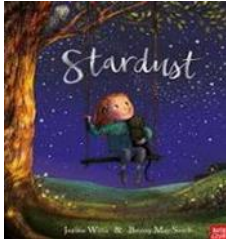
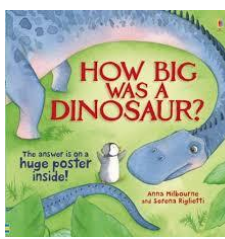
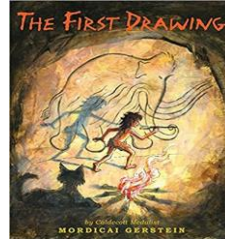
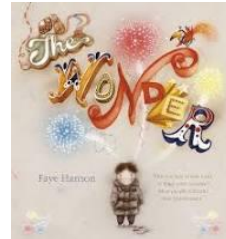
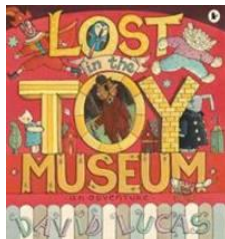
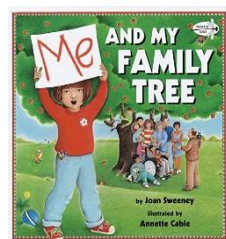
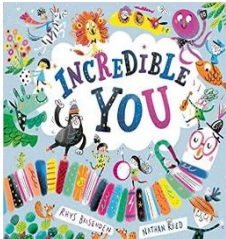




**Meadowbank Primary School**  
**Half Termly Knowledge and Skills Based Curriculum – Summer 2 2026**  
**Phase Foundation Stage Year Group Foundation Stage 2**



	Week 1 Wk Beg 08.06	Week 2 Wk Beg 15.06	Week 3 Wk Beg 22.06	Week 4 Wk Beg 29.06	Week 5 Wk Beg 06.07	Week 6 Wk Beg 13.07	Week 7 Wk Beg 20.07
<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>What came before us?</b>						
<b>Connected Concepts</b>	<b>Cause &amp; Effect Significance Influence</b>	<b>Cause &amp; Effect Significance Influence</b>	<b>Cause &amp; Effect Significance Influence</b>	<b>Cause &amp; Effect Significance Influence</b>	<b>Cause &amp; Effect Significance Influence</b>	<b>Cause &amp; Effect Significance Influence</b>	<b>Cause &amp; Effect Significance Influence</b>
<b>Book Studies</b>	<b>Stardust</b> 	<b>How Big was a Dinosaur?</b> 	<b>The First Drawing</b> 	<b>The Wonder</b> 	<b>Lost in the Toy Museum</b> 	<b>Me and my Family Tree</b> 	<b>Incredible You</b> 
<b>Children steering learning....</b>	Did God make people and animals? TG Were bees the first creature? Abu How was the world made? MH Who made the trees and flowers? HT JF I want to learn about the Big Bang. NN How was the moon made? ED Who created the world? JL	What came after the dinosaurs but before humans? LK Was Jesus alive when the dinosaurs were alive? RE When were the dinosaurs here? HSC	Where did humans come from? JM Who invented shoes? SA Why did they not have pencils a long time ago? ED Why did they kill animals for clothes and how did they make clothes a long time ago? TBa/KMc What did people eat a long time ago? TP	How were phones invented? HB Who invented the TV? TG Who invented Nintendo? RE Who invented the first train? LHo Who invented the umbrella? OG Who invented and what was the first toy? MNS/CK I want to invent a carrot picker. KMc	Why and how were toys made out of wood a long time ago? NN How do they sew teddies together? MNS Who made Big Ben? CK	Why do we have families? ZK How were families made? AR How do you get alive? LML Who made Jesus' family? JM I want to learn how to draw my family tree. MW/PMc I want to learn about my family's history. CK	I want to learn how I can be an artist when I get bigger? RH I want to learn how I can be a footballer when I am older? GS I want to know what to do to become a dancer and be on stage? ML

	When did the Big Bang Happen? CK Why do the stars make pictures in the sky? KMc Why do Christians not believe in the Big Bang? MNS		Why did people not wear shoes a long time ago? MNS Why did people live in caves a long time ago? JL	When was the first truck made? TP Who made us? MNS			
<b>Key Vocabulary</b>	Individual, unique, big bang, creation, growth.	Creatures, plains, prehistoric, past, extinct, fossils	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.
<b>Communication and Language</b> <b>-Listening, Attention and Understanding</b> <b>-Speaking</b>	<b>Hold conversation when engaged in back-and-forth exchanges with their teacher and peers.</b> Children  <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 engage in conversation with peers - investigating and building.  <b>Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary.</b> Children use recently learned tier 2 vocabulary to	<b>Hold conversation when engaged in back-and-forth exchanges with their teacher and peers</b> Children Picture  <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 engage in conversation with peers - investigating and building.  <b>Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary.</b> Children use recently learned tier 2	<b>Hold conversation when engaged in back-and-forth exchanges with their teacher and peers</b> Children  <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 engage in conversation with peers - investigating and building.  <b>Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary.</b> Children use recently learned tier 2	<b>Hold conversation when engaged in back-and-forth exchanges with their teacher and peers</b> Children Picture  <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 engage in conversation with peers - investigating and building.  <b>Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary.</b> Children use recently learned tier 2	<b>Hold conversation when engaged in back-and-forth exchanges with their teacher and peers</b> Children  <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 engage in conversation with peers - investigating and building.  <b>Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary.</b> Children use recently learned tier 2	<b>Hold conversation when engaged in back-and-forth exchanges with their teacher and peers</b> Children Picture  <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 engage in conversation with peers - investigating and building.  <b>Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary.</b> Children use recently learned tier 2	<b>Hold conversation when engaged in back-and-forth exchanges with their teacher and peers</b> Children  <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 engage in conversation with peers - investigating and building.  <b>Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary.</b> Children use recently learned tier 2

	<p>participate in discussion based around the big question.</p> <p><b>Begin to recall basic French vocabulary in the everyday environment.</b> Use animal names -'un chien, un chat' (cat/dog)</p>	<p>vocabulary to participate in discussion based around the big question.</p> <p><b>Begin to recall basic French vocabulary in the everyday environment</b> Use animal names - recap previous and introduce and use 'un lapin, un hamster' (rabbit/hamster)</p>	<p>vocabulary to participate in discussion based around the big question.</p> <p><b>Begin to recall basic French vocabulary in the everyday environment</b> Use animal names - recap previous and introduce and use 'un tortue, un poisson rouge' (tortoise/goldfish)</p>	<p>vocabulary to participate in discussion based around the big question.</p> <p><b>Begin to recall basic French vocabulary in the everyday environment.</b> Use animal names - recap previous and introduce and use 'un souris, un perroquet' (mouse/parrot)</p>	<p>vocabulary to participate in discussion based around the big question.</p> <p><b>Begin to recall basic French vocabulary in the everyday environment</b> Use animal names - recap previous and introduce and use 'une vache, un mouton, un chochon' (cow/sheep/pig)</p>	<p>vocabulary to participate in discussion based around the big question.</p> <p><b>Begin to recall basic French vocabulary in the everyday environment.</b> Use animal names - recap previous and introduce and use 'une poule, un canard, un cheval' (chicken, duck, horse)</p>	<p>vocabulary to participate in discussion based around the big question.</p> <p><b>Begin to recall basic French vocabulary in the everyday environment.</b> Use animal names - recap previous and introduce and use 'une poule, un canard, un cheval' (chicken, duck, horse)</p>
<b>Other Key Literature</b>	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?
<b>Personal, Social and Emotional Development</b> <b>-Self-Regulation</b> <b>-Managing Self</b> <b>-Building Relationships</b>	<p><b>Think Equal – Gokul's Game</b> -Continue to name and identify emotions in themselves and others -Name strategies they can use to help others feel included</p> <p><b>Give focussed attention to what the teacher says, responding appropriately, even when engaged in activity, and show an ability to follow instructions involving several ideas.</b> Sensory circuits - wake up wiggles, wiggle isolated body parts from toes to head (alert), air writing (organised), shoulder shrugs and drops (calm).</p>	<p><b>Manage their own basic hygiene and personal needs, including dressing, going to the toilet, and understanding the importance of healthy food choices.</b> <b>PSHEE Jigsaw SOW – Changing Me!</b> Respecting my Body - naming some things they can do and foods they can eat to be healthy. (BV-Tolerance/Mutual Respect/Individual Liberty)</p> <p><b>Give focussed attention to what the teacher says, even when engaged in activity, and show an ability to follow instructions involving several ideas.</b> Sensory circuits - wake up wiggles, wiggle isolated body parts from toes to head</p>	<p><b>Think Equal- My dream in the Drawer</b> -Set a long-term goal Understand that gender does not affect one's dreams.</p> <p><b>Give focussed attention to what the teacher says, responding appropriately, even when engaged in activity, and show an ability to follow instructions involving several ideas.</b> Sensory circuits - wake up wiggles, wiggle isolated body parts from toes to head (alert), air writing (organised), shoulder shrugs and drops (calm).</p>	<p><b>Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly.</b> <b>PSHEE Jigsaw SOW – Changing Me!</b> Growing up - knowing and understanding that we all grow up from babies to adults. (BV-Tolerance/Mutual Respect)</p> <p><b>Give focussed attention to what the teacher says, responding appropriately, even when engaged in activity, and show an ability to follow instructions involving several ideas.</b> Sensory circuits - wake up wiggles, wiggle isolated body parts from toes to head (alert), air writing</p>	<p><b>Think Equal- Sydney the Seahorse</b> -Discuss diversity in skin colour positively -Express that peoples skin is different shades of brown</p> <p><b>Give focussed attention to what the teacher says, responding appropriately, even when engaged in activity, and show an ability to follow instructions involving several ideas.</b> Sensory circuits - wake up wiggles, wiggle isolated body parts from toes to head (alert), air writing (organised), shoulder shrugs and drops (calm).</p>	<p><b>Be confident to try new activities and show independence, resilience and perseverance in the face of challenge.</b> <b>PSHEE Jigsaw SOW – Changing Me!</b> Fun and Fears (Part 1&amp;2) - discussing their worries and things they are looking forward to when they move into Year 1. (BV-Tolerance/Mutual Respect/Individual Liberty)</p> <p><b>Give focussed attention to what the teacher says, responding appropriately, even when engaged in activity, and show an ability to follow instructions involving several ideas.</b> Sensory circuits - wake up wiggles, wiggle isolated body parts from toes to head (alert), air writing (organised), shoulder shrugs and drops (calm).</p>	<p><b>Think Equal- Deji and Nnedi and the very large cushion</b> -Practise strategies for peaceful conflict resolution -Demonstrate perspective talking skills</p> <p><b>Give focussed attention to what the teacher says, responding appropriately, even when engaged in activity, and show an ability to follow instructions involving several ideas.</b> Sensory circuits - wake up wiggles, wiggle isolated body parts from toes to head (alert), air writing (organised), shoulder shrugs and drops (calm).</p>

		(alert), air writing (organised), shoulder shrugs and drops (calm).		(organised), shoulder shrugs and drops (calm).		isolated body parts from toes to head (alert), air writing (organised), shoulder shrugs and drops (calm).	
<b>Physical Development</b> <b>-Gross Motor Skills</b> <b>-Fine Motor Skills</b>	Demonstrate strength, balance and coordination when playing. Further develop and refine a range of ball skills including: throwing, catching, kicking, passing, batting, and aiming. Move energetically, such as running, jumping, dancing, hopping, skipping and climbing. Negotiate space and obstacles safely, with consideration for themselves and others. Balls skills Unit 2 Lesson 1 To develop rolling and tracking a ball by bending down low and stepping forwards, moving your feet to get in line with the ball and by pointing your hand towards your target.  <b>Combine different movements with ease and fluency.</b> Dance Unit 2 Lesson 1 - 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.	Demonstrate strength, balance and coordination when playing. Further develop and refine a range of ball skills including: throwing, catching, kicking, passing, batting, and aiming. Move energetically, such as running, jumping, dancing, hopping, skipping and climbing. Negotiate space and obstacles safely, with consideration for themselves and others. Balls skills Unit 2 Lesson 2 To develop accuracy when throwing to a target by keeping your eyes on your target and using one hand to throw.  <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.  <b>Hold a pencil effectively in preparation for fluent writing - using the tripod grip in almost all cases.</b>	Demonstrate strength, balance and coordination when playing. Further develop and refine a range of ball skills including: throwing, catching, kicking, passing, batting, and aiming. Move energetically, such as running, jumping, dancing, hopping, skipping and climbing. Negotiate space and obstacles safely, with consideration for themselves and others. Balls skills Unit 2 Lesson 3 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.  <b>Combine different movements with ease and fluency.</b> Dance Unit 2 Lesson 3 - To explore movement using a prop with control and co-ordination by using big, confident actions and movements.  <b>Hold a pencil effectively in preparation for fluent writing - using the</b>	Demonstrate strength, balance and coordination when playing. Further develop and refine a range of ball skills including: throwing, catching, kicking, passing, batting, and aiming. Move energetically, such as running, jumping, dancing, hopping, skipping and climbing. Negotiate space and obstacles safely, with consideration for themselves and others. Balls skills Unit 2 Lesson 4 To develop throwing and catching with a partner by checking that your partner is looking before passing and using two hands to catch.  <b>Combine different movements with ease and fluency.</b> 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.  <b>Hold a pencil effectively in preparation for fluent</b>	Demonstrate strength, balance and coordination when playing. Further develop and refine a range of ball skills including: throwing, catching, kicking, passing, batting, and aiming. Move energetically, such as running, jumping, dancing, hopping, skipping and climbing. Negotiate space and obstacles safely, with consideration for themselves and others. Balls skills Unit 2 Lesson 5 To develop dribbling a ball with your feet by keeping the ball close to your feet and using soft, small touches with your feet.  <b>Combine different movements with ease and fluency.</b> 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.  <b>Hold a pencil effectively in preparation for fluent writing - using the</b>	Demonstrate strength, balance and coordination when playing. Further develop and refine a range of ball skills including: throwing, catching, kicking, passing, batting, and aiming. Move energetically, such as running, jumping, dancing, hopping, skipping and climbing. Negotiate space and obstacles safely, with consideration for themselves and others. Balls skills Unit 2 Lesson 6 To develop kicking a ball to a target by using the inside of your foot to kick the ball.  <b>Combine different movements with ease and fluency.</b> Dance Unit 2 Lesson 6 - To explore actions in response to a theme and begin to explore counts by making big movements with your body.  <b>Hold a pencil effectively in preparation for fluent writing - using the tripod grip in almost all cases.</b>	Demonstrate strength, balance and coordination when playing. Further develop and refine a range of ball skills including: throwing, catching, kicking, passing, batting, and aiming. Move energetically, such as running, jumping, dancing, hopping, skipping and climbing. Negotiate space and obstacles safely, with consideration for themselves and others. Balls skills Unit 2 Lesson 7 To further develop kicking and stopping a ball.  <b>Combine different movements with ease and fluency.</b> Dance Unit 2 Lesson 6 - To further explore actions and counts by making big movements with your body to make shapes.  <b>Hold a pencil effectively in preparation for fluent writing - using the tripod grip in almost all cases.</b> SFA - Consolidate

	<p>Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases. SFA - air</p> <p>Use a range of small tools, including scissors, paint brushes and cutlery. Hold scissors correctly and make snips in paper moving forward.</p> <p>Mini Motor skills – construction toys. Exploring building objects with duplo.</p> <p>Sticking and using tweezers to place small stars onto different constellations.</p>	<p>SFA - ure</p> <p>Use a range of small tools, including scissors, paint brushes and cutlery. Hold scissors correctly and cut in a straight line.</p> <p>Mini Motor skills – construction toys. Exploring building objects with duplo. Build enclosure for dinosaurs.</p> <p>Using Playdoh – rolling and pressing objects to create fossils.</p>	<p>tripod grip in almost all cases. SFA - er</p> <p>Use a range of small tools, including scissors, paint brushes and cutlery. Hold scissors correctly and cut along a curved line.</p> <p>Mini Motor skills – construction toys. Exploring building objects with duplo by copying shapes.</p> <p>Threading pasta onto string to make 'cave people' necklaces.</p>	<p>writing – using the tripod grip in almost all cases. SFA - consolidate</p> <p>Use a range of small tools, including scissors, paint brushes and cutlery. Hold scissors correctly and cut a circle shape.</p> <p>Mini Motor skills – construction toys. Exploring building objects with lego by copying shapes</p> <p>Fixing nuts and bolts, of different sizes, together using fingers and tools.</p>	<p>tripod grip in almost all cases. SFA - Consolidate</p> <p>Use a range of small tools, including scissors, paint brushes and cutlery. Hold scissors correctly and cut a square shape.</p> <p>Mini Motor skills – construction toys. Exploring building objects with lego by following instructions.</p> <p>Images from key text – children to cut, stick and label.</p>	<p>SFA - Consolidate</p> <p>Use a range of small tools, including scissors, paint brushes and cutlery. Hold scissors correctly and cut a complex shape.</p> <p>Mini Motor skills – construction toys. Exploring building objects with lego by following instructions.</p> <p>Children to use resources to build their family home.</p>	<p>Use a range of small tools, including scissors, paint brushes and cutlery. Hold scissors correctly and cut a complex shape.</p> <p>Mini Motor skills – construction toys. Exploring building objects with lego by following instructions.</p> <p>Children to draw their unique self, cut it out and stick on lolly stick to make puppet.</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 27 air 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 *FFT Shared Reader. Working towards reading 35 wpm.</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 28 ure 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 *FFT Shared Reader. Working towards reading 35 wpm.</p> <p>Write simple phrases and sentences that can</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 29 er 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 *FFT Shared Reader. Working towards reading 35 wpm.</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 30 consolidate 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 *FFT Shared Reader. Working towards reading 35 wpm.</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 31 consolidate 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 *FFT Shared Reader. Working towards reading 35 wpm.</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 31 consolidate 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 *FFT Shared Reader. Working towards reading 35 wpm.</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 31 consolidate 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 *FFT Shared Reader. Working towards reading 35 wpm.</p>

	<p>Write simple phrases and sentences that can be read by others. Dictation - air.</p> <p>Enjoy creating texts to communicate meaning for an increasingly wide range of purposes. Communicating through writing within role-play situations. -write about your own star qualities. Children to write a sentence describing image linked to text.</p> <p>Create their own stories and books with images and sometimes with words, in print and digital formats. Model verbally telling a story using images on the Tales Toolkit book frame to create a story.</p>	<p>be read by others. Dictation - ure.</p> <p>Enjoy creating texts to communicate meaning for an increasingly wide range of purposes. Communicating through writing within role-play situations. - Write using a range of media - Describe how big a dinosaur was. Children to write a sentence describing image linked to text.</p> <p>Create their own stories and books, with images and sometimes with words. Drawing Club - Use ambitious vocabulary, read a tale - GINGERBREAD MAN - and create drawings together and individually including the 3Ms.</p>	<p>Write simple phrases and sentences that can be read by others. Dictation - er.</p> <p>Enjoy creating texts to communicate meaning for an increasingly wide range of purposes. Communicating through writing within role-play situations - create your own early alphabet using symbols. Children to write a sentence describing image linked to text.</p> <p>Create their own stories and books with images and sometimes with words, in print and digital formats. Verbally tell a story using images and model using the Tales Toolkit book frame to create their own stories.</p>	<p>Write simple phrases and sentences that can be read by others. Dictation - Consolidate.</p> <p>Enjoy creating texts to communicate meaning for an increasingly wide range of purposes. Communicating through writing within role-play situations. - Create a series of instructions for your very own invention. Children to write a sentence describing image linked to text.</p> <p>Create their own stories and books, with images and sometimes with words. Drawing Club - Use ambitious vocabulary, read a text - THE NIGHT PIRATES - and create drawings together and individually including the 3Ms.</p>	<p>Write simple phrases and sentences that can be read by others. Dictation - Consolidate.</p> <p>Enjoy creating texts to communicate meaning for an increasingly wide range of purposes Communicating through writing within role-play situations. - Write a page for our very own non-fiction book about toys. Children to write a sentence describing image linked to text.</p> <p>Create their own stories and books with images and sometimes with words, in print and digital formats. Use images to verbally tell a story and use the Tales Toolkit book frame to record their story.</p>	<p>Write simple phrases and sentences that can be read by others. Dictation - Consolidate.</p> <p>Enjoy creating texts to communicate meaning for an increasingly wide range of purposes. Communicating through writing within role-play situations - Write a letter to your grandparents Children to write a sentence describing image linked to text.</p> <p>Create their own stories and books, with images and sometimes with words. Drawing Club - Use ambitious vocabulary, watch an adventure form the past - WILLO THE WISP - and create drawings together and individually including the 3Ms.</p>	<p>Write simple phrases and sentences that can be read by others. Dictation - Consolidate.</p> <p>Enjoy creating texts to communicate meaning for an increasingly wide range of purposes. Communicating through writing within role-play situations - write about our dreams and goals for year 1. Children to write a sentence describing image linked to text.</p> <p>Create their own stories and books with images and sometimes with words, in print and digital formats. Use images to verbally tell a story and use the Tales Toolkit book frame to record their story.</p>
<p><b>Mathematics</b> <b>-Number</b> <b>-Numerical</b> <b>Patterns</b></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. Sequence numerals to 10</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. Sequence numerals to 10</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>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>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>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>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><b>Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.</b> Explore odds and evens, (Concrete)</p> <p><b>Subitise (recognise quantities without counting) up to 5</b> <b>Automatically recall number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts.</b> Exploring 5.Toolkit- Missing number.</p> <p><b>Have a deep understanding of number to 10, including the composition of each number.</b> Explore 5 and 10 using Part, Part, Whole.</p> <p><b>Discuss routes and locations using a range of positional and directional language.</b> Follow instructions to complete a journey to find a particular destination.</p>	<p><b>Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.</b> Explore sharing and patterns between odds and evens (Concrete)</p> <p><b>Subitise (recognise quantities without counting) up to 5</b> <b>Automatically recall number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts.</b> Exploring 10 Toolkit- Missing Number.</p> <p><b>Have a deep understanding of number to 10, including the composition of each number.</b> Explore 6 and 9 using Part, Part Whole.</p> <p><b>Select, rotate and manipulate shapes to develop spatial reasoning skills and present in different orientations.</b> Explore rotating paper shapes and folding to find other shapes within.</p>	<p>Sequence numerals to 15</p> <p><b>Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.</b> Explore patterns between doubling and halving (Concrete)</p> <p><b>Subitise (recognise quantities without counting) up to 5</b> <b>Automatically recall number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts.</b> Exploring 5 and 10 frames. Toolkit- Missing number.</p> <p><b>Have a deep understanding of number to 10, including the composition of each number.</b> Explore 7 and 8 using Part, Part, Whole.</p> <p><b>Begin to describe a sequence of events, real or fictional, using words such as 'first', 'then...'</b> Explore a year, many years and a long time ago.</p>	<p>Sequence numerals to 20</p> <p><b>Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.</b> Explore odds and evens patterns between doubling and halving (Pictoral)</p> <p><b>Subitise (recognise quantities without counting) up to 5</b> <b>Automatically recall number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts.</b> Exploring 5 and 10 frames. Toolkit- Picture Maths.</p> <p><b>Have a deep understanding of number to 10, including the composition of each number.</b> Explore 6-10 using Think Talk Tools.</p> <p><b>Extend and create simple linear patterns.</b> Pattern - find the mistake in ABC Patterns.</p>	<p>Sequence numerals to 20.</p> <p><b>Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.</b> Explore sharing and patterns between odds and evens (Pictoral)</p> <p><b>Subitise (recognise quantities without counting) up to 5</b> <b>Automatically recall number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts.</b> Exploring 5 and 10 frames. Toolkit- Picture Maths.</p> <p><b>Have a deep understanding of number to 10, including the composition of each number.</b> Explore 6-10 using ThinkTalk Tools</p> <p><b>Enjoy tackling problems involving predictions and discussion of comparison, paying attention to fairness and accuracy.</b> Capacity - weight - address misconceptions between size and weight.</p>	<p>Sequence numerals to 20.</p> <p><b>Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.</b> Explore odds and evens, sharing and patterns between doubling and halving (Abstract)</p> <p><b>Subitise (recognise quantities without counting) up to 5</b> <b>Automatically recall number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts.</b> Exploring 5 and 10 frames. Toolkit- Picture Maths.</p> <p><b>Have a deep understanding of number to 10, including the composition of each number.</b> Explore 6-10 using Think Talk Tools.</p> <p><b>Enjoy tackling problems involving predictions and discussion of comparison paying attention to fairness and accuracy.</b> Height- measure ourselves and others using a range of standard and non-standard measures.</p>	<p>Sequence numerals to 20.</p> <p><b>Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.</b> Explore odds and evens, sharing and patterns between doubling and halving (Abstract)</p> <p><b>Subitise (recognise quantities without counting) up to 5</b> <b>Automatically recall number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts.</b> Exploring 5 and 10 frames. Toolkit- Picture Maths.</p> <p><b>Have a deep understanding of number to 10, including the composition of each number.</b> Explore 6-10 using Think Talk Tools.</p> <p><b>Extend and create simple linear patterns.</b> Pattern -Find the mistake in ABC Patterns.</p>
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<p><b>Understanding the World</b>  <b>-Past and Present</b>  <b>-People, Culture and Communities</b>  <b>-The Natural World</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>Which places are special and why? (Expressing)  Where is a special place for Christians to go? (BV-Tolerance/Mutual Respect)  (PC-Religion)</p> <p><b>Develop digital literacy skills by being able to access, understand and interact with a range of technologies.</b>  Creating Media Fiction Model searching for and using images from text and adding to Book creator software.</p> <p><b>Understand some important processes and changes in the natural world.</b>  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><b>Understand some important processes and changes in the natural world around them, including the</b></p>	<p><b>Develop digital literacy skills by being able to access, understand and interact with a range of technologies.</b>  Creating Media Fiction Model creating a story, with images, using age appropriate software.</p> <p><b>Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.</b>  What do we know about dinosaurs? Through non-fiction texts, explore prehistoric times, when dinosaurs were alive a Long, Long, Long time ago. Compare the past to the present and discuss how dinosaurs are extinct. How did dinosaurs become extinct? How do we know dinosaurs existed in the past?</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>Which places are special and why? (Expressing)  What physical features make a church? (BV-Tolerance/Mutual Respect)  (PC-Religion)</p> <p><b>Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.</b>  How did people live, a long, long time ago in the stone age? What would be different from the present?  How did people stay warm? - explore fire making and using animal skin as clothing.  What did Stone Age homes look like? - explore building homes with natural materials  How did people find food? What tools might they have used? - Explore hunting and making tools from naturally found materials.</p> <p><b><u>Assessment Indicator:</u></b>  <i>Can talk about an invention from the past</i></p>	<p><b>Develop digital literacy skills by being able to access, understand and interact with a range of technologies.</b>  Creating Media Fiction Search for and use images from text and add to Book creator software to retell the story</p> <p><b>Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.</b>  <b>Understand the past through settings, characters, and events encountered in books read in class and storytelling.</b>  What is an invention? Why do inventors want to invent new things? Explore three inventions and ask questions about each one and find the answers using a range of media.  Carefully observe a range of objects from the past. Children to generate 'wonder' questions to initiate and take part in discussions about what the objects might be.</p> <p><b><u>Assessment Indicator:</u></b>  <i>Can talk about an invention from the past</i></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>Which places are special and why? (Expressing) Where is a special place for Muslims to go? What makes a mosque special? (BV-Tolerance/Mutual Respect)  (PC-Religion)</p> <p><b>Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.</b>  <b>Understand the past through settings, characters, and events encountered in books read in class and storytelling.</b>  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><b><u>Assessment Indicator:</u></b></p>	<p><b>Develop digital literacy skills by being able to access, understand and interact with a range of technologies.</b>  Creating Media Fiction Model adding text /voice recording to Book creator software</p> <p><b>Talk about the lives of the people around them and their roles in society.</b>  <b>Understand the past through settings, characters, and events encountered in books read in class.</b>  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. Collect pictures of our families... discuss how they are related to us.</p> <p><b>Understand some important processes and changes in the natural world around them, including the seasons.</b>  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><b><u>Assessment Indicator:</u></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>Which places are special and why? (Expressing)  What physical features make a mosque? (BV-Tolerance and Mutual Respect)  (PC-Religion)</p> <p><b><u>Assessment Indicator:</u></b>  <i>Can talk about name three features of a church and mosque and say why they are special</i></p> <p><b>Develop digital literacy skills by being able to access, understand and interact with a range of technologies.</b>  Creating Media Fiction Add text/voice recording to images saved on Book creator software to create story based on previous texts explored.</p> <p><b>Understand some important processes and changes in the natural world around them, including the seasons.</b>  How have we changed since September? What similarities and differences have you noticed in yourself?</p>
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	<p><b>seasons.</b> Identify changes in the local habitat through the year. Go on a summer 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><i>Can describe how the world was different a long, long, long time ago.</i></p>	<p><i>and the difference it made.</i></p> <p><b><u>Acquire and apply</u></b> Identify three things that happened a <b>long long time ago</b> by labelling images studied</p>	<p><i>Can talk about similarities and differences between toys in the past and now.</i></p>	<p><i>Can talk about their immediate and extended family including grandparents and how they are related to them.</i></p>	<p>Look at All About Me boards... what is the same? What is different? Do you still like the same things?</p> <p><b><u>Acquire and apply</u></b> Discuss/write comments on images from the past. Describe one similarity and difference between now and the past.</p>
<p><b>Expressive Arts and Design</b> <b>-Creating with Materials</b> <b>-Being Imaginative and Expressive</b></p>	<p><b>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. Reflect on the History of music.</b> Charanga - Reflect, Rewind and Replay - Step 1 - Practice singing the song. Reflect on the History of music.</p> <p><b>Sing a range of well-known nursery rhymes and songs.</b> Sing a Rainbow - notes C-B Focus - Consolidate full 7-note singing, pitch, dynamics, expression, phrasing and ensemble singing. French song - Les poussins. Introduce song.</p> <p><b>Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design,</b></p>	<p><b>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.</b> Charanga - Reflect, Rewind and Replay - Step 2 - Sing the song and play instrumental parts within the song. Reflect on the History of music.</p> <p><b>Sing a range of well-known nursery rhymes and songs.</b> Alice the Camel - notes C-B Focus - Consolidate full 7-note singing, pitch, dynamics, expression, phrasing and ensemble singing. French song - Les poussins. Adult to model singing first verse.</p> <p><b>Safely use and explore a variety of materials, tools and techniques, experimenting with</b></p>	<p><b>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</b> Charanga - Reflect, Rewind and Replay - Step 3- Sing the song and improvise using voices and/or instruments within the song. Reflect on the History of music.</p> <p><b>Sing a range of well-known nursery rhymes and songs.</b> When I was one - notes C-B Focus - Consolidate full 7-note singing, pitch, dynamics, expression, phrasing and ensemble singing. French song - Les poussins. Children sing first verse.</p> <p><b>Safely use and explore a variety of materials, tools and techniques, experimenting with</b></p>	<p><b>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.</b> Charanga - Reflect, Rewind and Replay - Step 4 - Sing the song and perform composition(s) within the song. Reflect on the History of music.</p> <p><b>Sing a range of well-known nursery rhymes and songs.</b> A sailor went to Sea, sea, sea - notes C-B Focus - Consolidate full 7-note singing, pitch, dynamics, expression, phrasing and ensemble singing. French song - Les poussins. Adult to model singing second verse</p> <p><b>Safely use and explore a variety of materials, tools and techniques, experimenting with</b></p>	<p><b>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.</b> Charanga - Reflect, Rewind and Replay - Step 5 - Choose what you perform (composition/ improvisation). Reflect on the History of music.</p> <p><b>Sing a range of well-known nursery rhymes and songs.</b> The Bear came over the Mountain - notes C-B Focus - Consolidate full 7-note singing, pitch, dynamics, expression, phrasing and ensemble singing. French song - Les poussins. Children sing second verse.</p> <p><b>Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design,</b></p>	<p><b>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.</b> Charanga - Reflect, Rewind and Replay - Step 6 - Prepare for the end-of-unit performance. Reflect on the History of music.</p> <p><b>Sing a range of well-known nursery rhymes and songs.</b> The Big ship sails on the Alley - notes C-B Focus - Consolidate full 7-note singing, pitch, dynamics, expression, phrasing and ensemble singing. French song - Les poussins. Sing whole song together.</p> <p><b>Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design,</b></p>	<p><b>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.</b> Charanga - Reflect, Rewind - Perform end-of-unit performance. Reflect on the History of music.</p> <p><b>Sing a range of well-known nursery rhymes and songs.</b> The Big ship sails on the Alley - notes C-B Focus - Consolidate full 7-note singing, pitch, dynamics, expression, phrasing and ensemble singing. French song - Les poussins. Sing whole song together.</p> <p><b>Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form, and function;</b></p>

	<p>texture, form, and function. Share their creations, explaining the process they have used. Explore using pastels and chalks to blend to create different effects - water lily within 'Water Lillies'.</p> <p>DT - Mechanisms Shape, assemble and join - Fold paper, cut petal shape and assemble on a lily pad</p>	<p>colour, design, texture, form, and function. Share their creations, explaining the process they have used Artist study: Monet - How does his art work make you feel? What effects has he used in his work? Fossil Rubbings - use crayons to explore different objects</p> <p>DT - Mechanisms Shape, assemble and join - make a dinosaur by joining legs in range of ways</p>	<p>colour, design, texture, form, and function. Share their creations, explaining the process they have used. Artist study: Monet - Use pastels and blending to recreate 'Water Lillies' Children to explore drawing with natural tools (sticks, feathers, mud, stones) to create 'cave drawing'.</p> <p>DT - Mechanisms Shape, assemble and join - make an arrow by assembling and joining a range of material</p>	<p>colour, design, texture, form, and function; Share their creations, explaining the process they have used Artist study: Monet - Explore using water colours to create effect - focus on water within 'Bridge over a pond' DT - Mechanisms Shape, assemble and join - paper aeroplanes and helicopters - add paperclips</p>	<p>texture, form, and function. Share their creations, explaining the process they have used. Artist study: Monet - How does this art work make you feel? What effects has he used in his work? DT - Mechanisms Shape, assemble and join - create spinning top joining stick to wheel</p>	<p>texture, form, and function; Share their creations, explaining the process they have used Artist study: Monet - Use watercolours to recreate 'Bridge over a pond' DT - Mechanisms Shape, assemble and join - create family paper chain</p>	<p>Share their creations, explaining the process they have used Artist study: Monet - How would you recreate Monet's work... Create your own representation using a choice of media <b>Assessment Indicator:</b> Can describe what printing is and name the focus artist.</p>
<b>Key Composers and Songs</b>	Michael Jackson	Beyonce	ABBA	Whitney Houston	Spice Girls	Elton John	David Bowie
<b>Outdoor Learning Opportunities</b>	Summer Welly Walk	Summer gardening and planting	Transient art of prehistoric creatures	Design and make a shelter	Planting to leave a lasting legacy	Observational drawings in nature	Harvesting vegetables and fruit
<b>Enhancements Visits and Visitors</b>		Farm Visiting Meadowbank 15/6/26			Skylarks visit FS26i 8/7/26	Children to plan learning experiences and opportunities with year 1 registration teachers	
<b>Parental Engagement</b>						Come to meet your child's registration teacher for September and hear about next year's curriculum.	
<b>Whole School and National Events</b>				Summer Fair 3.30-5.30 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.