

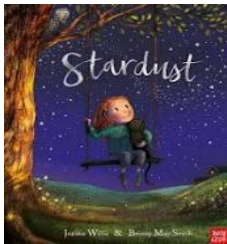
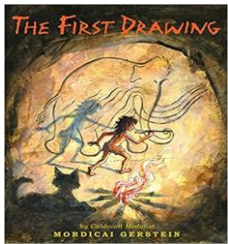
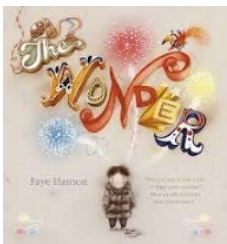
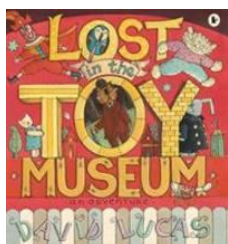
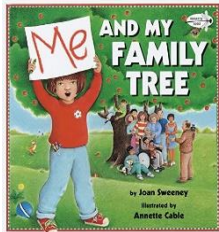
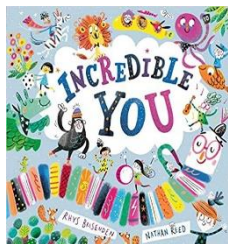


Meadowbank Primary School

Half Termly Knowledge and Skills Based Curriculum - Summer 2 2024

Phase Foundation Stage Year Group Foundation Stage 2



	Week 1 Wk Beg 10.06	Week 2 Wk Beg 17.06	Week 3 Wk Beg 24.06	Week 4 Wk Beg 01.07	Week 5 Wk Beg 08.07	Week 6/7 Wk Beg 15.07
Characteristics of Effective Teaching and Learning	Playing and Exploring - Engagement Finding out and exploring Playing with what they know Being willing to 'have a go'		Active Learning - Motivation Being involved and concentrating Keeping on trying Enjoying achieving what they set out to do		Creating and Thinking Critically - Thinking Having their own ideas (creative thinking) Making links (building theories) Choosing ways to do things (critical thinking)	
Biq Question	What came before us?					
Connected Concepts	Cause & Effect Power Significance Influence	Cause & Effect Power Significance Influence	Cause & Effect Power Significance Influence	Cause & Effect Power Significance Influence	Cause & Effect Power Significance Influence	Cause & Effect Power Significance Influence
Book Studies	Stardust 	The First Drawing 	The Wonder 	Lost in the Toy Museum 	Me and my Family Tree 	Incredible You 
Children steering learning...	How did God make the creatures? MC How many stars are in the sky? NH How do stars make different pictures? NRO How was the moon made? HB How was the world made? DP How was the sun made? HH How were the stars made? EvP Where does God come from? AC	What did people first draw with? ESu Why were Woolly Mammoths in the ice? THG Learn about Sabre-tooth tigers JM Find out how to make stone tools. LCh Why did people live in caves? FC How did they hunt? SD How big was the T-Rex? CJ How and why did dinosaurs become extinct? ESB	Who made the iPad? EvG How are computers made? LS Who invented Concorde? Planes? Helicopters? EB Who made the very first car? OA Who invented the very first shop? BK How did computers get made? Est	What were toys like in the past? FD How are toys made? LD How are 'old' toys looked after? LW How was a ball invented? IR Who invented Teddies? DC Who made the first book? Story? EG	Why do we have families? AG How were families made? HS How do you get alive? NR Who made Jesus' family? LGr I want to learn how to draw my family tree. EP I want to learn about my family's history. CJ	I want to learn how I can be an artist when I get bigger? CH I want to learn how I can be a footballer when I am older? EY/JM/FC I want to know what to do to become a dancer and be on stage? OW

Other Key Literature	Shine King of the Tiny Things	Stone Boy and the Girl Ug	Rosie Revere Engineer The Dot	Peepo Dogger	My Family and Me Who's in my Family?	All are Welcome What Makes Me a Me?
<p>Communication and Language -Listening, Attention and Understanding -Speaking</p>	<p>Hold conversation when engaged in back-and-forth exchanges with their teacher and peers. Children use hot seating activity to take on the role of a character from the story. Teacher engages in discussion with child to find out more about the character.</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 engage in conversation with peers - investigating and building.</p> <p>Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary. Children use recently learned tier 2 vocabulary to participate in discussion based around the big question.</p> <p>Begin to recall basic French vocabulary in the everyday environment. Use animal names -'un chien, un chat' (cat/dog)</p>	<p>Hold conversation when engaged in back-and-forth exchanges with their teacher and peers Children use hot seating activity to take on the role of a character from the story. Teacher engages in discussion with child to find out more about the character.</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 engage in conversation with peers - investigating and building.</p> <p>Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary. Children use recently learned tier 2 vocabulary to participate in discussion based around the big question.</p> <p>Begin to recall basic French vocabulary in the everyday environment Use animal names - recap previous and introduce</p>	<p>Hold conversation when engaged in back-and-forth exchanges with their teacher and peers Children use hot seating activity to take on the role of a character from the story. Other children engage in back and forth exchanges to find out more about the character - children create their own questions to find out more.</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 engage in conversation with peers - investigating and building.</p> <p>Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary. Children use recently learned tier 2 vocabulary to participate in discussion based around the big question.</p> <p>Begin to recall basic French vocabulary in the everyday environment</p>	<p>Hold conversation when engaged in back-and-forth exchanges with their teacher and peers Children use hot seating activity to take on the role of a character from the story. 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Children use recently learned tier 2 vocabulary to participate in discussion based around the big question.</p> <p>Begin to recall basic French vocabulary in the everyday environment.</p>	<p>Hold conversation when engaged in back-and-forth exchanges with their teacher and peers Children use hot seating activity to take on the role of a character from the story. Other children engage in back and forth exchanges to find out more about the character - children work independently in small groups to create their own exchanges.</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. 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Children engage in conversation with peers - investigating and building.</p> <p>Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary. Children use recently learned tier 2 vocabulary to participate in discussion based around the big question.</p>

		and use 'un lapin, un hamster' (rabbit/hamster)	Use animal names - recap previous and introduce and use 'un tortue, un poisson rouge' (tortoise/goldfish)	Use animal names - recap previous and introduce and use 'un souris, un perroquet' (mouse/parrot)	Begin to recall basic French vocabulary in the everyday environment Use animal names - recap previous and introduce and use 'une vache, un mouton, un chochon' (cow/sheep/pig)	Begin to recall basic French vocabulary in the everyday environment. Use animal names - recap previous and introduce and use 'une poule, un canard, un cheval' (chicken, duck, horse) Children's Agency. -Involve children in the planning process and identifying key concepts What would the children like to learn about in Year 1? What questions do they have?
Key Vocabulary	Individual, unique, big bang, creation, growth.	Artefact, stone age, long time ago, past, old, object.	Invention, inventor, create, plan, design, inspiration, phenomenal, wonderful, object.	Past, present, old, new, modern, historic, material.	Timeline, past, present, parent, grand parent, great grandparent, relative, family.	Special, similar, different, individual, unique, goals.
Personal, Social and Emotional Development -Self-Regulation -Managing Self -Building Relationships	Show sensitivity to their own and to others' needs. Model using TT as part of daily practice to solve problems - sharing. Manage their own basic hygiene and personal needs, including dressing, going to the toilet, and understanding the importance of healthy food choices. PSHEE Jigsaw SOW - Changing Me! My Body - naming parts of the body. (Tolerance and Mutual Respect/Individual liberty/Sex)	Show sensitivity to their own and to others' needs. Model using TT as part of daily practice to solve problems - sharing. Manage their own basic hygiene and personal needs, including dressing, going to the toilet, and understanding the importance of healthy food choices. PSHEE Jigsaw SOW - Changing Me! Respecting my Body - naming some things they can do and foods they can eat to be healthy. (Tolerance and Mutual Respect/Individual liberty)	Show sensitivity to their own and to others' needs. Model using TT as part of daily practice to solve problems - conflict. Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly. PSHEE Jigsaw SOW - Changing Me! Growing up - knowing and understanding that we all grow up from babies to adults. (Tolerance and Mutual Respect)	Show sensitivity to their own and to others' needs. Model using TT as part of daily practice to solve problems - conflict. Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly. PSHEE Jigsaw SOW - Changing Me! Fun and Fears (Part 1) - discussing and expressing how they feel about moving into Year 1. (Tolerance and Mutual Respect/Individual liberty)	Show sensitivity to their own and to others' needs. Model using TT as part of daily practice to solve problems - following rules. Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly. Be confident to try new activities and show independence, resilience and perseverance in the face of challenge. PSHEE Jigsaw SOW - Changing Me! Fun and Fears (Part 2) - discussing their worries and things they are looking forward to when they move into Year 1.	Show sensitivity to their own and to others' needs. Model using TT as part of daily practice to solve problems - following rules. Be confident to try new activities and show independence, resilience and perseverance in the face of challenge. PSHEE Jigsaw SOW - Changing Me! Celebration - discussing their best parts of this year in Reception. (Tolerance and Mutual Respect)

					(Tolerance and Mutual Respect/Individual liberty)	
Physical Development -Gross Motor Skills -Fine Motor Skills	<p>Demonstrate strength, balance and coordination when playing.</p> <p>Further develop and refine a range of ball skills including: throwing, catching, kicking, passing, batting, and aiming.</p> <p>Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.</p> <p>Negotiate space and obstacles safely, with consideration for themselves and others.</p> <p>Balls skills Unit 2 Lesson 1 - Windy Weather To develop rolling and tracking a ball by bending down low and stepping forwards, moving your feet to get in line with the ball and by pointing your hand towards your target.</p> <p>Combine different movements with ease and fluency.</p> <p>Dance Unit 2 Lesson 1 - At the Seaside. To copy, repeat and explore actions in response to a theme by counting to 8 and making big movements with your body to show clear shapes.</p> <p>Hold a pencil effectively in preparation for fluent writing - using the tripod grip in almost all cases.</p>	<p>Demonstrate strength, balance and coordination when playing.</p> <p>Further develop and refine a range of ball skills including: throwing, catching, kicking, passing, batting, and aiming.</p> <p>Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.</p> <p>Negotiate space and obstacles safely, with consideration for themselves and others.</p> <p>Balls skills Unit 2 Lesson 2 - The Snow is Falling. To develop accuracy when throwing to a target by keeping your eyes on your target and using one hand to throw.</p> <p>Combine different movements with ease and fluency.</p> <p>Dance Unit 2 Lesson 2 - Under the Sea. To explore and remember actions considering level, shape and direction by using clear actions to show your character.</p> <p>Hold a pencil effectively in preparation for fluent writing - using the tripod grip in almost all cases.</p> <p>SFA - air</p>	<p>Demonstrate strength, balance and coordination when playing.</p> <p>Further develop and refine a range of ball skills including: throwing, catching, kicking, passing, batting, and aiming.</p> <p>Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.</p> <p>Negotiate space and obstacles safely, with consideration for themselves and others.</p> <p>Balls skills Unit 2 Lesson 3 - There's a Storm Coming. To develop dribbling with hands by pushing the ball as it starts to move down towards the floor and by using soft hands to push the ball.</p> <p>Combine different movements with ease and fluency.</p> <p>Dance Unit 2 Lesson 3 - At the fireworks display. To explore movement using a prop with control and co-ordination by using big, confident actions and movements.</p> <p>Hold a pencil effectively in preparation for fluent writing - using the tripod grip in almost all cases.</p> <p>SFA - ure</p>	<p>Demonstrate strength, balance and coordination when playing.</p> <p>Further develop and refine a range of ball skills including: throwing, catching, kicking, passing, batting, and aiming.</p> <p>Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.</p> <p>Negotiate space and obstacles safely, with consideration for themselves and others.</p> <p>Balls skills Unit 2 Lesson 4 - Rainy Days. To develop throwing and catching with a partner by checking that your partner is looking before passing and using two hands to catch.</p> <p>Combine different movements with ease and fluency.</p> <p>Dance Unit 2 Lesson 4 - At the fireworks display. To move with control and co-ordination, expressing ideas through movement by counting to 8 to help you stay in time with the music.</p> <p>Hold a pencil effectively in preparation for fluent writing - using the tripod grip in almost all cases.</p> <p>SFA - er</p>	<p>Demonstrate strength, balance and coordination when playing.</p> <p>Further develop and refine a range of ball skills including: throwing, catching, kicking, passing, batting, and aiming.</p> <p>Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.</p> <p>Negotiate space and obstacles safely, with consideration for themselves and others.</p> <p>Balls skills Unit 2 Lesson 5 - Sunshine and Rainbows. To develop dribbling a ball with your feet by keeping the ball close to your feet and using soft, small touches with your feet.</p> <p>Combine different movements with ease and fluency.</p> <p>Dance Unit 2 Lesson 5 - At the Farm. To remember and repeat actions, moving in time with the music by making big movements with your body to show clear shapes.</p> <p>Hold a pencil effectively in preparation for fluent writing - using the tripod grip in almost all cases.</p> <p>SFA - Consolidate</p>	<p>Demonstrate strength, balance and coordination when playing.</p> <p>Further develop and refine a range of ball skills including: throwing, catching, kicking, passing, batting, and aiming.</p> <p>Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.</p> <p>Negotiate space and obstacles safely, with consideration for themselves and others.</p> <p>Balls skills Unit 2 Lesson 6 - Foggy Days. To develop kicking a ball to a target by using the inside of your foot to kick the ball.</p> <p>Combine different movements with ease and fluency.</p> <p>Dance Unit 2 Lesson 6 - At the Farm. To explore actions in response to a theme and begin to explore counts by making big movements with your body to show clear shapes and using different body parts to make shapes.</p> <p>Hold a pencil effectively in preparation for fluent writing - using the tripod grip in almost all cases.</p> <p>SFA - Consolidate</p>

	<p>SFA - Consolidate</p> <p>Use a range of small tools, including scissors, paint brushes and cutlery.</p> <p>Hold scissors correctly and make snips in paper moving forward.</p>	<p>Use a range of small tools, including scissors, paint brushes and cutlery.</p> <p>Hold scissors correctly and cut in a straight line.</p>	<p>Use a range of small tools, including scissors, paint brushes and cutlery.</p> <p>Hold scissors correctly and cut along a curved line.</p>	<p>Use a range of small tools, including scissors, paint brushes and cutlery.</p> <p>Hold scissors correctly and cut a circle shape.</p>	<p>Use a range of small tools, including scissors, paint brushes and cutlery.</p> <p>Hold scissors correctly and cut a square shape.</p>	<p>Use a range of small tools, including scissors, paint brushes and cutlery.</p> <p>Hold scissors correctly and cut a complex shape.</p>
<p>Literacy</p> <p>-Comprehension</p> <p>-Word Reading</p> <p>-Writing</p>	<p>Say a sound for each letter in the alphabet and at least 10 digraphs.</p> <p>Read words consistent with their phonic knowledge by sound-blending.</p> <p>*FFT step 26 consolidate</p> <p>Say it fast/break it down/stretch and read.</p> <p>Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words</p> <p>*FFT Shared Reader.</p> <p>Working towards reading 35 wpm.</p> <p>Write simple phrases and sentences that can be read by others.</p> <p>Dictation - Consolidate.</p> <p>Enjoy creating texts to communicate meaning for an increasingly wide range of purposes.</p> <p>Communicating through writing within role-play situations. -write about your own star qualities.</p> <p>Using images from key texts as stimulus, children to write sentences describing image.</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.</p> <p>*FFT step 27 air</p> <p>Say it fast/break it down/stretch and read.</p> <p>Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words</p> <p>*FFT Shared Reader.</p> <p>Working towards reading 35 wpm.</p> <p>Write simple phrases and sentences that can be read by others.</p> <p>Dictation - air</p> <p>Enjoy creating texts to communicate meaning for an increasingly wide range of purposes.</p> <p>Communicating through writing within role-play situations. - Write using a range of media - create your own early alphabet using symbols.</p> <p>Using images from key texts as stimulus, children to write sentences describing image.</p>	<p>Say a sound for each letter in the alphabet and at least 10 digraphs</p> <p>Read words consistent with their phonic knowledge by sound-blending.</p> <p>*FFT step 28 ure</p> <p>Say it fast/break it down/stretch and read.</p> <p>Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words</p> <p>*FFT Shared Reader.</p> <p>Working towards reading 35 wpm.</p> <p>Write simple phrases and sentences that can be read by others.</p> <p>Dictation - ure</p> <p>Enjoy creating texts to communicate meaning for an increasingly wide range of purposes.</p> <p>Communicating through writing within role-play situations - Create a series of instructions for your very own invention.</p> <p>Using images from key texts as stimulus, children to write sentences describing image.</p>	<p>Say a sound for each letter in the alphabet and at least 10 digraphs.</p> <p>Read words consistent with their phonic knowledge by sound-blending.</p> <p>*FFT step 29 er</p> <p>Say it fast/break it down/stretch and read.</p> <p>Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words</p> <p>*FFT Shared Reader.</p> <p>Working towards reading 35 wpm.</p> <p>Write simple phrases and sentences that can be read by others.</p> <p>Dictation - er</p> <p>Enjoy creating texts to communicate meaning for an increasingly wide range of purposes.</p> <p>Communicating through writing within role-play situations. - Write a page for our very own non-fiction book about toys.</p> <p>Using images from key texts as stimulus, children to write sentences describing image.</p>	<p>Say a sound for each letter in the alphabet and at least 10 digraphs.</p> <p>Read words consistent with their phonic knowledge by sound-blending.</p> <p>*FFT step 30 consolidate</p> <p>Say it fast/break it down/stretch and read.</p> <p>Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words</p> <p>*FFT Shared Reader.</p> <p>Working towards reading 35 wpm.</p> <p>Write simple phrases and sentences that can be read by others.</p> <p>Dictation - Consolidate.</p> <p>Enjoy creating texts to communicate meaning for an increasingly wide range of purposes</p> <p>Communicating through writing within role-play situations. - Write a letter to your grandparents</p> <p>Using images from key texts as stimulus, children to write sentences describing image.</p>	<p>Say a sound for each letter in the alphabet and at least 10 digraphs.</p> <p>Read words consistent with their phonic knowledge by sound-blending.</p> <p>*FFT step 31 consolidate</p> <p>Say it fast/break it down/stretch and read.</p> <p>Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words</p> <p>*FFT Shared Reader.</p> <p>Working towards reading 35 wpm.</p> <p>Write simple phrases and sentences that can be read by others.</p> <p>Dictation - Consolidate.</p> <p>Enjoy creating texts to communicate meaning for an increasingly wide range of purposes.</p> <p>Communicating through writing within role-play situations - write about our dreams and goals for year 1.</p> <p>Using images from key texts as stimulus, children to write sentences describing image.</p>

	<p>Create their own stories and books with images and sometimes with words, in print and digital formats. Use the Tales Toolkit book frame to create their own stories which can then be read by others.</p>	<p>Create their own stories and books with images and sometimes with words, in print and digital formats. Use the Tales Toolkit book frame to create their own stories which can then be read by others.</p>	<p>Create their own stories and books with images and sometimes with words, in print and digital formats. Use Story creator with the support of an adult to create their own stories.</p>	<p>Create their own stories and books with images and sometimes with words, in print and digital formats. Use Story creator with the support of an adult to create their own stories.</p>	<p>Create their own stories and books with images and sometimes with words, in print and digital formats. Use Story creator to create their own stories.</p>	<p>Create their own stories and books with images and sometimes with words, in print and digital formats. Use Story creator to create their own stories.</p>
<p>Mathematics -Number -Numerical Patterns</p>	<p>Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity; +/- within 10.</p> <p>Verbally count beyond 20, recognising the pattern of the counting system Concrete - use numicon - 5s and 1s.</p> <p>Sequence numerals to 10 and then to 20.</p> <p>Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally. Explore odds and evens, sharing and patterns between doubling and halving (Concrete)</p> <p>Subitise (recognise quantities without counting) up to 5 Automatically recall number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts. Exploring 5 and 10 frames.</p>	<p>Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity; +/- within 10 .</p> <p>Verbally count beyond 20, recognising the pattern of the counting system Concrete - using counters - 5s and 1s.</p> <p>Sequence numerals to 10 and then to 20.</p> <p>Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally. Explore odds and evens, sharing and patterns between doubling and halving (Concrete)</p> <p>Subitise (recognise quantities without counting) up to 5 Automatically recall number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts. Exploring 5 and 10 frames.</p>	<p>Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity; +/- within 10 finding the difference</p> <p>Verbally count beyond 20, recognising the pattern of the counting system Concrete - use numicon - 10s and 1s.</p> <p>Sequence numerals to 10 and then to 20.</p> <p>Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally. Explore odds and evens, sharing and patterns between doubling and halving (Concrete)</p> <p>Subitise (recognise quantities without counting) up to 5 Automatically recall number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts.</p>	<p>Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity; +/- within 10 finding the difference.</p> <p>Verbally count beyond 20, recognising the pattern of the counting system Concrete - use counters - 10s and 1s.</p> <p>Sequence numerals to 10 and then to 20.</p> <p>Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally. Explore odds and evens, sharing and patterns between doubling and halving (Pictoral)</p> <p>Subitise (recognise quantities without counting) up to 5 Automatically recall number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts.</p>	<p>Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity; +/- within 10 finding the difference.</p> <p>Verbally count beyond 20, recognising the pattern of the counting system Pictorial - using 5s and 1s.</p> <p>Sequence numerals to 10 and then to 20.</p> <p>Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally. Explore odds and evens, sharing and patterns between doubling and halving (Pictoral)</p> <p>Subitise (recognise quantities without counting) up to 5 Automatically recall number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts. Exploring 5 and 10 frames.</p>	<p>Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity; +/- within 10 finding the difference.</p> <p>Verbally count beyond 20, recognising the pattern of the counting system Pictorial - using 10s and 1s.</p> <p>Sequence numerals to 10 and then to 20.</p> <p>Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally. Explore odds and evens, sharing and patterns between doubling and halving (Abstract)</p> <p>Subitise (recognise quantities without counting) up to 5 Automatically recall number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts.</p>

	<p>Toolkit- Missing number.</p> <p>Have a deep understanding of number to 10, including the composition of each number. Explore 5 and 10 using Part, Part, Whole.</p> <p>Discuss routes and locations using a range of positional and directional language. Follow instructions to complete a journey to find a particular star.</p>	<p>Toolkit- Missing Number.</p> <p>Have a deep understanding of number to 10, including the composition of each number. Explore 6 and 9 using Part, Part Whole.</p> <p>Select, rotate and manipulate shapes to develop spatial reasoning skills and present in different orientations. Explore rotating paper shapes and folding to find other shapes within.</p> <p>Number Track Games - Introduce a simple number track game (within 10), inside and outside. Children to use dice and follow instructions to explore the game.</p>	<p>Exploring 5 and 10 frames.</p> <p>ToolKit- Missing number.</p> <p>Have a deep understanding of number to 10, including the composition of each number. Explore 7 and 8 using Part, Part, Whole.</p> <p>Begin to describe a sequence of events, real or fictional, using words such as 'first', 'then...' Explore a year, many years and a long time ago.</p>	<p>Exploring 5 and 10 frames.</p> <p>Toolkit- Picture Maths.</p> <p>Have a deep understanding of number to 10, including the composition of each number. Explore 6-10 using Think Talk Tools.</p> <p>Enjoy tackling problems involving predictions and discussion of comparison paying attention to fairness and accuracy. Height- measure ourselves and others using a range of standard and non-standard measures.</p> <p>Number Track Games - Introduce a simple number track game (within 20), inside and outside. Children to use dice and follow instructions to explore the game.</p>	<p>Toolkit- Picture Maths.</p> <p>Have a deep understanding of number to 10, including the composition of each number. Explore 6-10 using Think Talk Tools</p> <p>Enjoy tackling problems involving predictions and discussion of comparison, paying attention to fairness and accuracy. Capacity - weight - address misconceptions between size and weight.</p>	<p>Exploring 5 and 10 frames.</p> <p>Toolkit- Picture Maths.</p> <p>Have a deep understanding of number to 10, including the composition of each number. Explore 6-10 using Think Talk Tools.</p> <p>Extend and create simple linear patterns. Pattern - Extend and create ABC Patterns.</p> <p>Number Track Games - Introduce a simple number track game (within 20), inside and outside. Children to use dice and follow instructions to explore the game.</p>
<p>Understanding the World -Past and Present -People, Culture and Communities -The Natural World</p>	<p>Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class. Which places are special and why? (Expressing) Where is a special place for Christians to go? (Tolerance and Mutual Respect/ Religion)</p> <p>Develop digital literacy skills by being able to access, understand and interact with a range of technologies.</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. Which places are special and why? (Expressing) Where is a special place for Muslims to go? (Tolerance and Mutual Respect/ Religion)</p> <p>Develop digital literacy skills by being able to access, understand and interact with a range of technologies.</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. Which places are special and why? (Expressing) What makes a church special? (Tolerance and Mutual Respect/ Religion) Develop digital literacy skills by being able to access, understand and interact with a range of technologies. Use a range of books /digital media to research</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. Which places are special and why? (Expressing) What physical features make a church? (Tolerance and Mutual Respect/ Religion)</p> <p>Develop digital literacy skills by being able to access, understand and interact with a range of technologies.</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. Which places are special and why? (Expressing) What makes a mosque special? (Tolerance and Mutual Respect/ Religion)</p> <p>Develop digital literacy skills by being able to access, understand and interact with a range of technologies. Use a range of books /digital media to research</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. Which places are special and why? (Expressing) What physical features make a mosque? (Tolerance and Mutual Respect/ Religion)</p> <p><u>Assessment Indicator:</u> <i>Can talk about name three features of a church and mosque and say why they are special</i></p>

	<p>Use a range of books /digital media to research the answers to our questions linked the text.</p> <p>Understand some important processes and changes in the natural world around them, including the seasons. Go on a welly walk -Record our findings by collecting objects in a paper bag or photographing/ videoing them with the Ipad.</p> <p>Understand some important processes and changes in the natural world. Use the internet/star gazing app to discover the night sky. What is a constellation? How are stars made? What is star dust? Do stars change over time like people?</p>	<p>Use a range of books /digital media to research the answers to our questions linked the text.</p> <p>Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.</p> <p>Understand the past through settings, characters, and events encountered in books read in class and storytelling. 30,000 is a very big number! Can we imagine what the Earth was like to live on so many years ago? How was the boy's life similar/different to yours? How do you know? Why did the boy draw on the walls and not on paper? Why didn't he use paint?</p> <p><u>Assessment Indicator:</u> <i>Can describe how people lived a long time ago.</i></p>	<p>the answers to our questions linked the text.</p> <p>Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.</p> <p>Understand the past through settings, characters, and events encountered in books read in class and storytelling. What is an invention? Why do inventors want to invent new things? What has been invented now that hadn't been when your parents grandparents/great grandparents were a child like you?</p> <p><u>Assessment Indicator:</u> <i>Can talk about an invention from the past and the difference it made.</i></p>	<p>Use a range of books /digital media to research the answers to our questions linked the text.</p> <p>Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.</p> <p>Understand the past through settings, characters, and events encountered in books read in class and storytelling. Carefully observe the old toys and artefacts that are displayed in our Toy museum. What questions do we have about them? Who would have played with these toys? How old are they? What are they made of? How are they the same/different to your toys?</p> <p><u>Assessment Indicator:</u> <i>Can talk about similarities and differences between toys in the past and now.</i></p>	<p>the answers to our questions linked the text.</p> <p>Talk about the lives of the people around them and their roles in society.</p> <p>Understand the past through settings, characters, and events encountered in books read in class. What makes a family? Can you name the people in your family? How are they connected to each other? Create a representation of our families in the form of a family tree.</p> <p><u>Assessment Indicator:</u> <i>Can talk about their extended family including grandparents and how they are related to them.</i></p>	<p>Develop digital literacy skills by being able to access, understand and interact with a range of technologies. Use a range of books /digital media to research the answers to our questions linked the text.</p> <p>Understand some important processes and changes in the natural world around them, including the seasons. Go on a welly walk -Record our findings. Compare and contrast the welly walks that we have been on this year. How have they been the same? How have they been different? Why?</p> <p>How have we changed since September? What similarities and differences have you noticed in yourself?</p>
<p>Expressive Arts and Design -Creating with Materials -Being Imaginative and Expressive</p>	<p>Make music in a range of ways, perform songs, rhymes, poems and stories with others, and when appropriate try to move in time with music. Charanga - Reflect, Rewind and Replay - Step 1 - Practice singing the song.</p> <p>Sing a range of well-known nursery rhymes and songs.</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 - Reflect, Rewind and Replay - Step 2 - Sing the song and play instrumental parts within the song.</p> <p>Sing a range of well-known nursery rhymes</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 - Reflect, Rewind and Replay - Step 3- Sing the song and improvise using voices and/or instruments within the song.</p> <p>Sing a range of well-known nursery rhymes</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 - Reflect, Rewind and Replay - Step 4 - Sing the song and perform composition(s) within the song.</p> <p>Sing a range of well-known nursery rhymes</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 - Reflect, Rewind and Replay - Step 5 - Choose what you perform (composition/ improvisation).</p> <p>Sing a range of well-known nursery rhymes</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 - Reflect, Rewind and Replay - Step 6 - Prepare and perform end-of-unit performance.</p> <p>Sing a range of well-known nursery rhymes and songs.</p>

	<p>Sing a wide range of call and response songs to control vocal pitch.</p> <p>Watch and take part in dance and performance art, expressing their feelings and responses. Creating movement in response to pop music - the two step and clap.</p> <p>Explore and engage in music making and dance, performing solo or in groups. Singing well known pop songs.</p> <p>Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form, and function.</p> <p>Share their creations, explaining the process they have used. Karen Lederer - Mono printing. Explore spreading ink and paint using roller.</p>	<p>and songs. Sing a wide range of call and response songs to control vocal pitch.</p> <p>Watch and talk about dance and performance art, expressing their feelings and responses. Creating movement in response to pop music - four corners.</p> <p>Explore and engage in music making and dance, performing solo or in groups. Singing well known pop songs.</p> <p>Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form, and function.</p> <p>Share their creations, explaining the process they have used Karen Lederer - Mono printing - make shapes using printing.</p> <p>Explore fixing wheels and axis together.</p>	<p>Sing a range of well-known nursery rhymes and songs. Sing a wide range of call and response songs to control vocal pitch</p> <p>Watch and talk about dance and performance art, expressing their feelings and responses. Creating movement in response to pop music - body roll</p> <p>Explore and engage in music making and dance, performing solo or in groups. Improvising with instruments alongside pop music.</p> <p>Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form, and function.</p> <p>Share their creations, explaining the process they have used. Karen Lederer - Mono printing. Explore trace printing.</p> <p>Design process to invent a vehicle</p>	<p>and songs. Sing a wide range of call and response songs to control vocal pitch</p> <p>Watch and talk about dance and performance art, expressing their feelings and responses. Creating movement in response to pop music - head nod.</p> <p>Explore and engage in music making and dance, performing solo or in groups. Improvising with instruments alongside pop music</p> <p>Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form, and function.</p> <p>Share their creations, explaining the process they have used Karen Lederer - Mono printing. Explore race printing.</p> <p>Create and evaluate a moving vehicle using wheels and axis.</p>	<p>and songs. Sing a wide range of call and response songs to control vocal pitch.</p> <p>Watch and talk about dance and performance art, expressing their feelings and responses. Creating movement in response to pop music - grapevine.</p> <p>Explore and engage in music making and dance, performing solo or in groups. Composing and using symbols to represent composition with instruments alongside pop music</p> <p>Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form, and function.</p> <p>Share their creations, explaining the process they have used. Karen Lederer - Mono printing. Explore drawing free- hand copying image onto plain paper.</p>	<p>Sing a wide range of call and response songs to control vocal pitch.</p> <p>Watch and talk about dance and performance art, expressing their feelings and responses. Creating movement in response to pop music - shoulder lean.</p> <p>Explore and engage in music making and dance, performing solo or in groups. Composing and using symbols to represent composition with instruments alongside pop music</p> <p>Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form, and function.</p> <p>Share their creations, explaining the process they have used Karen Lederer - Mono printing. Explore drawing freehand own representation onto plain paper.</p> <p><u>Assessment Indicator:</u> <i>Can describe what printing is and name the focus artist.</i></p>
Key Composers and Songs	Michael Jackson	Beyonce	ABBA	Whitney Houston	Spice Girls	Elton John David Bowie
Outdoor Learning Opportunities	Continuous Provision Summer Welly Walk	Continuous Provision Transient art of prehistoric creatures	Continuous Provision Design and make a shelter	Continuous Provision Making moving vehicles using large equipment	Continuous Provision Plant trees to leave a lasting legacy	Continuous Provision Printing using natural and found materials.

Enhancements Visits and Visitors			Careers Week 24.06.24	Visit to Saint Cuthbert's Church 02.07.24		
Parental Engagement					Sports Day KS1/FS 10.07.24 9.15 am	Come to meet your child's registration teacher for September and hear about next year's curriculum. 16.07.24
Whole School and National Events		LPPA Award - Verification day. 20.06.24	Summer Fair 28.06.24 3.30-5.30 pm		Parents Coffee Morning- Mental Health support 08.07.24 9.00 am	Friends of Meadowbank thank you tea party 22.07.24 2.00 pm

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.