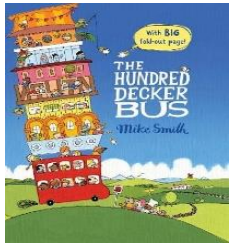
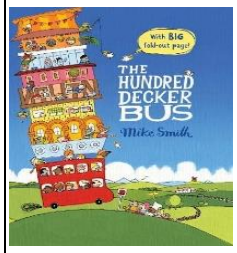
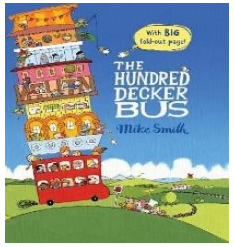
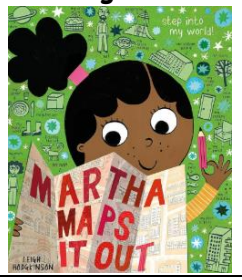
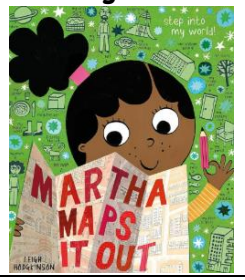
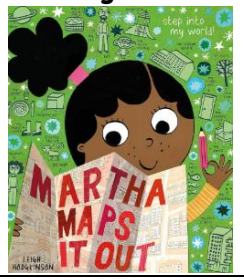
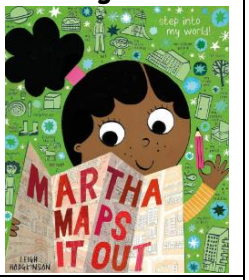
Meadowbank Primary School
Half Termly Knowledge and Skills Based Curriculum – Autumn 2 2026
Phase Key Stage 1 Year Group 1

	Week 1 Wk Beg 02.11	Week 2 Wk Beg 09.11	Week 3 Wk Beg 16.11	Week 4 Wk Beg 23.11	Week 5 Wk Beg 30.11	Week 6 Wk Beg 07.12	Week 7 Wk Beg 14.12
Biq Question	**How can we get from one place to the next?**						
Connected Concepts	**Influence Significance**	**Influence Significance**	**Influence Significance**	**Influence Significance**	**Influence Significance**	**Influence Significance**	**Influence Significance**
Book Studies	**The Hundred Decker Bus by Mike Smith** 	**The Hundred Decker Bus by Mike Smith** 	**The Hundred Decker Bus by Mike Smith** 	**Martha Maps it Out by Leah Hodgkinson** 	**Martha Maps it Out by Leah Hodgkinson** 	**Martha Maps it Out by Leah Hodgkinson** 	**Martha Maps it Out by Leah Hodgkinson** 
Children steering learning….	Who invented types of travelling? What did trains look like in the past and how did they move? What were boats made of and did they sink? Why did people in the past not use cars? Did people go on the bus? What is an engineer? How does a car move? Why did they make horses and carriages? Why does a bike not have an engine?						
English Writing -Transcription -Composition -Vocabulary, Grammar and Punctuation Reading -Word reading -Comprehension	**The Hundred Decker Bus** **Text Focus – Recount** **<u>Phase 1 – Understanding as a reader.</u>** **Begin to sequence sections of stories using images for support.** Sequencing the buses journey on large cards – discuss the next steps in the story and place arrows to show the sequence of the text as they go.	**The Hundred Decker Bus** **Text Focus – Recount** **<u>Phase 2 – Understanding as writer.</u>** **Join two ideas using the conjunction and.** Describing what they can see on the bus route using and. **Join two ideas using the conjunction but.** Describing what they can see on the bus route using but. **<u>Reading</u>** **FFT Step 41: Read and spell words with**	**The Hundred Decker Bus** **Text Focus – Recount** **<u>Phase 3 – Composition</u>** **Sequence sentences in chronological order to recount an event or experience.** Write a recount about the story of The 100 Decker Bus and its Journey. Where does it go? What does it see? What happens? **<u>Reading</u>** **FFT Step 42: Read and spell words with aw- I saw a see saw**	**Martha Maps It Out** **Text Focus – Report** **<u>Phase 1 – Understanding as a reader</u>** **Sharing preferences and explaining what was liked and disliked about a book.** Investigate the book Martha Maps It Out and share opinions linking to our own personal experiences and preferences. **Deduce simple information from images and stimuli**	**Martha Maps It Out** **Text Focus – Report** **<u>Phase 2 – Understanding as a writer.</u>** **Use singular and plural words correctly in a sentence.** Investigate singular and plural words by completing a find my neighbour toolkit. **Use singular and plural words correctly in a sentence.** Describing what we can see on Martha's	**Martha Maps It Out** **Text Focus – Report** **<u>Phase 2 – Understanding as a writer</u>** **Write simple sentences adding an adjective to a noun.** Explore adjectives that could be used to describe illustrations from the text. Selecting ambitious and relevant adjectives. **Write simple sentences adding an adjective to a noun.**	**Martha Maps It Out** **Text Focus – Report** **<u>Assessment piece 2 Phase 3 – Composition</u>** **Write simple sentences adding an adjective to a noun.** Extended writing piece about what features can been seen in Martha's Maps and what this tells us about where she lives. **<u>Reading</u>** **FFT step 44: Read and spell words with e_e – athlete**

	<u>Phase 1 – Understanding as a reader.</u> **Explain understanding of what they have read by recalling characters and events and how the story moves on.** Tales toolkit page to box the text up into the sections of character, setting, problem and solution. **<u>Reading</u>** **FFT Step 40: Read and spell words with ir -girl in a whirl** Discuss the significance of the title and events.	**ue- blue glue** Discuss the significance of the title and events.	Discuss the significance of the title and events.	Explore the features on Martha's maps to gather information about her and where she lives. **<u>Reading</u>** **FFT step 43:** **Read and spell words with ew –new stew** Make inferences on the basis of what is being said and done	maps by using plurals and singular words E.g. There are lots of trees and a pond. **<u>Reading</u>** **FFT step 44: Consolidation ir, ue, aw, ew** Make inferences on the basis of what is being said and done	Description of key settings in the story – text illustrations to support. Introducing ambitious vocabulary to describe the features of Martha's Maps. **<u>Reading</u>** **FFT step 45:** **Read and spell words with a_e – bake a cake** Make inferences on the basis of what is being said and done.	**Pete competes** Make inferences on the basis of what is being said and done.
Tier II vocabulary	Clambered Float Route Invented Hammering Clanking			Squeaky Noisy Flicker Urban Huge Scorching			
Mathematics **Number** **-<u>Number and Place Value</u>** **<u>-Addition and Subtraction</u>**	**Addition and subtraction (within 10).** **Read, write and interpret mathematical statements involving addition (+), subtraction (–) and equals (=) signs.** **Add and subtract one-digit numbers to 10 and then 20, including zero.** **Solve one-step problems that involve addition and subtraction, using**	**Addition and subtraction (within 10).** **Read, write and interpret mathematical statements involving addition (+), subtraction (–) and equals (=) signs.** **Add and subtract one-digit numbers to 10 and then 20, including zero.** **Solve one-step problems that involve addition and subtraction, using**	**Place Value (within 10).** **Count to and across 100, forwards and backwards, beginning with 0 or 1, or from any given number.** **Count, read and write numbers to 100 in numerals** **Given a number, identify one more and one less** **Identify and represent numbers using objects and pictorial representations**	**Place Value (within 10).** **Count to and across 100, forwards and backwards, beginning with 0 or 1, or from any given number** **Count, read and write numbers to 100 in numerals** **Given a number, identify one more and one less** **Identify and represent numbers using objects and pictorial representations**	**Place Value (within 20).** **Count to and across 100, forwards and backwards, beginning with 0 or 1, or from any given number** **Count, read and write numbers to 100 in numerals** **Given a number, identify one more and one less** **Identify and represent numbers using objects and pictorial representations**	**Place Value (within 20).** **Count to and across 100, forwards and backwards, beginning with 0 or 1, or from any given number** **Count, read and write numbers to 100 in numerals** **Given a number, identify one more and one less** **Identify and represent numbers using objects and pictorial representations**	**Place Value (within 20).** **Count to and across 100, forwards and backwards, beginning with 0 or 1, or from any given number** **Count, read and write numbers to 100 in numerals** **Given a number, identify one more and one less** **Identify and represent numbers using objects and pictorial representations**

	concrete objects and pictorial representations, and missing number problems such as 7 = □ – 9.□ Problem solving and reasoning. Inverse and counting backwards. Toolkit -Missing number PSR -Pyramid numbers Fluency (I in CP)- Odd one out.	**concrete objects and pictorial representations, and missing number problems such as 7 = □ – 9.□** Problem solving and reasoning. Inverse and counting backwards. PSR - In the box toolkit PSR -Price my letter Fluency (I in CP)- Use my numbers.	**including the number line, and use the language of: equal to, more than, less than (fewer), most, least.** Concrete- number lines one more and one less. Concrete- tens and ones. Fluency (I in CP)- match me up image to numeral .	**including the number line, and use the language of: equal to, more than, less than (fewer), most, least.** Toolkit – Missing symbol. Toolkit – Picture maths. Fluency (I in CP) - Odd one out.	**including the number line, and use the language of: equal to, more than, less than (fewer), most, least.** Concrete – Tens and ones. Fluency - correct or not correct. Fluency (I in CP) - match me up.	**including the number line, and use the language of: equal to, more than, less than (fewer), most, least.** Toolkit – order my answers partitioning. White Rose Assessment.	**including the number line, and use the language of: equal to, more than, less than (fewer), most, least.** Toolkit - picture maths. PS – What is the image showing – bar models.
Retrieval work through Maths Rehearsal Sequence.	**Retrieval of number bonds to 6**			**Retrieval of number bonds to 7**			
Science **-Working Scientifically to observe, connect, respond** **-Biology** **-Chemistry** **-Physics**	-	Everyday Materials **Distinguish between an object and the material from which it is made.** All objects are made from different materials. The name of the object is different to the name of the material used to make it. Match different objects to the material they're made from.	Everyday Materials **Describe the simple physical properties of a variety of everyday materials.** Consider basic properties of materials (flexible, rigid, smooth, rough, see through, not see through, shiny, dull). Look at examples of different materials and group them according to different properties. If we change the physical property we're looking at, will our groups change?	Everyday Materials **Sticky Knowledge and Skills** *Acquire and Apply:* Compare and group together a variety of everyday materials based on their simple physical properties. Using learnt knowledge, investigate the materials and make comparisons between the similar and different properties. Have a ticklist of different materials and properties.	Everyday Materials **Describe the simple physical properties of a variety of everyday materials.** **Observe closely, talking about what is noticed.** **Perform simple tests and talk about how to make it fair.** Transparent or opaque investigation: Discuss the difference between transparent, translucent and opaque. Carry out an investigation to find out which is the most transparent of 4 materials. Use a table to order results, use vocabulary to discuss	Everyday Materials **Describe the simple physical properties of a variety of everyday materials.** **Observe closely, talking about what is noticed.** Explore the difference between magnetic and non-magnetic materials. Use magnets to decide which materials are/aren't magnetic. How can we tell if something is magnetic? Can we tell just by looking at a material?	Everyday Materials ***Assessment Indicator:*** *Compare and group together a variety of everyday materials on the basis of their simple physical properties.* ***TAPS assessment*** *Test reflectiveness.* *Follow TAPs assessment - use torches and test the reflectiveness of a range of materials.*

					and explain what is observed.		
Personal, Social, Health and Economic Education **-Relationships** **-Health and Well-Being** **-Living in the Wider world** **Relationships and Sex Education (RSE) and Health Education**	**PSHEE Jigsaw SOW** **Celebrating Diversity** **How can we accept that everyone is different?** **Recognise similarities between people in our class.** What does it mean to be similar? Who is similar to you? How does it feel to have similarities or with people in your class? How am I the same as my friend? (BV-Individual liberty)	**PSHEE Jigsaw SOW** **Celebrating Diversity** **How can we include others when working?** **Recognise similarities between people in our class.** What does it mean to be different? What differences are there to you and your friends? What differences are there between the people in the pictures? How are you different to your friend?	**PSHEE Jigsaw SOW** **Celebrating Diversity** **How can we include others when working?** **Identify what bullying is.** How does it feel to be part of a group? Looking at the pictures, which one might be a bully and why? How can you tell? What is bullying? What does bullying look like?	**PSHEE Jigsaw SOW** **Celebrating Diversity** **What do we do if someone is being bullied?** **Identify feelings associated with bullying and who to talk to if upset or being bullied.** What would you do to help somebody who is being bullied? How do you think bullying makes somebody feel? What is bullying? Why do you think people get bullied? (BV-Mutual respect)	**PSHEE Jigsaw SOW** **Celebrating Diversity** **How we can work together to solve problems?** **Recognising how to make new friends.** How does it feel to be chosen? How do we treat our friends? What makes a good friend?	**PSHEE Jigsaw SOW** **Celebrating Diversity** **How can we give and receive compliments?** **Understanding that differences make us special and unique.** How do we treat our friends? How do we want to be treated? Why is it important we are all special and unique?	**PSHEE Jigsaw SOW** **Celebrating Diversity** **How we can use kind words?** ***Assessment Indicators:*** *Explain some ways that I am different and similar to others and why this makes us special.* *What words can you use to describe your friends? What words can you use to describe how we treat our friends?*
Physical Education **-Gymnastics** **-Dance** **-Games** **-Athletics**	**Get Set 4 PE SOW** Indoor PE –Invasion Games **Know that tactics can help us when playing games.** Understand the role of defenders and attackers. ***Assessment Indicator:*** *Use simple rules to play fairly.* Outdoor PE - Ball skills **Explore dribbling with hands and feet.** Use soft touches with our hands to keep good control. Use wide fingers to move the ball.	**Get Set 4 PE SOW** Indoor PE –Invasion Games **Understand that being in a good space helps us to pass the ball.** Recognise who to pass to and why, practising passing with a partner. Outdoor PE - Ball skills **Develop tracking and retrieving a ball.** Keep eyes on the target. Release the ball when your fingertips are pointing at the target.	**Get Set 4 PE SOW** Indoor PE –Invasion Games **Explore dribbling with hands and feet.** Move towards a goal by dribbling a ball. Outdoor PE - Ball skills **Explore technique when throwing over and underarm.** Face your body and target arm towards the target. Stand with your legs split, one leg in front of another.	**Get Set 4 PE SOW** Indoor PE –Invasion Games **Explore tracking and moving to stay with a partner.** Explore different ways to pass with a partner, staying with them in order to support their play. Outdoor PE - Ball skills **Develop coordination and technique when catching.** Keep your eyes on the ball. Use a 'ready' position, with your knees bent, feet shoulder width apart, on your toes.	**Get Set 4 PE SOW** Indoor PE –Invasion Games **Recognise good space when playing games.** Moving into space to develop an awareness of defenders. ***Assessment Indicator:*** *Change direction to move away from a defender.* Outdoor PE - Ball skills **Explore dribbling with hands and feet.** Keep the ball close to you (under your nose). Keep your head up.	**Get Set 4 PE SOW** Indoor PE –Invasion Games **Explore tracking and moving to stay with a partner.** Stay with a player to defend a set play. Outdoor PE - Ball skills **Explore dribbling with hands and feet.** Use both feet to move with the ball. Use different parts of your foot (sole, toe, heel, inside and outside) **Know that tactics can help us when playing games.**	**Get Set 4 PE SOW** Indoor PE –Invasion Games **Know that tactics can help us when playing games.** Apply dribbling and tracking skills to defend and attack. ***Assessment Indicators:*** *Understand when I am a defender and when I am an attacker.* Outdoor PE - Ball skills **Develop tracking and retrieving a ball.** Apply dribbling, tracking, sending and

	Assessment Indicator: *Begin to dribble a ball with hands and feet.*			***Assessment Indicator:*** *Catch a beanbag and a medium sized ball.*		Apply dribbling and tracking skills to defend and attack. Outdoor PE - Ball skills **Develop tracking and retrieving a ball.** Adjust your body so it is in line with the ball. Keep your eyes on the ball.	receiving to a small game. ***Assessment Indicator:*** *Use simple rules to play fairly.*
Computing **-Code** **-Connect** **-Communicate** **-Collect**	Creating Media **To use shape tools and line tools in an art package.** To explore patterns, and shapes.	Creating Media **To use shape tools and line tools in an art package.** Recreate Piet Mondrian abstract artwork using line and shape tools.	Creating Media **To make careful choices when painting a digital picture.** Use pen, shape and fil tool to recreate a Henri Matisse piece.	Creating Media **To explain why I chose the tools I used.** Selecting the best tools to create a digital painting in the style of Wassily Kandinsky.	Creating Media **To use a computer on my own to paint a picture.** Paint a pointillist painting of a sunflower using pen tools.	Creating Media **To use a computer on my own to paint a picture.** Paint a pointillist painting of a sunflower using pen tools.	Creating Media **To compare painting a picture on a computer and on paper.** Create pointillism piece using paint to compare to last week's computer version. ***Assessment Indicator:*** *Express preferences for creating art digitally or on paper.*
Geography **-Locational and Place Knowledge** **-Field Work** **-Using Globes, Maps and Plans**	-	-	-	-	-	-	**Minor:** Map skills and Fieldwork **Understand what features would need to be included on a hand drawn map.** Create a map inspired by The 100 Decker Buss journey to show our journeys from home to school.

History **-Chronology** **-Concepts** **-Interpretation** **-Enquiry** **-Communication**	**Major:** How have bikes changed over time? **Understand changes in transport within living memory. Identify that events and changes have happened in order.** Create a class timeline to be use throughout the weeks. Add significant dates week by week. Plots the invention of the bicycle on timeline. Compare bikes over time and how they have changed and adapted. Which look easier/more difficult to ride? Identifying old and new – explaining how they know the changes have impacted on the invention.	**Major:** How have cars changed over time? **Understand changes in transport within living memory. Identify that events and changes have happened in order.** Add the invention of the car to the timeline – why is the car significant as an invention? How cars have changed over time – what do you notice? What makes cars from the past difficult to use today? Identify features of past and present cars. Spotting significant differences between past and present.	**Major:** How have trains changed over time? **Understand changes in transport within living memory. Identify that events and changes have happened in order.** Add the invention of the train to the timeline – why is the train significant as an invention? How is it different to the invention of the bike or car? What can it be used for? How trains have changed over time – what do you notice? What makes trains from the past difficult to use today? Identify features of past and present trains.	**Sticky Knowledge and Skills** *Acquire and Apply: Identify changes that have happened in history that can impact on today.*	**Major:** How have boats changed over time? **Understand changes in transport within living memory. Identify that events and changes have happened in order.** Add Viking long boats to the timeline – why is this a significant invention? Could they have used engines at this time? How boats have changed over time – consider the possibilities that boats can be used for – row boats to cruise ships, cargo ships, aircraft carriers etc. How they help us today?	**Major:** How has transport changed over time? ***Assessment Indicators:*** *Understand changes in transport within living memory.* *Identify that events and changes have happened in order.* Ask and answer questions in sentences. Identify the past and present version of vehicles. Can describe features of life today, and how they differ from those of a different time period referring to subject specific details. How have they changed? How has this helped people to use them?	-
Religious Education, Beliefs and Values **-Believing** **-Expressing** **-Living**	**EXPRESSING** How and why do we celebrate special and sacred times? **Explore examples of what people do, give, sing, remember or think about during the religious celebrations studied, and say why they matter to believers.** Exploration of what celebrations are celebrated within Year 1. Class discussion on what	**EXPRESSING** How and why do we celebrate special and sacred times? **Identify some ways Christians celebrate Christmas.** Investigate case studies to find out some ways Christians celebrate Christmas and begin to identify some Christmas artefacts.	**EXPRESSING** How and why do we celebrate special and sacred times? **Explore stories and ideas connected with Christmas and Easter and say why these are important to believers.** Introduce the story of Christmas to the children. What do they already know? What might be new to them? Tales Toolkit	**EXPRESSING** How and why do we celebrate special and sacred times? **Explore stories and ideas connected with Christmas and Easter and say why these are important to believers.** Looking closer at the Christmas Story. Children to take on the character of different characters in the story, recognising feelings	**EXPRESSING** How and why do we celebrate special and sacred times? **Explore examples of what people do, give, sing, remember or think about during the religious celebrations studied, and say why they matter to believers.** Take a look at a variety of advent traditions. Why might they be important to Christians? Children	**EXPRESSING** How and why do we celebrate special and sacred times? **Explore examples of what people do, give, sing, remember or think about during the religious celebrations studied, and say why they matter to believers.** From looking at advent traditions, and Christmas traditions, children to explore what their traditions	**EXPRESSING** How and why do we celebrate special and sacred times? **Identify some ways Christians celebrate Christmas.** ***Assessment Indicator:*** *Remember Ten with Christmas artefacts. What do we know about the different artefacts and why are they important to*

	celebrations are important to us and why. (BV-Individual liberty)		format to retell the story.	and emotions within the story.	have chance to create their own advent traditions. (BV-Mutual respect and Tolerance)	are, and why they're important to their family. (P4C) (BV-Mutual respect and Tolerance)	*Christians in advent and Christmastime?* *(BV-Mutual respect and Tolerance)*
Modern Foreign Languages-French **-Listening** **-Speaking** **-Intercultural Understanding.**	Listening **Know and join in with familiar French songs and rhymes, recognising some words.** Join in with songs about greetings **Une Chanse on des Chiffres.**	Intercultural Understanding **Begin to join in with dances from different cultures.** Create own actions and dance moves to help recall each key word name. **French 1 – 10 Children's songs**	Intercultural Understanding **Begin to join in with dances from different cultures.** Build a sequence with the previous hand gestures and dance moves to help remember key words. **French 1 – 10 Children's songs.**	Speaking **Recognise and recall vocabulary in the everyday environment.** Recall French vocabulary for greetings. **Les chiffres de 1 a 20.**	Speaking **Recognise and recall vocabulary in the everyday environment.** Recall French vocabulary for greetings. **Les chiffres de 1 a 20.**	Listening **Know and join in with familiar French songs and rhymes, recognising some words.** Join in with songs about greetings and farewells. **French numbers 1 – 20.**	Listening **Know and join in with familiar French songs and rhymes, recognising some words.** Join in with songs about greetings. **French numbers 1 – 20.**
Design and Technology **-Design** **-Make** **-Evaluate** **-Food Technology** **Art and Design** **-Sculpting and Creating** **-Art Elements** **-Evaluate and Appraise**	**Art and Design. Painting** **Give an opinion about the work of a well-known artist.** Joseph William Turner – Dutch Boats in a Gale https://www.nationalgallery.org.uk/paintings/joseph-mallord-william-turner-dutch-boats-in-a-gale-the-bridgewater-sea-piece Give an opinion of what they can see in relation to the colours in the picture. What moods or feelings is Turner creating?	**Art and Design Painting** **Ask a question about a piece of art.** Look at a range of art work by the artist and generate a question relating to the moods in the colours of the sky.	**Art and Design Painting** **Know the names of the primary and secondary colours.** Focus on colour mixing for the clouds use black and white to create shades in the painting. Add primary colours to create a mood.	**Art and Design Painting** **Use painting with a focus on colour and space.** Create storm clouds by experimenting with tone and shade, using black or white to change the depth of colours.	**Art and Design Painting** **Know how to create a repeating pattern using paint.** Create waves in a story sea. To use knowledge of bright and dark shades to create waves.	**Art and Design Painting** ***Assessment Indicator:*** ***Use painting with a focus on colour and space.*** *Create their own version of Dutch boats in a gale by painting the sky and waves onto the printed images of the boats in the storm.*	**Art and Design Painting** **Give an opinion about the work of a well-known artist.** Evaluate each other's/their own art work using a version of TAG. **Give an opinion about the work of a well-known artist.** Evaluate each other's art work in gallery style. What do we like about their peers' learning, relating to the colours and shades. How could we improve?
Music **-Listen and Appraise** **-Singing** **-Instruments** **-Improvisation**	**Charanga Creative Music Curriculum** Let's Start Singing **Sing songs and know how to warm up your**	**Charanga Creative Music Curriculum** Let's Start Singing	**Charanga Creative Music Curriculum** Let's Start Singing **Sing songs and know how to warm up your**	**Charanga Creative Music Curriculum** Let's Start Singing **Sing songs and know how to warm up your**	**Charanga Creative Music Curriculum** Let's Start Singing **Sing songs and know how to warm up your**	**Charanga Creative Music Curriculum** Let's Start Singing	**Charanga Creative Music Curriculum** Let's Start Singing

-Composition	**body and voice, ready to sing.** Develop a strong sense of rhythm and melodic awareness, confidently sing with accurate pitch and steady beat, and personalise songs through the inclusion of our own names.	**Create and follow the melodic shape of the songs.** Demonstrate control over melody and rhythm whilst performing in a group.	**body and voice, ready to sing.** Demonstrate articulation and expressive singing skills, demonstrating control over dynamics, melody, and rhythm.	**body and voice, ready to sing.** Articulate words clearly while maintaining rhythm and melody, follow song dynamics, and express story elements through singing and movement.	**body and voice, ready to sing.** Listen attentively to one another, and build confidence in group performances.	**Create and follow the melodic shape of the songs.** Perform songs confidently and expressively, maintain pitch, beat, and dynamics, and demonstrate understanding of song stories.	**Create and follow the melodic shape of the songs.** Use the glockenspiel to play the C, D and E notes. ***Assessment Indicator:*** *Perform songs confidently and expressively, maintain pitch, beat, and dynamics.*
Outdoor Learning Opportunities	Major: (Science) Enrichment – looking for everyday materials in our outdoor area.	Major: (History) Use natural materials to create the changes of cars over time.	Minor: (Science) Investigate the properties of materials outside.	Major: (Literacy) Book hook - follow the map to find our new book Martha Maps It Out.	Minor: (Maths) Represent numbers to 20 using natural resources.	Minor: (Science) Explore magnetic and non-magnetic objects outside.	Major: (Geography) Explore the features of school before plotting them on a map.
Enhancements Visits and Visitors	Geography – What was Meadowbank like? Visitor						
Parental Engagement		Parent Consultation Meetings 11.11.26 and 12.11.26 3.40pm-5.50pm	Writing Workshop 20.11.26 9.00am			KS1 Christmas Performance 07.12.26 at 2:15 08.12.26 at 9:15	
Whole School and National Events	Bonfire Night 05.11.26 Outdoor learning day 05.11.26	Remembrance Day 11.11.26 Children in need 13.11.26	Anti-Bullying week Odd Socks Day 16.11.26			Christmas Dinner 09.11.26 Christmas Jumper Day 10.12.26	Santa Dance-a-thon 16.12.26 Children's Christmas Party 18.12.26

Progression of knowledge and skills are shown horizontally across the half term. The different subjects are shown vertically. Learning opportunities are planned alongside the children through 'big questions' and identifying key concepts.