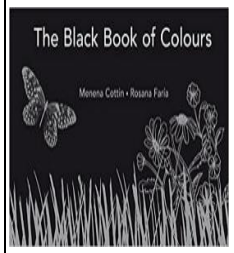
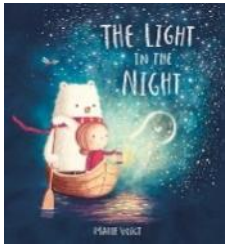
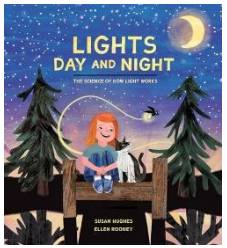
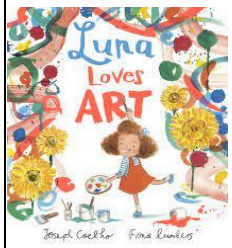
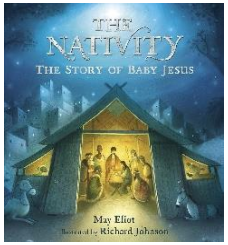
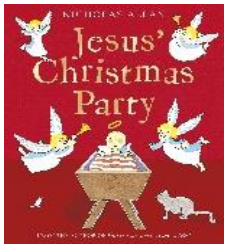
Meadowbank Primary School
Half Termly Knowledge and Skills Based Curriculum – Autumn 2 2026
Phase Foundation Stage Year Group Foundation Stage 2

	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
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	**Where does colour come from?**						
Connected Concepts	**Significance**	**Appreciation**	**Cause & Effect**	**Influence**	**Appreciation**	**Significance**	**Appreciation**
Book Studies	**The Black Book of Colours** 	**The Light in the Night** 	**Lights Day and Night** 	**Luna Loves Art** 	**Little Robin Red Vest** 	**The Nativity** 	**Jesus' Xmas Party** 
Children steering learning….	Why can't blind people see? Why are some people blind? Who invented Braille? Why is our book black?	How does the hot come from the sun? How can we not be scared of the dark? How are shadows made? How are the stars made?	How do lights work? Why is the sky black at night time?	How do paints and pens get their colour? How can I become an artist?	Who are Jesus' Mummy and Daddy? Which animals were in the stable?	Why do we not always have snow in Winter? Why does it get cold in winter? Why is snow white? How is snow made?	Why do we celebrate Jesus' birthday? What do we need for a party? Why did people visit Jesus?
Key Vocabulary	Senses Touch, taste, smell, hear, sight	Shadow Lantern	Light source Natural Artificial	Art Artist Gallery	Kindness Generous Caring Gift	Nativity Celebration Jesus God	Jesus Inkeeper Shepherd Celebration

Communication and Language **-Listening, Attention and Understanding** **-Speaking**	**Listen to and talk about stories to build familiarity and understanding.** Tales Toolkit - Children orally retell familiar stories with actions and repeated refrains. Begin changing one element of a story (character or setting). **Describe and recall past events in some detail.** **Connect one idea or action to another using a range of connectives, for example and, because.** SMILE time. Sharing wider experiences and achievements. Adult to model speaking in extended sentences using connectives, and, because. **Use talk to help work out problems and organise thinking and activities.** Consider and respond to Big Question and additional ideas… What would it be like if it was dark all the time? **Use intonation, rhythm and phrasing to make the meaning clear to others.** Introduce 'Physical' strand of the oracy framework using mood meter to focus on voice, facial expressions and body	**Listen to and talk about stories to build familiarity and understanding.** Tales Toolkit - Children orally retell familiar stories with actions and repeated refrains. Begin changing one element of a story (character or setting). **Describe and recall past events in some detail.** **Connect one idea or action to another using a range of connectives, for example and, because.** SMILE time. Sharing wider experiences and achievements. Adult to model speaking in extended sentences using connectives, and, because. **Use talk to help work out problems and organise thinking and activities.** Consider and respond to Big Question and additional ideas… Can you find your shadow on a cloudy day? Why? **Connect one idea or action to another using a range of connectives, for example and, because.** Introduce 'Linguistic' strand of the oracy framework. Explore the strand by playing 'articulate' describing obejcts and using	**Listen to and talk about stories to build familiarity and understanding.** Tales Toolkit - Partner storytelling introduced. **Describe and recall past events in some detail.** **Connect one idea or action to another using a range of connectives, for example and, because.** SMILE time. Sharing wider experiences and achievements. Children to connect one idea or action to another using and, because. **Use talk to help work out problems and organise thinking and activities.** Consider and respond to Big Question and additional ideas… Can you find different sources of light inside and outside **Ask their own questions to find out more and to check their own understanding.** Introduce 'Cognitive' strand of the oracy framework. Focus on asking questions to ensure we get the answers we need to help us find out more and get answers to our questions.	**Retell a familiar story, some as exact repetition and some in their own words.** Tales Toolkit- Whole-class planning using a shared planning scaffold. **Describe and recall past events in some detail.** **Connect one idea or action to another using a range of connectives, for example and, because.** SMILE time. Sharing wider experiences and achievements. Adult to encourage children to speak in extended sentences using and, because, after. **Use talk to help work out problems and organise thinking and activities.** Consider and respond to Big Question and additional ideas… Do we all like the same art? **Understand how to listen carefully and know why listening is important.** Introduce 'Social and Emotional' strand of the oracy framework. Explore listening and turn taking oracy skills through games. Infer meaning from a range of pieces Art – Tell me what do you	**Retell a familiar story, some as exact repetition and some in their own words.** Tales Toolkit – Use Flip books to provide inspiration for story choices. Include Noun echo. **Describe and recall past events in some detail.** **Connect one idea or action to another using a range of connectives, for example and, because.** SMILE time. Sharing wider experiences and achievements. Adult to encourage children to speak in extended sentences using and, because, after, then. **Use talk to help work out problems and organise thinking and activities.** Consider and respond to Big Question and additional ideas… What does generous mean? When have you been generous? Play games to support exploration and consolidation of the different strands of the oracy framework. Sorting activity – images linked to Christmas and children to sort accordingly (related to Christmas or not).	**Retell a familiar story, some as exact repetition and some in their own words.** Tales Toolkit – Use story maps to support oral rehearsal before writing using noun echo. **Describe and recall past events in some detail.** **Connect one idea or action to another using a range of connectives, for example and, because.** SMILE time. Sharing wider experiences and achievements. Children to connect one idea or action to another using a range and, because, after, then. **Use talk to help work out problems and organise thinking and activities.** Consider and respond to Big Question and additional ideas… Why did the three kings bring gifts? What gifts would you give? Play games to support exploration and consolidation of the different strands of the oracy framework. **Children's Agency** -Evaluate 'Big Question' -Involve children in the planning process and identify key concepts	**Retell a familiar story, some as exact repetition and some in their own words.** Tales Toolkit - Children begin recording one part of the story with adult support using noun echo. **Describe and recall past events in some detail.** **Connect one idea or action to another using a range of connectives, for example and, because.** SMILE time. Sharing wider experiences and achievements. Children to connect one idea or action to another using a range and, because, after, then. **Use talk to help work out problems and organise thinking and activities.** Consider and respond to Big Question and additional ideas… How do you celebrate? Are all parties the same? Play games to support exploration and consolidation of the different strands of the oracy framework. .

	when expressing our emotions. Sorting activity – consider the 5 senses and sort images, making connections to the sense which would be used. **Use talk to explain how things work and why they might happen.** Go outside and close our eyes – what can you feel, smell, hear? Learn colours in French Rouge, Jaune.	conjuntions to give more detail. Sorting activity – range of images relating to day and night and children to sort accordingly. **Understand questions such as how.** Using familiar stories ask a variety of how questions relating to the events in the story. Learn colours in French. Bleu, Vert.	Sorting activity – images linked to natural/artificial light, children to sort accordingly. Learn colours in French. Orange, Violet.	see? What is happening? What do you like/dislike? Consolidate learning of colours in French – sing songshttps://www.youtube.com/watch?v=Q1sHH-7JmiI	**Use talk to explain how things work and why they might happen.** Discuss Christmas traditions – what do you do? Where do you go? What do you eat? Consolidate learning of colours in French – sing songshttps://www.youtube.com/watch?v=Q1sHH-7JmiI	and refer to Assessment Blueprint. .	
Other Key Literature	-My Five Senses -Brown Bear, Brown Bear, what do you see? -Bonfire Night	-The Owl who was Afraid of the Dark	-How to Catch a Star -Wow said the Owl	-The Dot -Crocodali	-Robin's Winter Song -Stick Man	-Donkey's First Christmas -The Nativity	-Father Christmas needs a Wee -Kipper's Christmas Eve
Personal, Social and Emotional Development **-Self-Regulation** **-Managing Self** **-Building Relationships**	**See themselves as valuable individuals.** PSHE Jigsaw SOW Celebrating difference. What am I good at? I can identify something I am good at and understand that everyone is good at different things. (BV-Mutual respect/ Tolerance) **Express a wide range of feelings in their interactions with others and through their behaviour and play.** Morning check in…use colour system –red and green. (BV-Democracy) **Seek different ways of managing conflict.**	**Think Equal Programme-The Secret Adventures of Anonymouse** - -Perform acts of kindness. -Demonstrate an understanding that small acts of kindness can inspire other acts of kindness. (BV-The Rule of Law) **Express a wide range of feelings in their interactions with others and through their behaviour and play.** Morning check in…use colour system –red, amber and green (BV-Democracy) **Seek different ways of managing conflict.**	**Express their feelings and consider the needs and feelings of others.** Talk about colours and how we associate them with different feelings – what colour are you feeling today – colour chart. **Build constructive and respectful relationships.** PSHE Jigsaw SOW Celebrating difference. Families I know we are all different but the same in some ways. (BV-Mutual respect/ Tolerance) (PC-Race/Religion Age/Disability/Sex)	**Think Equal Programme-Ahmeds' Journey** -Name their five senses. Describe what it feels like in their bodies when they have a lot of energy and when they have little energy. **Seek different ways of managing conflict.**Model using LEAF as part of daily practice. (BV-The Rule of Law)	**Be aware of behavioural expectations and is sensitive to ideas of justice and fairness.** Explore the question What is kindness? How can we spread kindness around? Linked to school expectation. **Build constructive and respectful relationships.** PSHE Jigsaw SOW Celebrating difference. Making Friends I can tell you how to be a kind friend. **Talk about how others might be feeling and respond according to their understanding of the other person's needs and wants.**	**Think Equal Programme-** **Biyu the Brave Pea** -Experience empathy and the perspective of another Discuss nature and the cycle of life. **Seek different ways of managing conflict.** Model using LEAF as part of daily practice. (BV-The Rule of Law)	**See themselves as valuable individuals.** PSHE Jigsaw SOW Celebrating difference. Standing up for Yourself. I know which words to use to stand up for myself when someone says or does something unkind. (BV-Democracy/ Individual liberity) **Be aware of behavioural expectations and is sensitive to ideas of justice and fairness.** Children to ask a friend how they are feeling today and put counter in appropriate coloured pot. (BV-Democracy)

	Model using LEAF as part of daily practice. (BV-The Rule of Law)	Model using LEAF as part of daily practice. (BV-The Rule Of Law)	**Seek different ways of managing conflict.** Model using LEAF as part of daily practice. (BV-The Rule of Law)		Children to ask a friend how they are feeling today and put counter in appropriate coloured pot. **Seek different ways of managing conflict.** Model using LEAF as part of daily practice. (BV-The Rule of Law)		**Seek different ways of managing conflict.** Model using LEAF as part of daily practice. (BV-The Rule of Law)
Physical Development **-Gross Motor Skills** **-Fine Motor Skills**	**Revise and refine the fundamental movement skills they have already acquired, for example, rolling, crawling, walking, jumping and climbing.** **Match their developing physical skills to tasks and activities in the setting.** **Start taking part in some group activities which they make up for themselves or in teams.** **Develop the overall body strength, co-ordination, balance and agility needed to engage successfully with future physical education sessions and other physical disciplines.** Fundamentals: Unit 2 To develop balancing by squeezing your muscles and using 'wide arms'. **Collaborate with others to manage large items, such as moving a long plank safely, carrying large**	**Revise and refine the fundamental movement skills they have already acquired, for example, rolling, crawling, walking, jumping and climbing.** **Start taking part in some group activities which they make up for themselves or in teams.** Fundamentals: Unit 2 To develop running and stopping by: bending your knees to help you stop, keeping your chest up and taking big steps to run and small steps to stop. **Collaborate with others to manage large items, such as moving a long plank safely, carrying large hollow blocks.** Developing gross and fine motor skills through CP opportunities and adult led outdoor learning. **Hold a pencils near the point between the first two fingers and thumb, and use it with good control.**	**Revise and refine the fundamental movement skills they have already acquired, for example, rolling, crawling, walking, jumping and climbing.** **Start taking part in some group activities which they make up for themselves or in teams.** **Continue to develop the movement skills in hopping, galloping and skipping.** Fundamentals: Unit 2 To develop changing direction by: bending your knees and pushing off in the opposite direction, turning your body to face a new direction and using small steps to change direction. **Collaborate with others to manage large items, such as moving a long plank safely, carrying large hollow blocks.** Developing gross and fine motor skills through CP	**Revise and refine the fundamental movement skills they have already acquired, for example, rolling, crawling, walking, jumping and climbing.** **Start taking part in some group activities which they make up for themselves or in teams.** Fundamentals: Unit 2 To develop jumping by: bending your knees to jump and land, looking straight ahead and keeping your chest up, and squeezing your muscles to help you balance when landing. **Collaborate with others to manage large items, such as moving a long plank safely, carrying large hollow blocks.** Developing gross and fine motor skills through CP opportunities and adult led outdoor learning. **Hold a pencils near the point between**	**Revise and refine the fundamental movement skills they have already acquired, for example, rolling, crawling, walking, jumping and climbing.** **Start taking part in some group activities which they make up for themselves or in teams.** Fundamentals: Unit 2 To develop hopping by bending your knees when landing and keeping your chest up to stop you from falling forwards. **Collaborate with others to manage large items, such as moving a long plank safely, carrying large hollow blocks.** Developing gross and fine motor skills through CP opportunities and adult led outdoor learning. **Hold a pencils near the point between the first two fingers and thumb, and use it with good control.**	**Revise and refine the fundamental movement skills they have already acquired, for example, rolling, crawling, walking, jumping and climbing.** **Develop the overall body strength, co-ordination, balance and agility needed to engage successfully with future physical education sessions and other physical disciplines.** Fundamentals: Unit 2 To explore different ways to travel using equipment, by bending your knees when landing, crawling using your hands and feet, marching with high knees and sliding using different body parts. **Collaborate with others to manage large items, such as moving a long plank safely, carrying large hollow blocks.** Developing gross and fine motor skills through CP	**Collaborate with others to manage large items, such as moving a long plank safely, carrying large hollow blocks.** Developing gross and fine motor skills through CP opportunities and adult led outdoor learning. **Start taking part in some group activities which they make up for themselves or in teams.** Fundamentals: Unit 2 To develop jumping by: bending your knees to jump and land, looking straight ahead and keeping your chest up, and squeezing your muscles to help you balance when landing. **Hold a pencils near the point between the first two fingers and thumb, and use it with good control.** and Handwriting – Letter join – consolidation.

	hollow blocks. Developing gross and fine motor skills through CP opportunities and adult led outdoor learning. **Hold a pencils near the point between the first two fingers and thumb, and use it with good control.** Handwriting – Letter join – circles and spirals.	Handwriting – Letter join – lines .	opportunities and adult led outdoor learning. **Hold a pencils near the point between the first two fingers and thumb, and use it with good control.** Handwriting – Letter Join – diagonals.	**the first two fingers and thumb, and use it with good control.** Handwriting – Letter Join – Jellies.	Handwriting – Letter Join – zigzags.	opportunities and adult led outdoor learning. **Hold a pencils near the point between the first two fingers and thumb, and use it with good control.** Handwriting - Handwriting – Letter join - loopies and waves.	
Literacy **-Comprehension** **-Word Reading** **-Writing**	**Hear and say the initial sound in words Read individual letters by saying the sounds for them.** *FFT Step 2 ck,e,u,r Oral blending and segmenting. **Blend sounds into words, so that they can read short words made up of known letter– sound correspondences** *Shared Reader – Kim Cat **Spell words by identifying the sounds and then writing the sound with letter/s.** *Dictation ckeur **Begin to break the flow of speech into words, to hear, say and write the initial sound in words.** *Create a piece of writing about colour – E.g. Red is…It smells/tastes/feels like…	**Hear and say the initial sound in words Read individual letters by saying the sounds for them.** *FFT consolidation Oral blending and segmenting. **Blend sounds into words, so that they can read short words made up of known letter– sound correspondences** *Shared Reader – Sam and Ted **Spell words by identifying the sounds and then writing the sound with letter/s.** *Dictation prior GPCs **Begin to break the flow of speech into words, to hear, say and write the initial sound in words.** Write about the light of the moon **Listen to and talk about stories to build**	**Hear and say the initial sound in words Read individual letters by saying the sounds for them.** *FFT Step 4 h,b,f,ff Oral blending and segmenting. **Blend sounds into words, so that they can read short words made up of known letter– sound correspondences** *Shared Reader – Pip can kick **Spell words by identifying the sounds and then writing the sound with letter/s.** *Dictation hbfff **Begin to break the flow of speech into words, to hear, say and write the initial sound in words.** Write a list of sources of light. **Listen to and talk about stories to build**	**Hear and say the initial sound in words Read individual letters by saying the sounds for them.** *FFT Step 5 l,ll,ss Oral blending and segmenting. **Blend sounds into words, so that they can read short words made up of known letter– sound correspondences** *Shared Reader – Big Red Bus **Spell words by identifying the sounds and then writing the sound with letter/s.** *Dictation lllss **Begin to break the flow of speech into words, to hear, say and write the initial sound in words.** Make observations of a piece of art and how it makes you feel **Listen to and talk about stories to build**	**Hear and say the initial sound in words Read individual letters by saying the sounds for them.** *FFT Step 6 j,v,w Oral blending and segmenting. **Blend sounds into words, so that they can read short words made up of known letter– sound correspondences** *Shared Reader – Mess on the Rug **Spell words by identifying the sounds and then writing the sound with letter/s.** *Dictation jvw **Begin to break the flow of speech into words, to hear, say and write the initial sound in words** Write a card of kindness. **Create their own stories and books,**	**Hear and say the initial sound in words Read individual letters by saying the sounds for them.** *FFT Step 7 x,y,z Oral blending and segmenting. **Blend sounds into words, so that they can read short words made up of known letter– sound correspondences** *Shared Reader –Jim and the vet **Spell words by identifying the sounds and then writing the sound with letter/s.** *Dictation xyz **Begin to break the flow of speech into words, to hear, say and write the initial sound in words** List the characters in the Nativity. **Create their own stories and books,**	**Hear and say the initial sound in words Read individual letters by saying the sounds for them.** *FFT Step 8 consolidation Oral blending and segmenting. (RAP) **Blend sounds into words, so that they can read short words made up of known letter– sound correspondences** * Shared Reader –Mud on the van **Spell words by identifying the sounds and then writing the sound with letter/s.** *Dictation prior GPCs **Begin to break the flow of speech into words, to hear, say and write the initial sound in words** Write a shopping list for the party **Create their own stories and books,**

	Listen to and talk about stories to build familiarity and understanding. Tales Toolkit - Children orally retell familiar stories with actions and repeated refrains. Begin changing one element of a story (character or setting).	**familiarity and understanding.** Tales Toolkit - Children orally retell familiar stories with actions and repeated refrains. Begin changing one element of a story (character or setting).	**familiarity and understanding.** Tales Toolkit - Partner storytelling introduced.	**familiarity and understanding.** Tales Toolkit- Whole-class planning using a shared planning scaffold.	**with images and sometimes with words.** Tales Toolkit – Use Flip books to provide inspiration for story choices.	**with images and sometimes with words.** Tales Toolkit – Use story maps to support oral rehearsal before writing.	**with images and sometimes with words.** Tales Toolkit - Children begin recording one part of the story with adult support.
Mathematics **-Number** **-Numerical Patterns**	**Recite numbers 1-10 and 10 to 0** Count forwards 1-10. **Put numerals in order 0-10 and beyond** Flashcards 1-10 and ordering 1-5 – using vocabulary 'after' (what number comes after…) **Estimate numbers of things, showing understanding of relative size.** **Link numerals and amounts: for example, showing the right number of objects to match the numeral.** 1-4 objects. **Toolkit – Odd One Out** **Understand the 'one more than/one less than' principal to 5 +/- 1 within 5.** 1, 2 +/-1 add/subtract – using vocabulary 'after' (what number comes after…) **Engage in subitising numbers to four and maybe five in a range of ways.**	**Recite numbers 1-10 and 10 to 0** Count backwards 10-0. **Recognise and order numbers 1-10** Flashcards 1-10 and ordering 5-1 – using vocabulary 'after' (what number comes after…) **Estimate numbers of things, showing understanding of relative size.** **Link numerals and amounts: for example, showing the right number of objects to match the numeral.** 1-5 objects. **Toolkit – Odd One Out** **Understand the 'one more than/one less than' principal to 5 +/- 1 within 5.** **(4+1/5-1/3-1/2+1)** 1, 2 and 3 +/-1 add/subtract – using vocabulary 'after' (what number comes after…) **Engage in subitising numbers to four and maybe five in a range**	**Recite numbers 1-10 and 10 to 0** Start counting forwards from numbers to 10. **Recognise and order numbers 1-10** Flashcards 1-10 and ordering 8-1 – using vocabulary 'after' (what number comes after…) **Estimate numbers of things, showing understanding of relative size.** **Link numerals and amounts: for example, showing the right number of objects to match the numeral.** 6 and 7 objects. **Toolkit – Missing Number** **Understand the 'one more than/one less than' principal to 5 +/- 1 within 5** 1, 2 , 3 and 4 +/-1 add/subtract– using vocabulary 'after' (what number comes after…) **Engage in subitising numbers to four and maybe five in a range**	**Recite numbers 1-10 and 10 to 0** Start/stop counting forwards from numbers within 1-10. **Recognise and order numbers 1-10** Flashcards 1-10 and ordering 1-10 – using vocabulary 'after' (what number comes after…) **Estimate numbers of things, showing understanding of relative size.** **Link numerals and amounts: for example, showing the right number of objects to match the numeral.** 8 and 9 objects. **Toolkit – Missing Number** **Understand the 'one more than/one less than' principal to 5 +/- 1 within 5.** 1, 2, 3 and 4 +/-1 add/subtract– using vocabulary 'after' (what number comes after…) **Engage in subitising numbers to four and maybe five in a range**	**Recite numbers 1-10 and 10 to 0** Start counting backwards from numbers to 0. **Recognise and order numbers 1-10** Flashcards 1-10 and ordering 10-1. **Estimate numbers of things, showing understanding of relative size.** **Link numerals and amounts: for example, showing the right number of objects to match the numeral.** 9 and 10 objects **Understand the 'one more than/one less than' principal to 5 +/- 1 within 5.** 1, 2, 3 ,4 and 5 +/-1 Add/subtract **Toolkit – Missing Number** **Subitise objects to 5 Begin to conceptually subitise smaller numbers in 5.** Manipulatives to 5.	**Recite numbers 1-10 and 10 to 0** Start/stop counting backwards from numbers 10 to 0 **Recognise and order numbers 1-10** Flashcards 1-10 and ordering 10-1 and beyond. **Estimate numbers of things, showing understanding of relative size.** **Link numerals and amounts: for example, showing the right number of objects to match the numeral.** 9 and 10 objects. **Understand the 'one more than/one less than' principal to 5 +/- 1 within 5** **1, 2, 3 ,4 and 5 +/-1 add/subtract** **Subitise objects to 5 Begin to conceptually subitise smaller numbers in 5.** Manipulatives to 5. **Enjoy tackling problems involving**	**Recite numbers 1-10 and 10 to 0** Start/stop counting backwards from numbers 10 to 0. **Recognise and order numbers 1-10** Flashcards 1-10 and ordering 10-1 and beyond. **Estimate numbers of things, showing understanding of relative size.** **Link numerals and amounts: for example, showing the right number of objects to match the numeral.** 10 objects. **Understand the 'one more than/one less than' principal to 5 +/- 1 within 5** **1, 2, 3 ,4 and 5 +/-1 add/subtract** **Subitise objects to 5 Begin to conceptually subitise smaller numbers in 5.** Manipulatives to 5. **Enjoy tackling problems involving**

	Manipulatives to 3. **Compare quantities using language such as 'more than' and 'fewer than'** Matching sets (one-to-one correspondence) by pairing one object from each set and noticing differences. **Extend and create simple linear patterns of two or three repeating items, for example, stick leaf (AB) or stick, leaf, stone (ABC)** Model exploring repeating patterns, identifying and describing what is repeating.	**of ways. For example including more than two parts and zero as a part.** Manipulatives to 3and 4 **Compare quantities using language such as 'more than' and 'fewer than'** Comparing groups by matching and counting - using counting to check which has more and fewer. **Extend and create simple linear patterns of two or three repeating items, for example, stick leaf (AB) or stick, leaf, stone (ABC)** Children exploring repeating patterns, identifying and describing what is repeating.	**of ways. For example including more than two parts and zero as a part.** Manipulatives to 4. **Compare quantities using language such as 'more than' and 'fewer than'** Equal and unequal sets (balancing quantities) by adjusting sets to make them equal. **Extend and create simple linear patterns of two or three repeating items, for example, stick leaf (AB) or stick, leaf, stone (ABC).** Application across a range of contexts.	**of ways. For example including more than two parts and zero as a part.** Manipulatives to 5. **Understand the 'one more than/one less than' relationship between consecutive numbers.** Exploring 'one more' and 'one less' by relating comparison to early addition and subtraction. **Continue, copy and create repeating patterns.** Explore pattern by identifying the rules of a pattern in different contexts, and copying it.	**Put numerals in order 0 to 10 and beyond (ordinality).** Ordering quantities and numbers by sequencing sets and numbers in order. **Continue, copy and create repeating patterns.** Explore pattern by identifying the rules of a pattern in different contexts, and extending it.	**prediction and discussion of comparisons, paying attention to fairness and accuracy.** Making and checking estimations by making sensible guesses before counting. **Continue, copy and create repeating patterns.** Explore pattern by identifying the rules of a pattern in different contexts, creating their own pattern and describing the rule.	**prediction and discussion of comparisons, paying attention to fairness and accuracy.** Applying comparison and estimation through real world contexts and problems. **Continue, copy and create repeating patterns.** Explore pattern by identifying the rules of a pattern in different contexts, creating their own pattern, fixing mistakes and describing the rule.
Understanding the World **-Past and Present** **-People, Culture and Communities** **-The Natural World**	**Recognise that people have different beliefs and celebrate special times in different ways.** Which times are special and why? What celebrations and festivals do we know? (BV-Mutual repect/Tolerance) (PC-Religion) **Describe what they see. hear and feel while outside.** Explore the five senses. Explore light and darkness through play.	**Explore the natural world around them** Explore shadows and how they are made. Investigate the meaning of 'nocturnal' **<u>Assessment Indicator</u>** *Describe how shadows are made.* **Creating Media** **Digital painting** **Use ICT hardware to interact with age appropriate computer software.** Developing drawing skills and fine motor control – model drawing lines, circles and	**Recognise that people have different beliefs and celebrate special times in different ways.** Which times are special and why? What do people celebrate? (BV-Mutual respect/Tolerance) (PC-Religion) **Make observations of animals and plants and explain why some things occur and talk about changes** Explore natural and artificial light sources during day and night	**Compare and contrast characters from stories, including figures from the past.(History)** Explore the history of Art focusing on key artist in text. **Creating Media** **Digital painting** **Use ICT hardware to interact with age appropriate computer software.** Creating shapes and forms using a range of digital brushes.	**Recognise that people have different beliefs and celebrate special times in different ways.** Which times are special and why? What happens at Christmas and why? Explore the traditions associated with Christmas. (BV-Mutual respect/Tolerance) (PC-Religion) **Make observations of animals and plants and explain why some things occur and talk about changes.**	**Compare and contrast characters from stories, including figures from the past** Explore the different ways Father Christmas is represented around the world. (PC-Religion/Race) ***<u>Assessment Indicators</u>*** *To know what a celebration is, name a celebration and articulate how people celebrate in different ways.* **Make observations of animals and plants and explain why some**	**Recognise that people have different beliefs and celebrate special times in different ways.** Which times are special and why? What can we say about different celebrations? (BV-Mutual respect/Tolerance) (PC-Religion) **Explore the natural world around them.** **Creating Media** **Digital painting** **Use ICT hardware to interact with age**

	Assessment Indicator *Name the five senses.* **Creating Media** **Digital painting** **Use ICT hardware to interact with age appropriate computer software.** Exploring digital tools- looking at software technology that create paintings.	shapes and selecting colours **Understand the effect of the changing seasons on the natural world around them.** BigWelly walk. Observing and capturing seasonal changes.	Discover why we have night and day. ***Assessment Indicator*** *Name two sources of light To articulate differences between night and day.* **Creating Media** **Digital painting** **Use ICT hardware to interact with age appropriate computer software.** Exploring colours digitally - selecting independently.	**Describe what they see, hear and feel whilst outside.** Landmark journey in the school grounds – create journey stick, Messy Map, draw maps to record. **Sticky Knowledge and Skills** *Acquire and Apply:* **Name the five senses** Explore objects using their five senses, identifying which body part they use to see, hear, smell, taste and touch. Describe what they notice using simple vocabulary, such as rough, smooth, loud, quiet, sweet and sour. **Know that shadows are made when an object blocks light.** Identify two sources of light. Explore how shadows are made by placing objects between a light source and a surface. Identify different sources of light, such as the sun, a torch and a lamp, and describe what happens to the shadow when the object moves. **Know that night and day are different.** Describe simple differences between day and night, e.g. it is light during the day and dark at night; the sun is seen during the	Bird watching - what birds can we see in our outdoor environment? Where do birds go in Winter? **Creating Media** **Digital painting** **Use ICT hardware to interact with age appropriate computer software.** Painting with Purpose – plan to paint image from text.	**things occur and talk about changes.** BigWelly walk. Observing and capturing seasonal changes. Make observational drawings of the changes observed during Winter. **Assessment Indicators** *Name the season of Autumn and Winter. Describe changes that occur in Autumn and Winter.*	**appropriate computer software.** Combining drawing and painting – paint background, landscape before drawing. **Sticky Knowledge and Skills** *Acquire and Apply:* **To know what a celebration is, name a celebration and articulate how people celebrate in different ways.** Sort pictures of different celebrations and talk about how people celebrate, identifying similarities and differences. Name familiar celebrations and describe how people might celebrate, e.g. through food, decorations, music, gifts or special clothing. **Autumn and Winter**: **Describe a change that occurs in Autumn and Winter.** Explore and observe seasonal changes outdoors, identifying and describing features of Autumn and Winter, such as falling leaves, colder weather, bare trees, frost and shorter days. Sort pictures to match activities, clothing and features to each season.

				day and the moon and stars may be seen at night. Sort pictures into day and night groups, identifying differences between the two. Explain their choices using identified vocabulary.			
Expressive Arts and Design **-Creating with Materials** **-Being Imaginative and Expressive**	**Listen to and echo repeated rhythmic patterns using non-tuned percussion instruments.** Charanga – Creative Moves. Listen and respond, sing, move and discuss. **Build a collection of songs and dances.** Little Jack Horner - C-E Stepwise movement, middle note, call-and-response and rhythm patterns. La Pomme est Rouge - Adult Model singing **Explore mixing primary colours to create secondary colours.** Colour Mixing – Mix two primary colours to create secondary colours – Paint in bags. **Develop storylines in their pretend play.** Role play opportunities linked to big question and key text. **DT – Use simple techniques competently and appropriately.**	**Listen to and echo repeated rhythmic patterns using non-tuned percussion instruments.** Charanga – Creative Moves. Listen and respond, sing, move and peform. **Build a collection of songs and dances.** Simple Simon - C-E Stepwise movement, middle note, call-and-response and rhythm patterns. La Pomme est Rouge - Hum the melody **Explore mixing primary colours to create secondary colours.** Colour Mixing – Mix two primary colours to create secondary colours – Food colouring. **Develop storylines in their pretend play.** Role play opportunities linked to big question and key text. **DT – Use simple techniques**	**Make music in a range of ways, for example, play with sounds creatively, plays along to the beat of the song they are singing or music they are listening to.** Charanga – Piccolo March, Traffic Light Flashcards, Marching Band – listen and respond, sing and perform. La Pomme est Rouge - Clap to the beat **Sing in a group or on their own, increasingly matching the pitch and following the melody.** One, Two, Buckle My Shoe - C-E Stepwise movement, middle note, call-and-response and rhythm patterns. **Select tools and techniques needed toshape, assemble and join materials they are using.** Creating night time scene art work using the illustrations in the story as a stimulus for using colour.	**Make music in a range of ways, for example, play with sounds creatively, plays along to the beat of the song they are singing or music they are listening to.** Charanga – Magical Christmas Journey – sing and dance. **Sing in a group or on their own, increasingly matching the pitch and following the melody.** Hot Cross Buns (C–E) - C-E Stepwise movement, middle note, call-and-response and rhythm patterns. La Pomme est Rouge - Chant words slowly **Return to and build on their previous learning, refining ideas and developing their ability to represent them.** Exploration of the artists in the story as a stimulus for our own art and use of colour – Different Artist Study each day.	**Make music in a range of ways, for example, play with sounds creatively, plays along to the beat of the song they are singing or music they are listening to.** Charanga – Magical Christmas Journey – sing and dance. **Sing in a group or on their own, increasingly matching the pitch and following the melody.** Little Johnny - C-E Stepwise movement, middle note, call-and-response and rhythm patterns. Sing a wide range of songs - Christmas performance songs. La Pomme est Rouge - Call and response **Develop storylines in their pretend play.** Role play opportunities linked to big concept. **Explore mixing primary colours to create secondary colours.** Colour Mixing – Mix	**Make music in a range of ways, for example, play with sounds creatively, plays along to the beat of the song they are singing or music they are listening to.** Charanga – Magical Christmas Journey – sing, dance and peform. **Sing familiar songs, for example, pop songs, songs from tv programmes, rhymes and songs from home.** Five Little Ducks - C-E Stepwise movement, middle note, call-and-response and rhythm patterns. Sing a wide range of songs – Christmas performance songs. La Pomme est Rouge - Echo singing ***<u>Assessment Indicators</u>*** *To name a genre of music.* *To find the pulse within a piece of music.* *To recognise and name two musical instruments witin a piece of music.*	**Sing familiar songs, for example, pop songs, songs from tv programmes, rhymes and songs from home.** Sing a wide range of Christmas songs. La Pomme est Rouge - Peform. **Return to and build on their previous learning, refining ideas and developing their ability to represent them.** Create individual representations of colour to create a greetings card. **Develop storylines in their pretend play.** Role play opportunities linked to big question.

	Explore a range of joining materials.	**competently and appropriately.** Explore a range of joining materials – investigate which is the strongest	**Develop storylines in their pretend play.** Role play opportunities linked to big question and key text. **DT – Use simple techniques competently and appropriately.** Model joining materials – tape or glue to attach two objects.	**Develop storylines in their pretend play.** Role play opportunities linked to big concept. **DT – Use simple techniques competently and appropriately.** Explore joining materials – to tape or glue to attach two objects.	primary and secondary colours to create tertiary colours – Layering tissue paper and water. ***Assessment Indicator*** *To name how two primary colours are used to create a secondary colour.* **DT – Use simple techniques competently and appropriately.** Explore joining materials – strip to attach two objects.	**DT – Use simple techniques competently and appropriately.** Create a Christmas decoration using joining and stickimg techniques.	
Key Composers and Songs	Mozart	Beethoven	Haydn	Hummel	Martines	Chopin	Schubert
Outdoor Learning	Go outside and close our eyes – what can you feel, smell, hear?	Big Welly walk. Observing and capturing seasonal changes.	Explore night and day and natural sources of light	Using natural materials to re-create large scale artwork.	Bird watching and observational drawings of them	Big Welly walk. Observing and capturing seasonal changes.	Observational drawings of the changes observed during Winter.
Enhancements Visits and Visitors	Stockport Guide Dog Association Visit 04.11.26	World Nursery Rhyme Week.					
Parental Engagement		Parent Consultation Meetings 11.11.26 and 12.11.26 3.40pm-5.50pm		Writing Workshop 25.11.26 FS2Gi 9-10am FS2Gu 2-3pm		Foundation Stage Christmas Sing-Along 09.12.26 9.15am or 10.12.26 2.30pm	
Whole School and National Events	Bonfire Night 05.11.26 Outdoor Classroom 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 09.12.26 'Save the Children'. Christmas Jumper Day 10.12.26	Children's Christmas Party 18.12.26

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