

Half Termly Curriculum Map

Autumn 1 – All about Me

| SKILLS FOCUS | Week 1 W.B - 9.9.19 | Week 2 W.B - 16.9.19 | Week 3 W.B - 23.9.19 | Week 4 W.B - 30.9.19 | Week 5 W.B - 7.10.19 | Week 6 W.B - 14.10.19 | Week 7 W.B - 21.10.19 |
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| Personal, Social and Emotional Development | <p>I am aware of my own feelings and I know that some actions and words can hurt others' feelings.</p> <p>Talk about our behaviour policy. Discuss the rainbow and give examples of what they need to do to move up. Talk about school rules and introduce My PB value.</p> | <p>I am aware of my own feelings and I know that some actions and words can hurt others' feelings.</p> <p>Continue to talk about school rules and sharing things. Make sure areas and equipment are used properly and 4 to each area rule is being used. Respect for property indoors and out.</p> | <p>I understand that my actions affect other people.</p> <p>Talk about our feelings and how we can manage feelings in different situations. Talk about different emotions.</p> | <p>I understand that my actions affect other people.</p> <p>Link to TIS and motional assessments. Children to talk about the different feelings that they have. Share feelings book.</p> | <p>I can adapt my behaviour to different events, social situations and changes in routine.</p> <p>Talk about behaviour on school trip. Talk about behaviour expectations and how to keep safe on trips.</p> | <p>I can adapt my behaviour to different events, social situations and changes in routine.</p> <p>Boundaries and rules to be constantly reinforced. Sharing resources and respecting school property.</p> | <p>I can adapt my behaviour to different events, social situations and changes in routine.</p> <p>Boundaries and rules to be constantly reinforced. Sharing resources and respecting school property.</p> |
| Communication and Language | <p>I can listen to others one to one or in small groups, when conversation interests them.</p> <p>Share 'All about me box' that was made over the Summer holidays. Talk to a partner. When confident talk in small groups. Share with the class if confident.</p> | <p>I can respond to simple instructions, e.g. to get or put away an object</p> <p>Continue talking about school rules. Link to outside areas. Once an area is taught, high expectations of children putting things away, only having one thing out at a time.</p> | <p>I can listen and respond to ideas expressed by others in conversation or discussion.</p> <p>Circle time games that involve listening to others and responding. Partner talk and they say their partners responses.</p> | <p>I can listen to stories with increasing attention and recall.</p> <p>Responding to story. Quality story times daily that give children the opportunities to talk about the story, characters, setting.</p> | <p>I can listen to stories with increasing attention and recall.</p> <p>Responding to story. Quality story times daily that give children the opportunities to talk about the story, characters, setting.</p> | <p>I can build up vocabulary that reflects the breadth of their experiences</p> <p>Modelling talking in sentences and adding vocabulary to talking. Small world activities where children use imagination in play. Tapestry observations.</p> | <p>I can begin to use more complex sentences to link thoughts (e.g. using and because)</p> <p>Linked to writing about what the children are doing in the holidays encourage children to talk about their ideas to peers and adults.</p> |
| My PB Focus Thinking Me.. | Curiosity | Curiosity | Imagination | Imagination | Concentration | Concentration | Reflection |
| Physical Development | <p>I can hold a pencil between thumb and two fingers, no longer using whole-hand grasp.</p> <p>Fine motor activities to support physical development.</p> | <p>I can hold a pencil between thumb and two fingers, no longer using whole-hand grasp.</p> <p>Fine motor activities to support physical development.</p> | <p>I can draw lines and circles using gross motor movements.</p> <p>Provide opportunities to practise anti-clockwise movements, top bottom movements. Outside and inside. Link to write dance - Mr Lean to support.</p> | <p>I can copy some letters, e.g. letters from my name</p> <p>Linked to RWI sounds taught so far.</p> | <p>I can copy some letters, e.g. letters from my name</p> | <p>I can hold a pencil near point between first two fingers and thumb and use it good control.</p> | <p>I can hold a pencil near point between first two fingers and thumb and use it good control.</p> |
| Physical Development – Body Management | <p>I can experiment with different ways of moving.</p> <p>I can follow instructions and practice safety</p> <p>Low level apparatus to get children used to the hall and PE. Focus on balance activities.</p> | <p>I can experiment with different ways of moving.</p> <p>I can follow instructions and practice safety</p> <p>Low level apparatus to get children used to the</p> | <p>I can experiment with different ways of moving.</p> <p>I can follow instructions and practice safety</p> <p>Low level apparatus to get children used to the</p> | <p>I can negotiate space successfully.</p> <p>I can follow instructions and practice safety</p> <p>Team games that allow children to think about the space that they use. Action songs, yoga.</p> | <p>I can negotiate space successfully.</p> <p>I can work on simple tasks with help</p> <p>Team games that allow children to think about the space that they use. Action songs, yoga.</p> | <p>I can travel with confidence.</p> <p>I can work on simple tasks with help</p> <p>Apparatus higher. As children gain confidence encourage different movements on different equipment.</p> | <p>I can travel with confidence.</p> <p>I can work on simple tasks with help</p> <p>Apparatus higher. As children gain confidence encourage different movements on different equipment</p> |

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| | | hall and PE. Focus on balance activities | hall and PE. Focus on balance activities | | | | |
| Phonics – RWI | m a s d t | i n p g o | c k u b f | e l h sh r | j v y w th | z ch qu x ng nk | RWI Assessments |
| Literacy | <p>I can sometimes give meaning to mark as I draw and paint</p> <p>I can hold a pencil between thumb and two fingers, no longer using whole-hand grasp.</p> <p>Draw their self in books. Talk about what they look like. Write name underneath.</p> | <p>I can sometimes give meaning to mark as I draw and paint</p> <p>Draw a picture of their families and discuss the marks they have made. Record talking in books.</p> <p>(Name writing to show progress)</p> | <p>I can use some clearly identifiable letters to communicate meaning.</p> <p>Children to form letters s,a,t,i p,n,m,d Show sound cards. Can they make CVC words and write them. Encourage children to use Fred talk and Fred fingers.</p> | <p>I can describe main story settings, events and principal characters.</p> <p>Only one you – Book focus. Talk about the book. Look at characters and discuss. Focus on class display.</p> | <p>I can ascribe meanings to marks that they see in different places.</p> <p>Linked to beach trip – Collect pebbles at the beach. Children to draw, write on pebbles.</p> <p>Tapestry observation.</p> | <p>I can sometimes give meaning to mark as I draw and paint</p> <p>Five different fish from the story. Children write names for fish.</p> <p>Sam, Bob, Mum, Dad, fish,</p> | <p>I can sometimes give meaning to mark as I draw and paint</p> <p>I can segment the sounds in simple words and blend them together. (40-60)</p> <p>Children to write about what they will be doing or would like to do over the half term holidays. What do they do with their family?</p> |
| Mathematics | <p>I can count an irregular arrangement of objects up to 3</p> <p>Children to count, recognise and orders number to 3.</p> <p>Maths Story – The three bears</p> | <p>I can recognise numerals 4 and 5.</p> <p>Cut out numbers 1-5. Stick them in the correct order. Place next to corresponding pictures.</p> <p>Maths Story – The three Billy Goats Gruff</p> | <p>I can recognise numerals to 5 (Digging deeper week)</p> <p>Maths of the day – Hide and seek numbers. See sperate plan.</p> <p>Tapestry observations</p> <p>Maths Story – The Three Little pigs</p> | <p>I can find a total of two groups by counting all up to a total of 5.</p> <p>Ways of making 5 grid.</p> <p>Link to beach trip. Use natural objects to find ways to make 5. Photo for book and make marks in books.</p> <p>Maths Story – Three blind mice</p> | <p>I can find a total of two groups by counting all up to a total of 5. (Digging Deeper)</p> <p>Sorting numbers. Range of numbers, dots, objects. Sort into 1-5. All 1s, all 2s etc.</p> <p>Photo and post its of talk and discussion.</p> <p>Frog and Toad – A lost Button</p> | <p>I can compare two groups of objects, saying when they have the same number</p> <p>Comparing identical objects.</p> <p>The button box, M Reid</p> | <p>I can compare two groups of objects, saying when they have the same number</p> <p>Comparing identical objects.</p> <p>Which one doesn't belong: http://wodb.ca</p> |
| Understanding the World | <p>I can show interest in the lives of people who are familiar to them.</p> <p>Encourage children to talk individually, in pair and small groups about their families and friends. Use 'All about me box' as a prompt.</p> | <p>I can recognise and describe special times or events for family or friends.</p> <p>Talk about our families linked to Literacy activity.</p> | <p>I can remember and talk about significant events in their own experience.</p> <p>Circle time – Use this week to talk about what they do outside of school. What do the children enjoy, where do they go and who do they go with.</p> | <p>I can share some of the things that make them unique, and can talk about some of the similarities and differences in relation to friends and family.</p> <p>Circle time – Use this week to talk about what they do outside of school. What do the children enjoy, where do they go and who do they go with.</p> | <p>I can comment and ask questions about aspects of their family's world such as the place where they live or the natural world.</p> <p>Linked to trip – talk about places that interest them. Where do they go with their friends and family.</p> | <p>I can talk about some of the things they have observed such as plants, animals, natural and found objects</p> <p>Linked to our Science area outside. Investigations of plants and creatures. Grow plants and watch the changes over time.</p> | <p>I know how to operate simple equipment, e.g. turns on CD player and uses remote control</p> <p>Use simple computer games, CD players etc to operate. Tapestry observations.</p> |

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| Expressive Arts and Design | <p>I can play alongside other children who are engaged in the same theme.</p> <p>Lots of adult support and scaffolding and observations of children's play. Taking observations. Only intervening when needed.</p> | <p>I can create simple representations of events, people and objects.</p> <p>Talking about our families. Children to draw/paint a picture of themselves or their family.</p> | <p>I can join construction pieces together.</p> <p>I realise tools can be used for a purpose.</p> <p>Construction of our homes, what rooms do we need? Who lives with us? Links to Communication/Language</p> | <p>I can play co-operatively as part of a group and act out a narrative.</p> <p>Using the home corner children to role play a hoe life situation. Having tea, cooking dinner etc... Observations to be recorded on Tapestry. Links in with Communication/language.</p> | <p>I can sing familiar songs.</p> <p>Children to work in small groups and choose a song, perform this to the class.</p> | <p>I can create movement in response to music.</p> <p>Using the stage children to create and perform dances.</p> <p>I can explore and learn how colours can be changed.</p> <p>Children to create pictures and limit colours to allow children to explore mixing colours for a purpose. How do we make pink? Adult to support.</p> | <p>I realise tools can be used for a purpose.</p> <p>I can explore and learn how colours can be changed.</p> <p>Children to create collages of their families or homes. Talking about what they have made, why and how they have created the picture. Observations?</p> |
| Music | <p>Charanga</p> <p>Unit One - Me</p> <p>I can sing familiar songs.</p> <p>I can sing to myself and make up simple songs.</p> | <p>Charanga</p> <p>Unit One - Me</p> <p>I can listen and respond to different styles of music.</p> <p>I can sing familiar songs.</p> | <p>Charanga</p> <p>Unit One - Me</p> <p>I can build a repertoire of songs.</p> <p>I can listen and respond to different styles of music.</p> <p>I can explore sounds using objects and my hands.</p> | <p>Charanga</p> <p>Unit One - Me</p> <p>I can listen and respond to different styles of music.</p> <p>I can explore different sounds of instruments.</p> | <p>Charanga</p> <p>Unit One - Me</p> <p>I can listen and respond to different styles of music.</p> <p>I can explore different sounds of instruments.</p> | <p>Charanga</p> <p>Unit One - Me</p> <p>I can explore different sounds of instruments.</p> <p>I can explore how sounds can be changed.</p> | <p>Performance to each reception class from what we have done this year.</p> <p>I can explore different sounds of instruments.</p> <p>I can explore how sounds can be changed.</p> |
| Outdoors | <p>Teach children how to use recourses in one area. Once children are following rules. Open another area. Continue until all areas are open.</p> | <p>Teach children how to use recourses in one area. Once children are following rules. Open another area. Continue until all areas are open.</p> | <p>Teach children how to use recourses in one area. Once children are following rules. Open another area. Continue until all areas are open.</p> | <p>Teach children how to use recourses in one area. Once children are following rules. Open another area. Continue until all areas are open.</p> | <p>Teach children how to use recourses in one area. Once children are following rules. Open another area. Continue until all areas are open.</p> | <p>Teach children how to use recourses in one area. Once children are following rules. Open another area. Continue until all areas are open.</p> | <p>Teach children how to use recourses in one area. Once children are following rules. Open another area. Continue until all areas are open.</p> |
| Educational Visits/Visitors/Special Events | | | | Beach trip | Beach trip - ? | | |
| Parental Involvement | Tapestry - Give support to those not active. | Welcome meeting for all parents. Individual classes | | RWI workshop. | | | Open afternoon to celebrate children's work. |

