

## Half Termly Curriculum Map

### Autumn 2 – Traditional Tales/Celebrations

| SKILLS FOCUS   | Week 1<br>W.B - 29.10.18   | Week 2<br>W.B - 5.11.18  | Week 3<br>W.B - 12.11.18  | Week 4<br>W.B - 19.11.18   | Week 5<br>W.B - 26.11.18   | Week 6<br>W.B - 3.12.18  | Week 7/8<br>10.12.18/17.12.18  |
|--|--|--|---|--|--|--|--|
| <b>Personal, Social and Emotional Development</b>                                | I can demonstrate friendly behaviour, initiating conversations and forming good relationships with peers and familiar adults   | I can explain my own knowledge and understanding and ask appropriate questions.  | I am confident to talk to other children when playing, and I can communicate freely about my home and community   | I am confident to speak to others about own needs, wants, interests and opinions.  | I can play in a group, extending and elaborating play ideas.   | I can initiate conversations, attend to and take accounts of what others say<br><br>I am beginning to be able to negotiate and solve problems without aggression.  | I can adapt my behaviour to different events, social situations and changes in routine.  |
| <b>Communication and Language</b>  | I can maintain attention, concentrates and sits quietly during appropriate activity.   | I can begin to understand 'why' and 'how' questions  | I can question why things happen and gives explanations   | I can extend vocabulary, especially by grouping and naming, exploring the meaning and sounds of new words  | I can extend vocabulary, especially by grouping and naming, exploring the meaning and sounds of new words  | I can focus attention – still listen or do, but can shift own attention  | I can show understanding of prepositions such as 'under', 'on top', 'behind' by carrying out an action or selecting correct picture  |
| <b>Physical Development</b>  | I can draw lines and circles using gross motor movements.  | I can hold a pencil between thumb and two fingers, no longer using whole-hand grasp.   | I can hold a pencil near point between first two fingers and thumb and use it good control.   | I can usually manage washing and drying hands  | I can gain more bowel and bladder control and can attend to toileting needs most of the time themselves.   | I can copy some letters, e.g. letters from my name   | I can copy some letters, e.g. letters from my name   |
| <b>Physical Development – Balance<br/>Balance on different parts of the body</b> | I can travel under and over and through apparatus.<br><br>I can understand that equipment and tools have to be used safely.<br><b>I can play with others and take it in turn</b> | I can travel under and over and through apparatus.<br><br>I can understand that equipment and tools have to be used safely.<br><b>I can play with others and take it in turn</b> | I can travel under and over and through apparatus.<br><br>I can dress with help, e.g. puts arms into open-fronted coat or shirt when held up, pulls up zipper once it is fastened at the bottom.<br><b>I can play with others and take it in turn</b> | I can travel under and over and through apparatus.<br><br>I can observe the effects of activity on my body.<br><b>I can play with others and take it in turn</b> | I can travel with confidence and skill around, under, over and through balancing and climbing equipment.<br><br>I can observe the effects of activity on my body.<br><b>I can play with others and take it in turn</b> | I can travel with confidence and skill around, under, over and through balancing and climbing equipment.<br><br>I can observe the effects of activity on my body.<br><b>I can play with others and take it in turn</b> | I can travel with confidence and skill around, under, over and through balancing and climbing equipment.<br><br>I can observe the effects of activity on my body.<br><b>I can play with others and take it in turn</b> |
| <b>Literacy</b>  | <b>I can write some clearly identifiable letters to communicate.</b>   | <b>LA – I can describe main story settings, events and principal characters. (R:30-50)</b>   | <b>LA – I can describe main story settings, events and principal characters. (R:30-50)</b>  | <b>R: Enjoys an increasing range of books. (40-60m)</b><br><b>W: Uses some clearly identifiable letters to</b>   | <b>LA – Give meaning to marks. (30-50)</b><br><b>MA – Give meanings to marks they draw (40-60)</b>   | <b>LA – Give meaning to marks they make as they draw, write and paint</b>  | <b>LA – Give meaning to marks they make as they draw, write and paint</b>  |

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|                                   |  |  |   |   |   |  |   |
|-----------------------------------|--|--|---|---|---|--|---|
|                                   | <p>Name writing for children who need support.</p> <p>Talk about children's half term. Use Tapestry as stimulus.</p> | <p>MA - Can segment simple sounds in words and blend them together (40-60_</p> <p>HA - I can attempt to write simple sentences in meaningful contexts (40-60)</p> <p>R: I know that print carries meaning and, in English, is read from left to right.</p> <p>Use simple story map of 'The three little pigs' Children learn to retell the story throughout the week. Encourage discussion about the story and speaking in sentences whilst retelling story and talking about main events.</p> | <p>MA - Can segment simple sounds in words and blend them together (40-60_</p> <p>HA - I can attempt to write simple sentences in meaningful contexts (40-60)</p> <p>R: I know that print carries meaning and, in English, is read from left to right</p> | <p>communicate meaning, representing some sounds correctly and in sequence. (40-60m)</p> <p>R: I can suggest how a story might end.</p> <p>Big Write - Traditional tale - Gingerbread man</p> | <p>HA - I can write captions (40-60</p> <p>Children to describe their character for the Christmas play. Draw character encouraging detail and good colour choices. Representing sounds in the words that they write. Take a picture of children in their costume to stick in their books.</p> | <p>MA - Can segment the sounds in simple words and blend them together</p> <p>HA - Attempt to write short sentences in meaningful contexts</p> <p>Write about Eden using photos as a stimulus.</p> | <p>MA - Can segment the sounds in simple words and blend them together</p> <p>HA - Attempt to write short sentences in meaningful contexts</p> <p>Christmas cards, letters, calendars etc</p> |
| <b>Mathematics</b>                | I can select the correct numeral to represent 1-5 and then 1-10.   | I can select the correct numeral to represent 1-5 and then 1-10.   | I can count actions or objects that cannot be moved.  | I can count an irregular arrangement of up to 10 objects.   | I can count objects to 10 and I am beginning to count beyond 10.  | I am beginning to use mathematical names for 3D and 2D shapes - link to Christmas.   | I am beginning to use mathematical names for 3D and 2D shapes - link to Christmas.  |
| <b>Understanding the World</b>    | I can share some of the things that make me unique.  | I can share some of the things that make me unique.  | I can show interest in different occupations and ways of life - people who work in our school.  | I can show interest in different occupations and ways of life - people who work in my community.  | I can talk about some of the similarities and differences in relation to friends.   | I can talk about some of the similarities and differences in relation to family  | I can talk about some of the similarities and differences in relation to family.  |
| <b>Expressive Arts and Design</b> | I can explore and learn how colours can be changed.  | I can understand that they can use lines to enclose a space, and then begin to use these shapes to represent objects.  | I can begin to be interested in and describe the texture of things.   | I can understand that I can use lines to enclose a space, and then begin to use these shapes to represent objects.  | I am beginning to be interested in and describe the texture of things.  | Christmas Play   | Christmas Play  |
| <b>Music</b>                      | <p>I can explore sounds using objects and my hands.</p> <p>Begin to learn Christmas songs</p>                        | <p>I can explore sounds using objects and my hands.</p> <p>Christmas songs</p>   | <p>I can explore how sounds can be changed.</p> <p>Christmas songs</p>  | Christmas songs and music   | Christmas songs and music   | I can act out a narrative - Christmas songs and music  | I can act out a narrative - Christmas songs and music   |

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|   |  |                      |  |   |                 |                           |   |
|---|--|----------------------|--|---|-----------------|---------------------------|---|
| <b>Outdoors</b>                                   | Focus on putting on coats independently. | Mud kitchen cafe     | Lists and tally's for different purposes | Occupations - police, shop assistants, mud café staff | Christmas story | Ice themes linked to Eden | Christmas Theme   |
| <b>Educational Visits/Visitors/Special Events</b> |  |                      |  |   |                 | Eden trip                 | Christmas Play 11 <sup>th</sup> and 13 <sup>th</sup><br>Christmas Fayre 7th |
| <b>Parental Involvement</b>                       | Home Learning Task                       | Parent consultations | RWI Workshop                             |   |                 | Eden - parents            | Christmas Play Invites - ask for feedback - parent voice.                   |

