

HALF TERM CURRICULUM PLAN

Term: Autumn 1		Topic: Growing and Changing Enquiry Question: How do plants grow?						
<u>Super Starter (Wow moment):</u> All about me box		<u>Fabulous Finish:</u> Heligan Trip						
Key Text:	<u>Week 1</u> <u>INSET: 3.9.25</u> <u>Thursday and Friday</u>	<u>Week 2</u> <u>w/b 8.9.25</u>	<u>Week 3</u> <u>w/b 15.9.25</u>	<u>Week 4</u> <u>w/b 22.9.25</u>	<u>Week 5</u> <u>w/b 29.9.25</u>	<u>Week 6</u> <u>w/b 6.10.25</u>	<u>Week 7</u> <u>w/b 13.10.25</u>	<u>Week 8</u> <u>w/b 20.10.25</u>
Personal, Social and Emotional Development	R - I can see myself as a valuable individual. Talk about our behaviour display. Discuss the rainbow and give examples of what they need to do to move up. Talk about school rules and introduce My PB value.	R - I can see myself as a valuable individual. Talk about our behaviour display. Discuss the rainbow and give examples of what they need to do to move up. Talk about school rules and introduce My PB value.	R - I can build constructive and respectful relationships. 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. 1 resource per area. Respect for property indoors and out.	R - I can express my feelings and consider the feelings of others. Talk about our feelings and how we can manage feelings in different situations. Talk about different emotions.	R - I can express my feelings and consider the feelings of others. Boundaries and rules to be constantly reinforced. Sharing resources and respecting school property.	R - I can build constructive and respectful relationships. Behaviour expectations when going on a trip. Talk about how we behave.	R - I can build constructive and respectful relationships. Boundaries and rules to be constantly reinforced. Sharing resources and respecting school property.	R - I can build constructive and respectful relationships. Boundaries and rules to be constantly reinforced. Sharing resources and respecting school property.
Communication and Language	R - I understand how to listen carefully and why listening is important. 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.	R - I understand how to listen carefully and why listening is important. 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.	R - I understand how to listen carefully and why listening is important. Circle time games that involve listening to others and responding. Partner talk and they say their partners responses. BASELINE ASSESSMENTS TO BE COMPLETED.	R - I understand how to listen carefully and why listening is important. I can learn new vocabulary. Engage in carpet times, responding well to questions and listening to and following instructions.	R - I can use new vocabulary through the day. Link to learning about ourselves.	R - I can use new vocabulary through the day. Link to learning about plants. Talk about the different parts of a plant.	R - I can use new vocabulary through the day. Link to learning about plants. Talk about the different parts of a plant.	R - I can use new vocabulary through the day. Link to describing plants and trees.

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WellComm	WellComm assessments to be carried out this week.	Activity: Working on level 7 Key vocabulary:	Activity: Working on level 7 Key vocabulary:	Activity: Working on level 8.-8.4 Key vocabulary: .1 – 'when' 'what' 'where' 'why' .2 -same, different, categories e.g. foods, animals, hot/cold .3 – 'after' 'before' .4 – big, little	Activity: Working on level 8.-8.4 Key vocabulary: .1 – 'when' 'what' 'where' 'why' .2 -same, different, categories e.g. foods, animals, hot/cold .3 – 'after' 'before'	Activity: Working on level 8.5-8.9 Key vocabulary: .5 – 'either' 'or' .6 – 'behind' 'in front' 'next to' 'between' .7 – emotions, happy, sad, angry, calm .8 – 'when' 'what' 'where' 'why' 'how' .9 – remembering more – link to vocabulary on topic	Activity: Working on level 8.5-8.9 Key vocabulary: .5 – 'either' 'or' .6 – 'behind' 'in front' 'next to' 'between' .7 – emotions, happy, sad, angry, calm .8 – 'when' 'what' 'where' 'why' 'how' .9 – remembering more – link to vocabulary on topic	Activity: Working on level 8.10-8A-8C Key vocabulary: .10- 'biggest', 'tallest' 'small' 'medium' 'large' A – linked to seasons e.g. winter is cold. B- story language C – descriptive language
Physical (Fine motor)	R- I can develop my small motor skills so that I can use a range of tools competently, safely and confidently Fine motor activities to support physical development. Dough Disco	R- I can develop my small motor skills so that I can use a range of tools competently, safely and confidently Fine motor activities to support physical development. Dough Disco	R - I can develop my small motor skills so that I can use a range of tools competently, safely and confidently Fine motor activities to support physical development. Dough Disco	R - I can develop my small motor skills so that I can use a range of tools competently, safely and confidently Fine motor activities to support physical development. Dough Disco	R - I can develop my small motor skills so that I can use a range of tools competently, safely and confidently Fine motor activities to support physical development. Dough Disco	R - I can develop my small motor skills so that I can use a range of tools competently, safely and confidently Provide opportunities to practise anti-clockwise movements, top bottom movements. Outside and inside. Link to write dance – intervention for those that need to develop fine motor. Dough Disco	R - I can develop my small motor skills so that I can use a range of tools competently, safely and confidently Provide opportunities to practise anti-clockwise movements, top bottom movements. Outside and inside. Link to write dance – intervention for those that need to develop fine motor. Dough Disco	R - I can develop my small motor skills so that I can use a range of tools competently, safely and confidently Provide opportunities to practise anti-clockwise movements, top bottom movements. Outside and inside. Link to write dance – intervention for those that need to develop fine motor. Dough Disco
Physical (Gross motor) Invasion Games Key values: Curiosity Imagination		R - I can revise and refine fundamental movement skills that I have already acquired: Throw a ball underarm, over arm and use a bounce pass. Move into a given space to catch a ball. Children to focus on changing independently. Y1 - Throw a ball underarm, overarm or use a bounce pass.	R - I can revise and refine fundamental movement skills that I have already acquired: Pass a ball to a partner using my hands and feet. Explore different ways using a ball (A&D) Children to focus on changing independently. Y1 -Move into a given space to catch a ball. Pass a ball to a partner using hands and feet.	R - I can revise and refine fundamental movement skills that I have already acquired: Explore ways to send a ball or other equipment Retrieve and stop a ball using different parts of the body. (A&D) Children to continue changing independently. Y1 - Explore ways of passing and receiving a ball. Explore ways to send a ball or other equipment, retrieve and stop a ball using different parts of the body.	R - I can revise and refine fundamental movement skills that I have already acquired: Explore ways to send a ball or other equipment Retrieve and stop a ball using different parts of the body. (A&D) Y1 - Explore ways to send a ball or other equipment, retrieve and stop a ball using different parts of the body.	R - I can develop my overall body strength, co-ordination, balance and agility needed to engage successfully with physical education. Play a variety of running and avoiding games. Participate in simple team games (1v1, 2v2) Develop simple attacking and defending techniques (A&D) Y1 - Play a variety of running and avoiding games and participate in simple team games.	R - I can develop my overall body strength, co-ordination, balance and agility needed to engage successfully with physical education. Play a variety of running and avoiding games. Participate in simple team games (1v1, 2v2) Develop simple attacking and defending techniques (A&D) Y1 - Develop simple attacking and defending techniques	R - I can develop my overall body strength, co-ordination, balance and agility needed to engage successfully with physical education. Pass and receive a ball in different ways with increased control. (S&A) (rugby, netball, football, basketball) Y1 - Pass and receive a ball in different ways with increased control. (Rugby, netball, football, basketball).

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My Personal Best Focus. Healthy me...	Curiosity	Curiosity	Curiosity	Curiosity	Imagination	Imagination	Imagination	Imagination
Reading	RWI – whole class Reception Year 1 - groups Voted for story times linked to the R/Y1 book spine.	m, a, s, d, t RWI – whole class Reception Year 1 - groups Voted for story times linked to the R/Y1 book spine.	i n p g o RWI – whole class Reception Year 1 - groups Voted for story times linked to the R/Y1 book spine.	c k u b f RWI – Whole class Reception Year 1 - groups Voted for story times linked to the R/Y1 book spine.	e l h r j RWI – whole class Reception Year 1 - groups Voted for story times linked to the R/Y1 book spine.	v y w z x RWI – whole class Reception Year 1 - groups Non-fiction books on animals and the human body. Voted for story times linked to the R/Y1 book spine.	sh, th, ch, qu, ng, nk RWI – whole class Reception Year 1 - groups Non-fiction books on animals and the human body. Voted for story times linked to the R/Y1 book spine.	RWI Assessments Non-fiction books on animals and the human body. Voted for story times linked to the R/Y1 book spine.
Writing Year One		Grammarsaurus Noun focus Common nouns and proper nouns.	Grammarsaurus Noun review- sorting common and proper nouns. Verb focus Being verbs.	Grammarsaurus Regular action verbs. Irregular action verbs. Action verb/being verb.	Grammarsaurus Verbs review Subject focus- what is a subject? Subject/verb focus- stage one Stage 1 building single-clause sentences.	Grammarsaurus Subject/verb focus (pronouns)-stage 1. Subject/ verb focus- stage 2.	Grammarsaurus Application- subject/verb focus. Subject/ verb focus (pronoun)	
Writing Reception	R – I can form some letters. Children to take part in fine motor activities. Handwriting patterns, letter formation with letters within their names.	R - I can form lower-case and capital letters correctly. Write name and take photo of children's pencil grip - focus on pencil grip. WOW book and Literacy books.	R- I can hold my pencil correctly. Children to complete handwriting patterns, letter formation with letters within their names.	R - I can form lower-case and capital letters correctly. Draw a picture of themselves and discuss the marks they have made. Record talking in books. Children to write their name underneath their picture. Label if appropriate	R - I can form lower-case and capital letters correctly. Children to practise name writing and letter formation of taught sounds. (m, a, s, d, t, i, n, p) children to have pictures and if appropriate add CVC words.	R - I can use vocabulary to describe. I can talk about different parts of a plant. Children to say and write sounds to name parts of a plant. LA- initial sounds. MA- sounds in sequence – initial and final sounds. HA- Words phonetically.	R - I can use vocabulary to describe. I can discuss how plants grow. Childre to write about what a plant needs to grow. LA- initial sounds. MA- sounds in sequence – initial and final sounds. HA- Words phonetically.	R - I can write about different plants and trees. Children to write words or sentences to describe plants. LA- initial sounds. MA- sounds in sequence – initial and final sounds. HA- Words phonetically.
Mathematics Year One	Y1 - Place Value within 10. Sort objects	Y1 - Place Value within 10. Count objects Count objects from a larger group. Represent objects Recognise numbers as words.	Y1 - Place Value within 10. Recognise numbers as words. Count on from any number. 1 more.	Y1 - Place Value within 10. Count backwards within 10 1 less. Compare groups by matching.	Y1 - Place Value within 10. Fewer, more, same. Less than, greater than, equal to. Compare numbers.	Y1 - Place Value within 10. Order objects and numbers. The number line.	Y1 - Addition and subtraction within 10. Introduce parts and wholes. Part-whole model. Write number sentences.	Y1 - Addition and subtraction within 10. Write number sentences. Fact families-addition facts.

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Mathematics Reception	R - I can count objects, actions and sounds. During transition teach children how to use resources in Maths area. Lots of counting activities. Take photos for Maths wall.	R - I can count objects, actions and sounds. During transition teach children how to use resources in Maths area. Lots of counting activities. Take photos for Maths wall.	R - I can count objects, actions and sounds. During transition teach children how to use resources in Maths area. Lots of counting activities. BASELINE ASSESSMENTS TO BE COMPLETED.	R - I compare length, weight and capacity. Using 1-1 correspondence children use 5 frames to compare amounts Comparing size. Look at different shapes and objects and compare. Outside area to compare capacity, use sand and water tray.	R - I can match and sort objects. Match different items around the room. Collect leaves and seasonal outdoors, sort. Sort into sets, sizes etc. Matching and sorting. Look for books from white rose book list to put in the Maths area.	R - I can continue, copy and create repeating patterns. Using natural materials to look at repeating patterns. Copy and create them.	R - I can match and sort objects. Look and compare capacity, size and mass.	consolodation
Understanding the World	I can recognise some environments that are different to the one in which they live. I can talk about members of my immediate family. Children to share their all about me boxes with their class.	I can recognise some environments that are different to the one in which they live. I can talk about members of my immediate family. Children to share their all about me boxes with their class.	I can explore the natural world around. Children to spend time in the outside areas exploring what is in their environment.	I can explore the natural world around. Children to spend time in the outside areas exploring what is in their environment.	I can explore the natural world around me, making observations and drawing pictures of plants. Children to plant a seed and discuss what it needs to grow.	I can explore the natural world around me, making observations and drawing pictures of plants. Children to explore the planter. What do they see, notice and think.	I can explore the natural world around me, making observations and drawing pictures of plants. Children to use clipboards and pencils to draw different plants in the outside area.	I can explore the natural world around me, making observations and drawing pictures of plants. Make observations on the plants that they have planted.
Science						Plants – observing closely using simple equipment, identifying how different plants live in different climates. Investigate how plants that grow vary around the world to answer the question: How do plants grow? I know what plants need in order to grow and stay healthy (water, light and suitable temperature)	Plants – observing closely using simple equipment, identifying how different plants live in different climates. Investigate how plants that grow vary around the world to answer the question: How do plants grow? I know what plants need in order to grow and stay healthy (water, light and suitable temperature)	Plants – observing closely using simple equipment, identifying how different plants live in different climates. Investigate how plants that grow vary around the world to answer the question: How do plants grow? I know what plants need in order to grow and stay healthy (water, light and suitable temperature)

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Art and Design/ Expressive arts and design	Art - Self portraits Artist: Vincent Van Gogh I can learn about the work of an artist. I can articulate my ideas and thoughts in well-formed sentences. I can learn about an artist's work and discuss it, talking about the details used and asking questions about it Primary Colours Secondary colours Tinting Shading	Art - Self portraits Artist: Vincent Van Gogh I can learn about the work of an artist. I can articulate my ideas and thoughts in well-formed sentences. I can learn about an artist's work and discuss it, talking about the details used and asking questions about it Primary Colours Secondary colours Tinting Shading I can explore colour and colour mixing I can explore colour and colour mixing. I can learn how to mix colours to create different tones/shades.	Art - Self portraits Artist: Vincent Van Gogh I can use different media to create a self portrait I can develop my small motor skills so that I can use a range of tools competently, safely and confidently. I can focus on key features of a face to support me in developing my self-portrait. I can explore colour and colour mixing I can explore colour and colour mixing. I can learn how to mix colours to create different tones/shades.	Art - Self portraits Artist: Vincent Van Gogh I can add detail to my design. I can use and refine a variety of artistic effects to express their ideas and feelings I can use a variety of tools to add texture and line to my design. I can use different media to create a self portrait I can develop my small motor skills so that I can use a range of tools competently, safely and confidently. I can focus on key features of a face to support me in developing my self-portrait.	Art - Self portraits Artist: Vincent Van Gogh I can develop a wide range of techniques, such as using drawing to create my self-portrait. I can use a range of media to create my self-portrait, I can create a detailed self-portrait. I can add detail to my design. I can use and refine a variety of artistic effects to express their ideas and feelings I can use a variety of tools to add texture and line to my design.	Art - Self portraits Artist: Vincent Van Gogh I can develop a wide range of techniques, such as using drawing to create my self-portrait. I can use a range of media to create my self-portrait, I can create a detailed self-portrait.		
Design Technology/ Expressive arts and design	Not in focus							
Music		Sing Up -R- Cycle A I've got a grumpy face lesson 1	Sing Up -R- Cycle A I've got a grumpy face lesson 1	Sing Up -R- Cycle A I've got a grumpy face lesson 1	Sing Up -R- Cycle A The sorcerer's apprentice - 3 lessons	Sing Up -R- Cycle A The sorcerer's apprentice - 3 lessons	Sing Up -R- Cycle A The sorcerer's apprentice - 3 lessons	
Computing		R-Busy bodies – parts of our bodies Y1 – What IT is?		R-Busy bodies – Make a body Y1 – IT in school	Y1 – The benefits of IT	R-Busy bodies – Look how we grow Y1 – Use IT safely		R-Busy bodies – Movement algorithms Y1- using IT in different ways

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Online safety			R- Self image and identity. I can recognise, online or offline, that anyone can say 'no' - 'please stop' - 'I'll tell' - 'I'll ask' to somebody who makes them feel sad, uncomfortable, embarrassed or upset. Y1- Self-image and identity I can recognise that there may be people online who could make someone feel sad, embarrassed or upset.				R- Self image and identity. I can recognise, online or offline, that anyone can say 'no' - 'please stop' - 'I'll tell' - 'I'll ask' to somebody who makes them feel sad, uncomfortable, embarrassed or upset. Y1- Online relationships. I can give examples of when I should ask permission to do something online and explain why this is important.	
PSHE/RSE SCARF	R and Y1- Share All About Me boxes and settle into new classes. Share books linked to feelings.	R and Y1- Why we have classroom rules	R and Y1- All about me.	R and Y1- What makes me special?	R and Y1- Thinking about feelings.	R and Y1- Me and my special people.	R and Y1- Who can help me.	R and Y1- Feelings and bodies
Religious Education		R - Theme: Special People Key Question: What makes people special? Religions: Christianity, Judaism Y1 - Does God want Christians to look after the world? Engagement.	R - Theme: Special People Key Question: What makes people special? Religions: Christianity, Judaism Y1 - Does God want Christians to look after the world? Engagement	R - Theme: Special People Key Question: What makes people special? Religions: Christianity, Judaism Y1 - Does God want Christians to look after the world? Investigation.	R - Theme: Special People Key Question: What makes people special? Religions: Christianity, Judaism Y1 - Does God want Christians to look after the world? Investigation.	R - Theme: Special People Key Question: What makes people special? Religions: Christianity, Judaism Y1 - Does God want Christians to look after the world? Evaluation.	R - Theme: Special People Key Question: What makes people special? Religions: Christianity, Judaism Y1 - Does God want Christians to look after the world? Expression.	
Outdoor Learning/Visits and Trips							Heligan trip	