<p><b>Make comments about what they have heard and ask questions to clarify their understanding.</b> Model using connective and two question stems. Use who and what to ask questions about image related to countryside</p> <p><b>Offer explanations for why things might happen, making use of recently introduced vocabulary from stories and non-fiction.</b> 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><b>Listen attentively and respond to what they hear with relevant questions, comments and actions.</b> 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</p>	<p><b>Make comments about what they have heard and ask questions to clarify their understanding.</b> Model using connective and two question stems. Use what and when to ask questions about image related to mountains.</p> <p><b>Participate in small group discussions, offering their own ideas, using recently introduced vocabulary.</b> Engage in discussion to answer the 'big question' - Why is our world a place of wonder? Why are mountains so magnificent?</p> <p><b>Listen attentively and respond to what they hear with relevant questions, comments and actions.</b> 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><b>Begin to recall basic French vocabulary in the everyday environment</b></p>	<p><b>Make comments about what they have heard and ask questions to clarify their understanding.</b> Model using connective and two question stems. Use when and why to ask questions about image related to grasslands</p> <p><b>Offer explanations for why things might happen, making use of recently introduced vocabulary from stories and non-fiction.</b> 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><b>Listen attentively and respond to what they hear with relevant questions, comments and actions.</b> 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</p>	<p><b>Hold conversation when engaged in back-and-forth exchanges with their teacher and peers.</b> Model using connective and two question stems. Use why and where to ask questions about image related to oceans</p> <p><b>Participate in small group discussions, offering their own ideas, using recently introduced vocabulary.</b> Engage in discussion to answer the 'big question' - Why is our world a place of wonder? How do acreatures survive in the deep?</p> <p><b>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.</b> 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</p>	<p><b>Hold conversation when engaged in back-and-forth exchanges with their teacher and peers.</b> Model using connective and two question stems. Use where and how to ask questions about image related to habitats</p> <p><b>Offer explanations for why things might happen, making use of recently introduced vocabulary from stories and non-fiction.</b> 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><b>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.</b> 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</p>

	<p>asking 'Can you tell me more about that?' <b>Begin to recall basic French vocabulary in the everyday environment.</b> Use colour names -'rouge, bleu' (red/blue)</p>	<p>asking 'Can you tell me more about that?' <b>Begin to recall basic French vocabulary in the everyday environment.</b> Use colour names - recap previous and introduce and use 'vert, jaune'. (green, yellow)</p>	<p>Use colour names - recap previous and introduce and use 'orange, rose' (orange, pink)</p>	<p>asking 'Can you tell me more about that?' <b>Begin to recall basic French vocabulary in the everyday environment</b> Use colour names - recap previous and introduce and use 'violet, marron' (purple, brown)</p>	<p>experiences by repeating what has been said and asking 'Can you tell me more about that?' <b>Begin to recall basic French vocabulary in the everyday environment.</b> Use colour names - recap previous and introduce and use 'gris, noir, blanc' (grey, black, white)</p>	<p>about their peers experiences by repeating what has been said and asking 'Can you tell me more about that?' <b>Begin to recall basic French vocabulary in the everyday environment</b> Use colour names - recap previous colours learned</p>
<b>Other Key Literature</b>	There's no place like space Comet	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
<b>Personal, Social and Emotional Development</b> <b>-Self-Regulation</b> <b>-Managing Self</b> <b>-Building Relationships</b>	<p><b>PSHE Jigsaw SOW Relationships My Family and Me!</b> Know some of the jobs I do in my family. <b>Show an understanding of their own feelings and those of others and begin to regulate their behaviour accordingly.</b> Re visit Regulation zone in classroom - Fidget toys. (BV-Tolerance and Mutual Respect) <b>Identify and moderate their own feelings socially and emotionally.</b> Sensory circuit - Star jumps (alert), pattern clap (organised), star hand breathing (calm). <b>Show sensitivity to their own and to others' needs.</b> Model using TT as part of daily practice to solve problems - sharing. (Tolerance and Mutual Respect/Democracy)</p>	<p><b>Think Equal Programme A Tiny Seed</b> -Recognise the importance of trees. -Understand that one person can make a positive difference. <b>Show an understanding of their own feelings and those of others and begin to regulate their behaviour accordingly.</b> Re visit Regulation zone in classroom - worry monster (BV-Tolerance and Mutual Respect) <b>Identify and moderate their own feelings socially and emotionally.</b> Sensory circuit - Star jumps (alert), pattern clap (organised), star hand breathing (calm). <b>Show sensitivity to their own and to others' needs.</b> Model using TT as part of daily practice to solve problems - sharing. (BV-</p>	<p><b>PSHE Jigsaw SOW Relationships Make Friends..(Part 1)</b> Know how to make friends to stop myself from feeling lonely. <b>Show an understanding of their own feelings and those of others and begin to regulate their behaviour accordingly.</b> Re-visit Regulation zone in classroom - five finger breathing. (BV-Tolerance and Mutual Respect) <b>Identify and moderate their own feelings socially and emotionally.</b> Sensory circuit - Star jumps (alert), pattern clap (organised), star hand breathing (calm). <b>Show sensitivity to their own and to others' needs.</b> Model using TT as part of daily practice to solve problems - conflict. (BV-Tolerance/Mutual Respect/Democracy)</p>	<p><b>Think Equal Programme My Amazing Brain B</b> -Understand that the neurons create pathways in the brain. -Understand that the brain is growing and can always become stronger. <b>Show an understanding of their own feelings and those of others and begin to regulate their behaviour accordingly.</b> Re-visit Regulation zone in classroom - quiet time. (BV-Tolerance/Mutual Respect) <b>Identify and moderate their own feelings socially and emotionally.</b> Sensory circuit - Star jumps (alert), pattern clap (organised), star hand breathing (calm). <b>Show sensitivity to their own and to others' needs.</b> Model using TT as part of daily practice to solve problems - conflict.</p>	<p><b>PSHE Jigsaw SOW Relationships Falling out and Bullying (Part 1)</b> Understand the impact of unkind words. <b>Show an understanding of their own feelings and those of others and begin to regulate their behaviour accordingly.</b> Re-visit Regulation zone in classroom - calming cards. (BV-Tolerance/Mutual Respect) <b>Identify and moderate their own feelings socially and emotionally.</b> Sensory circuit - Star jumps (alert), pattern clap (organised), star hand breathing (calm). <b>Show sensitivity to their own and to others' needs.</b> Model using TT as part of daily practice to solve problems - following rules. (BV-Tolerance/Mutual Respect/Democracy)</p>	<p><b>Think Equal Programme Our Home</b> -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. <b>Show an understanding of their own feelings and those of others and begin to regulate their behaviour accordingly.</b> Re-visit Regulation zone in classroom - Mood-o-meter. (BV-Tolerance/Mutual Respect) <b>Identify and moderate their own feelings socially and emotionally.</b> Sensory circuit - Star jumps (alert), pattern clap (organised), star hand breathing (calm). <b>Show sensitivity to their own and to others' needs.</b></p>

		Tolerance/Mutual Respect/Democracy)		(BV-Tolerance/Mutual Respect/Democracy)		Model using TT as part of daily practice to solve problems - following rules. (BV-Tolerance and Mutual Respect/Democracy)
<b>Physical Development</b> <b>-Gross Motor Skills</b> <b>-Fine Motor Skills</b>	<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 Developing aim and accuracy 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</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. <b>Work cooperatively, as a team, when playing games.</b></p> <p>Games Unit 2 Developing movement skills while playing tagging games and playing safely by following instructions and moving into 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>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. <b>Work cooperatively, as a team, when playing games.</b></p> <p>Games Unit 2 Learning how to play fairly against a partner and developing accuracy by pointing your hand where you want the object to go.</p> <p><b>Develop the overall body strength and co-ordination, balance and agility needed to engage successfully with future physical education sessions and other physical disciplines.</b></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,</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. <b>Work cooperatively, as a team, when playing games.</b></p> <p>Games Unit 2 Developing co-ordination by using the opposite arm to leg when running and learning to play by the rules by listening carefully to instructions so you 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><b>Combine different movements with ease and fluency</b></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 Exploring striking a ball by hitting the ball in the middle of the racket and pointing the racket where you want the ball to go.</p> <p><b>Develop the overall body strength and co-ordination, balance and agility needed to engage successfully with future physical education sessions and other physical disciplines.</b></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>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 Working collaboratively as a team by clapping the other team and encouraging your team mates.</p> <p><b>Develop the overall body strength and co-ordination, balance and agility needed to engage successfully with future physical education sessions and other physical disciplines.</b></p> <p>Combine different movements with ease and fluency Dance Unit 2 Lesson 6 To explore making big movements with different parts of your body, showing clear shapes, in</p>

	<p>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><b>Develop their small motor skills so that they can use a range of tools competently, safely and confidently</b> Mini Motor Skills - Pinching - exploring using thumb and fingers together through picking up small objects and peeling stickers, placing them accurately. <b>Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group.</b> Use equipment and role play opportunities to build transport for exploring our planet.</p> <p><b>Hold a pencil effectively in preparation for fluent writing - using the tripod grip in almost all cases</b> SFA - or</p>	<p><b>Combine different movements with ease and fluency</b> 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><b>Develop their small motor skills so that they can use a range of tools competently, safely and confidently</b> Mini Motor Skills - Pinching - exploring pulling apart soft materials (sponge, cotton wool).</p> <p><b>Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group.</b> Use outdoor equipment to build a range of habitats</p> <p><b>Hold a pencil effectively in preparation for fluent writing - using the tripod grip in almost all cases</b> SFA - ur</p>	<p>confident actions and movements.</p> <p><b>Develop their small motor skills so that they can use a range of tools competently, safely and confidently</b> Mini Motor Skills - Pinching - developing control and co-ordination by picking up objects with tweezers and using pegs for a purpose.</p> <p><b>Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group.</b> Use outdoor equipment to make mountainous habitats for animals to explore.</p> <p><b>Hold a pencil effectively in preparation for fluent writing - using the tripod grip in almost all cases</b> SFA - ow</p>	<p>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><b>Develop their small motor skills so that they can use a range of tools competently, safely and confidently</b> Mini Motor Skills - Pinching - developing strength and precision by threading beads and tearing paper along lines.</p> <p><b>Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group.</b> Use large outdoor equipment and outdoor sandpit equipment and create safari habitats for animals.</p> <p><b>Hold a pencil effectively in preparation for fluent writing - using the tripod grip in almost all cases.</b> SFA - oi</p>	<p><b>Develop their small motor skills so that they can use a range of tools competently, safely and confidently</b> Mini Motor Skills - Pinching - linking pinching to writing by tracing over lines and patterns.</p> <p><b>Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group.</b> Use outdoor equipment to make a range of water habitats for animals to explore.</p> <p><b>Hold a pencil effectively in preparation for fluent writing - using the tripod grip in almost all cases</b> SFA - ear</p>	<p>response to a theme, beginning to use counts.</p> <p><b>Develop their small motor skills so that they can use a range of tools competently, safely and confidently</b> Mini Motor Skills - Pinching - linking pinching to cutting along lines by holding the paper and using the scissors to cut with developing precision.</p> <p><b>Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group.</b> Use outdoor equipment to build a range of habitats</p> <p><b>Hold a pencil effectively in preparation for fluent writing - using the tripod grip in almost all cases</b> SFA - consolidation</p>
<p><b>Literacy</b> -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 21 - or Say it fast/break it down/stretch and read.</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>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>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>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>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 their understanding and enjoyment. *FFT Shared Reader Jim and the Corn.</p> <p>Write short sentences with words with known sound-letter correspondences using a capital letter and full stop. *Dictation or</p> <p>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. Model using the Tales Toolkit comic strip to create a shared story about space</p> <p>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? Describe images from the text</p>	<p>Re-read books to build up their confidence in word reading, their fluency and 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. Create their own stories and books, with images and sometimes with words, in print and digital formats. Model using the Tales Toolkit comic strip to create a shared story about a countryside animal</p> <p>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. Describe images from the text</p>	<p>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.</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. Create their own stories and books, with images and sometimes with words, in print and digital formats. Model using the Tales Toolkit comic strip to create a shared story about a mountain animal</p> <p>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 - Research and write a fact-file about a mountain creature. Describe images from the text.</p>	<p>Re-read books to build up their confidence in word reading, their fluency and 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. Create their own stories and books, with images and sometimes with words, in print and digital formats. Model using the Tales Toolkit comic strip to create a shared story about creature in the grasslands</p> <p>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.</p> <p>Create their own stories and books, with images</p>	<p>Re-read books to build up their confidence in word reading, their fluency and 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. Create their own stories and books, with images and sometimes with words, in print and digital formats. Model using the Tales Toolkit comic strip to create a shared story about the deep ocean</p> <p>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 - Research and write a fact-file about a sea creature Describe images from the text.</p>	<p>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</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. Create their own stories and books, with images and sometimes with words, in print and digital formats. Model using the Tales Toolkit comic strip to create a shared story in a chosen habitat</p> <p>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 - 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.</p>
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		<p><b>Create their own stories and books, with images and sometimes with words.</b></p> <p>Drawing Club - Use ambitious vocabulary, read a text - ROOM ON THE BROOM - 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><b>and sometimes with words.</b></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>Apply phonic knowledge to write simple sentences in relation to the images and drawings.</p>		<p>Drawing Club - Use ambitious vocabulary, read a tale -GOLDBLOCKS- and create drawings together and individually including the 3Ms.</p> <p>Apply phonic knowledge to write simple sentences in relation to the images and drawings.</p>
<p><b>Mathematics</b>  <b>-Number</b>  <b>-Numerical Patterns</b></p>	<p><b>Verbally count beyond 20; recognising the pattern of the counting system.</b></p> <p>Count to 40 while exploring a number square.</p> <p>Count backwards 20-0. Introduce even numbers.</p> <p><b>Subitise (recognise quantities without counting) up to 5</b></p> <p>Toolkit - Find a pair.</p> <p><b>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.</b></p> <p>Number bonds within 8. Exploring 10 frames - concrete, inc evens greater/fewer.</p> <p><b>Begin to compare quantities up to 10 in different contexts;</b></p>	<p><b>Verbally count beyond 20; recognising the pattern of the counting system.</b></p> <p>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><b>Subitise (recognise quantities without counting) up to 5</b></p> <p>Toolkit - Find my neighbour.</p> <p><b>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.</b></p> <p>Number bonds within 8. Exploring 10 frames - concrete, inc evens greater/fewer.</p>	<p><b>Verbally count beyond 20; recognising the pattern of the counting system.</b></p> <p>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><b>Subitise (recognise quantities without counting) up to 5</b></p> <p>Toolkit - Find my neighbour.</p> <p><b>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.</b></p> <p>Number bonds within 8. Exploring 10 frames - pictorial, inc evens greater/fewer.</p> <p><b>Begin to compare quantities up to 10 in different contexts;</b></p>	<p><b>Verbally count beyond 20; recognising the pattern of the counting system.</b></p> <p>Count to 70 - explore a number square.</p> <p>Count backwards 20-0. Understand the composition of teen numbers Identify even numbers.</p> <p><b>Subitise (recognise quantities without counting) up to 5</b></p> <p>Toolkit - Find my neighbour.</p> <p><b>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.</b></p> <p>Number bonds within 9. Exploring 10 frames - concrete, inc odds greater/fewer.</p>	<p><b>Verbally count beyond 20; recognising the pattern of the counting system.</b></p> <p>Count to 80 - explore a number square.</p> <p>Count backwards 20-0. Understand the composition of teen numbers Identify odd numbers</p> <p><b>Subitise (recognise quantities without counting) up to 5</b></p> <p>Toolkit - Picture maths.</p> <p><b>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.</b></p> <p>Number bonds within 9. Exploring 10 frames - pictorial, nc odds greater/fewer.</p>	<p><b>Verbally count beyond 20; recognising the pattern of the counting system.</b></p> <p>Count to 90 - explore a number square.</p> <p>Count backwards 20-0. Understand the composition of teen numbers Identify even numbers</p> <p><b>Subitise (recognise quantities without counting) up to 5</b></p> <p>Toolkit - Picture maths.</p> <p><b>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.</b></p> <p>Number bonds within 10. Exploring 10 frames - concrete, inc evens greater/fewer.</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><b>Begin to experience measuring time with timers and calendars.</b> Explore days, weeks and years. How have we changed in 5 years?</p> <p><b>Extend and create simple linear patterns of two or three repeating items, for example, stick leaf (AB) or stick, leaf, stone (ABC)</b> Explore pattern by identifying the rules of a pattern in different contexts.</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.</p> <p>+/- within 7 using greater/fewer and Part Whole Frame.</p> <p><b>Begin to experience measuring time with timers and calendars.</b> Explore days, weeks and years. How have we changed in 5 years?</p> <p><b>Extend and create simple linear patterns of two or three repeating items, for example, stick leaf (AB) or stick, leaf, stone (ABC)</b> Explore pattern by identifying the rules of a pattern 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 8 using greater/fewer and Part Whole Frame.</p> <p><b>Name 2D and 3D shapes and use mathematical language 'sides', 'corners'; 'straight', 'flat', 'round' to describe regular and irregular shapes.</b> Recognising and naming 2d and 3d shapes to create different structures.</p> <p><b>Extend and create simple linear patterns of two or three repeating items, for example, stick leaf (AB) or stick, leaf, stone (ABC)</b> Explore pattern by identifying the rules of a pattern in different contexts and replicating it.</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.</p> <p>+/- within 9 using greater/fewer and Part Whole Frame.</p> <p><b>Compare length and height using comparative language.</b> Measure a range of objects using standard and non-standard measures.</p> <p><b>Continue, copy and create repeating patterns.</b> Explore pattern by identifying the rules of a pattern in different contexts, extending it and fixing mistakes, both locally and globally.</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.</p> <p>+/- within 10 using greater/fewer and Part Whole Frame.</p> <p><b>Enjoy tackling problems involving prediction and discussion of comparisons of length, weight, or capacity, paying attention to fairness and accuracy.</b> Explore weight and size addressing misconceptions.</p> <p><b>Continue, copy and create repeating patterns.</b> Explore pattern by creating their own pattern and explaining it.</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.</p> <p>+/- within 10 using greater/fewer and Part Whole Frame.</p> <p><b>Compare capacity using comparative language.</b> Capacity - different size containers - which holds more/less?</p> <p><b>Continue, copy and create repeating patterns.</b> Explore pattern by creating their own circular pattern, explaining it and fixing mistakes.</p>
<p><b>Understanding the World</b> -Past and Present -People, Culture and Communities -The Natural World</p>	<p>Use the internet with adult supervision to find and retrieve information of interest to them.</p> <p>Develop digital literacy skills by being able to access, understand and interact with a range of technologies.</p> <p>Model using a search engine e.g google to search for information</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</p>	<p>Use the internet with adult supervision to find and retrieve information of interest to them.</p> <p>Adult to support children to find saved image on seesaw and add a voice recording</p> <p><b>Know some similarities and differences between the natural world around them and contrasting</b></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 religion?</p>	<p>Know that information can be retrieved from digital devices and the internet.</p> <p>Children to find saved image on seesaw and partner to listen to recording and read caption.</p> <p><b>Know some similarities and differences between the natural world around</b></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 muslim families?</p>

	<p><b>Make observations and explain why some things occur and talk about changes.</b> Explore night/day and movement of earth in relation to sun</p> <p><b>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.</b> Using google Earth, explore and discuss similarities and differences between places of wonder on Earth, viewed from space.</p> <p><b><u>Baseline Assessment</u></b> <i>What is a habitat and what lives in it? How do creatures stay alive in their habitat?</i></p>	<p>Christians feel special to God? (BV-Tolerance/Mutual Respect) (PC-Religion)</p> <p><b>Use the internet with adult supervision to find and retrieve information of interest to them.</b> <b>Develop digital literacy skills by being able to access, understand and interact with a range of technologies.</b> Model using a search engine to find an image and save to seesaw.</p> <p><b>Make observations and explain why some things occur and talk about changes.</b> 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><b>Understand the effect of the changing seasons on the natural world around them.</b> Wellie walk - make observations of seasonal changes and record images of familiar landmarks</p>	<p><b>environments, drawing on their experiences and what has been read in class.</b> 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. <b>Know about similarities and differences in relation to places, objects, materials and living things.</b> Go on a landmark walk and find objects to add to a journey stick - verbally recall journey using journey stick</p>	<p>(BV-Tolerance/Mutual Respect) (PC-Religion)</p> <p><b>Use the internet with adult supervision to find and retrieve information of interest to them.</b> Adult to support children to find saved image on seesaw and add a caption</p> <p><b>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.</b> 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><b>Know about similarities and differences in relation to places, objects, materials and living things.</b> Create a messy map/draw a map using images recorded on welly walk</p> <p><b><u>Sticky Knowledge</u></b> <i>Acquire and Apply: Through small group discussions, name two different habitats and name an animal that lives within each habitat. Can name an animal that hunts for its food/an animal that is hunted Correctly match animals to where they live.</i></p>	<p><b>them and contrasting environments, drawing on their experiences and what has been read in class.</b> 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><b>Understand the effect of the changing seasons on the natural world around them.</b> Wellie walk - make observations of seasonal changes and compare to images from Autumn and Winter</p>	<p>(BV-Tolerance/Mutual Respect) (PC-Religion)</p> <p><b><u>Assessment Indicators:</u></b> <i>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.</i></p> <p><b>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.</b> Explore how the different creatures camouflage in their habitats Compare and contrast the habitats studied.</p> <p><b><u>Big Question Assessment:</u></b> <i>Can name three habitats and describe similarities and differences. Can name and match an animal to each habitat. Sort animals into habitats and say why they have suited them in this way. Can talk about a predator. Can talk about how animals survive in the wild.</i></p>
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				<i>Sort animals into habitats independently.</i>		
<p><b>Expressive Arts and Design</b>  <b>-Creating with Materials</b>  <b>-Being Imaginative and Expressive</b></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><b>Sing in a group or on their own, increasingly matching the pitch and following the melody.</b>  French song - Les petit poisons dans l'eau - introduce song  Tommy Thumb - notes C-A  Focus - Expand Range, smooth transitions, phrasing and memory  <b>Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form, and function.</b>  Sculpting: Exploring and sketching a range of sculptures and animals</p> <p><b>Plan and share ideas before constructing.</b> Adult to model how different flap mechanisms are used for different purposes and model how to create a simple flap mechanism</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><b>Sing in a group or on their own, increasingly matching the pitch and following the melody.</b>  French song - Les petit poisons dans l'eau - Adult to model singing first verse  The Ants go Marching - notes C-A. Focus - Expand Range, smooth transitions, phrasing and memory</p> <p><b>Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form, and function.</b>  Sculpting: children to explore different resources and materials they will use to sculpt.</p> <p><b>Plan and share ideas before constructing.</b>  Mechanism Flap - Support children to evaluate a range of flaps in a range of resources and talk through the designing, making and evaluating process. What do we</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><b>Sing in a group or on their own, increasingly matching the pitch and following the melody.</b>  French song - Les petit poisons dans l'eau - children sing first verse  Star light, star bright - notes C-A  Focus - Expand Range, smooth transitions, phrasing and memory</p> <p><b>Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form, and function.</b>  Sculpting: Forming basic shape with dough/foil/pipe cleaners</p> <p><b>Plan and share ideas before constructing.</b>  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</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><b>Sing in a group or on their own, increasingly matching the pitch and following the melody.</b>  French song - Les petit poisons dans l'eau - Adult to model singing second verse  See Saw, Margery Daw - notes C-A  Focus - Expand Range, smooth transitions, phrasing and memory</p> <p><b>Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form, and function.</b>  Sculpting: Assembling pieces together with dough/foil/pipe cleaners</p> <p><b>Plan and share ideas before constructing</b>  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</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><b>Sing in a group or on their own, increasingly matching the pitch and following the melody.</b>  French song - Les petit poisons dans l'eau - Children sing second verse  Twinkle Twinkle - notes C-A  Focus - Expand Range, smooth transitions, phrasing and memory</p> <p><b>Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form, and function.</b>  Sculpting: Forming basic shape with clay to create animal body parts e.g head/body/legs</p> <p><b>Evaluate their constructions and representations through having a learning conversation</b> 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>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><b>Sing in a group or on their own, increasingly matching the pitch and following the melody.</b>  French song - Les petit poisons dans l'eau - sing verses one and two  Rain Rain, Go away - notes C-A  Focus - Expand Range, smooth transitions, phrasing and memory</p> <p><b>Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form, and function.</b>  Sculpting: assembling pieces together with clay to create a wild animal studied</p> <p><b>Evaluate their constructions and representations through having a learning conversation.</b> Evaluate their product by discussing how well it works in relation to the purpose and the user and whether it meets design criteria.</p>

		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?	ideas and create a mock-up flap	scissors/glue/tape/fasteners.		
<b>Outdoor Learning</b>	Looking up... what is out there?	Welly Walk - Making observations of seasonal changes and landmarks Creating maps of journeys using journey sticks and messy maps.	Creating maps of journeys using journey sticks and messy maps.	Creating maps of journeys using journey sticks and messy maps.	Welly Walk - Making observations of seasonal changes and landmarks	Looking Down... what habitats are on/under ground?
<b>Key Composers and Songs</b>	Elvis Presley	Bill Haley & His Comets	Chuck Berry	Tina Turner	Buddy Holly	The Beatles
<b>Enhancements Visits and Visitors</b>				Skylarks FS2Gu 06.05.26 Forest School opportunities	Skylarks FS2Gi 13.05.26 Forest School opportunities	
<b>Parental Engagement</b>					Sports Day 15.05.26 9.15am	Sports Day Back-up 22.05.26 9.15am
<b>Whole School and National Events</b>			Class Photos 29.4.26			

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