

HALF TERM CURRICULUM PLAN

Term: Autumn 2			Topic: Past and Present. Enquiry Question: How has technology changed our lives?				
Super Starter (Wow moment): Visitor, blast from the past.			Fabulous Finish: Nativity performances				
Key Text:	Week 1 w/b 3.11.25	Week 2 w/b 10.11.25	Week 3 w/b 17.11.25	Week 4 w/b 24.11.25	Week 5 w/b 1.12.25	Week 6 w/b 8.12.25	Week 7 w/b 15.12.25
Personal, Social and Emotional Development	I can show resilience and perseverance in the face of challenge. Co-operative play and problem solving together.	I can show resilience and perseverance in the face of challenge. Talking about their choice. Plan, do, review in CP activities.	I can identify and moderate their own feelings socially and emotionally. Talk about a range of experiences and celebrations. Draw on experiences from this half term so far.	I can think about the perspectives of others. Discussions about other cultures and traditions.	I can manage my own needs. Children to choose activities and give reasons for their choices.	I can identify and moderate my own feelings socially and emotionally. Children to perform Nativity with confidence.	I can identify and moderate my own feelings socially and emotionally. Children to join in with activities throughout the week based on Christmas.
Communication and Language	R- I can describe events in some detail Children to talk about their experiences of celebrations over the half term break. Including celebrations likes Halloween.	R-I can learn rhymes, poems and songs. Listen and talk about stories to build familiarity and understanding. Talk about and listen to ideas expressed from friends. Talking about Remembrance Day. Learn Poppy poem linked to Literacy.	R-I can retell the story once I have developed a deep familiarity with the text, some as exact repetition and some in my own words. Children to talk about the story of the Gingerbread man. Retelling the story where possible and discussing key events within the story. R-I can retell the story once I have developed a deep familiarity with the text, some as exact repetition and some in my own words.	R-I can learn rhymes, poems and songs. Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.	R -I can listen carefully to rhymes and songs paying attention to how they sound. Learn rhymes, poems and songs. Link to the Christmas nativity.	R-I can listen to and talk about stories to build familiarity and understanding. I can describe events in some detail. Christmas nativity Listen to and discuss the Christmas story. Talk about the characters and what happens.	R-I can engage in Stroy times. Listen to and discuss the Christmas story. Talk about the characters and what happens.
WellComm	8.5 Understanding sentences containing 'either' and 'or' 'either' 'or'	8.6 Using an increasing range of prepositions behind' 'in front' 'next to' 'between'	8.7 Understanding emotions from facial expressions emotions, happy, sad, angry, calm	8.8 Understanding question words using stories when' 'what' 'where' 'why' 'how'	8.9 Learning to remember and then say five things remembering more – link to vocabulary on topic	8.10 Using superlatives: biggest and tallest 'biggest', 'tallest' 'small' 'medium' 'large'	Assessment
Physical (Fine motor)	I can develop my small motor skills so that I can use a range of tools competently, safely and confidently. Fine motor skills focus linked to Halloween. Link to outdoor learning. Small world UW.	R-I can develop my small motor skills so that I can use a range of tools competently, safely and confidently. Opportunities for children to paint fireworks small and large scale and encourage children to use anticlockwise movements, lines (top/down, and zigzags.)	R-I can develop my small motor skills so that I can use a range of tools competently, safely and confidently. Opportunities for children to link to Remembrance Day activities small and large scale and encourage children to use anticlockwise	R-I can use my core muscles to strength to achieve a good posture when sitting at a table or sitting on the floor. Encourage children to sit to the table correctly to develop core.	R-I can use my core muscles to strength to achieve a good posture when sitting at a table or sitting on the floor. Encourage children to sit to the table correctly to develop core.	R-I can develop my small motor skills so that I can use a range of tools competently, safely and confidently. Link to forming letters correctly in their name.	R-I can develop my small motor skills so that I can use a range of tools competently, safely and confidently. Link to forming letters correctly in their name.

HALF TERM CURRICULUM PLAN

		Dough Disco	movements, lines (top/down, and zigzags.)				
Physical (Gross motor)	R - I can revise and refine the fundamental movement skills they have already acquired: rolling, walking, jumping, running, hopping, skipping, climbing. I can progress towards a more fluent style of moving, with developing control and grace. I can balance on different parts of my body. Balance using my hands and feet. Create different shapes when balancing e.g, thin, wide, twisted, curl. Develop balance, agility, co-ordination of travelling, stillness, jumping, timing, changing shape, direction and size. (A&D) Y1: Gymnastics Balance using my hands and feet. Create different shapes when balancing eg, thin, wide, twisted, curl.	R- I can revise and refine the fundamental movement skills they have already acquired: rolling, walking, jumping, running, hopping, skipping, climbing. I can progress towards a more fluent style of moving, with developing control and grace. I can travel under and over and through apparatus. Travel in different ways e.g, jumping, skipping, walking, leaping, hopping etc. Learn a variety of basic gymnastic movements. Be still in different body shapes and balances and combine different ways of travelling. (A&D) Y1: Travel in different ways e.g, jumping, skipping, walking, leaping, hopping etc	R - I can revise and refine the fundamental movement skills they have already acquired: rolling, walking, jumping, running, hopping, skipping, climbing. I can progress towards a more fluent style of moving, with developing control and grace. I can travel with confidence and skill around, under, over and through balancing equipment. Move between mats and small apparatus and change the speed of movement. I can observe the effects of activity on my body.(HSC) Y1: Learn a variety of basic gymnastic movements.	R - I can revise and refine the fundamental movement skills they have already acquired: rolling, walking, jumping, running, hopping, skipping, climbing. I can progress towards a more fluent style of moving, with developing control and grace. I can move freely and with pleasure and confidence in a range of ways. Move between mats and small apparatus and change the speed of movement. Y1: Be still in different body shapes and balances and combine different ways of travelling. (A&D)	R - I can revise and refine the fundamental movement skills they have already acquired: rolling, walking, jumping, running, hopping, skipping, climbing. I can progress towards a more fluent style of moving, with developing control and grace. I can progress towards a more fluent style of moving, with developing control and grace. I can travel with confidence and skill around, under, over and through balancing equipment Handle apparatus safely Recognise how it feels when the body is tense in a balance. Y1: Move between mats and small apparatus and change the speed of movement.	R - I can revise and refine the fundamental movement skills they have already acquired: rolling, walking, jumping, running, hopping, skipping, climbing. I can progress towards a more fluent style of moving, with developing control and grace. Handle apparatus safely Recognise how it feels when the body is tense in a balance. Y1: Handle apparatus safely Recognise how it feels when the body is tense in a balance.	R - I can revise and refine the fundamental movement skills they have already acquired: rolling, walking, jumping, running, hopping, skipping, climbing. I can progress towards a more fluent style of moving, with developing control and grace. I can travel with confidence and skill around, under, over and through balancing equipment. Develop balance, agility, co-ordination of travelling, stillness, jumping, timing, changing shape, direction and size. (A&D) Y1: Develop balance, agility, co-ordination of travelling, stillness, jumping, timing, changing shape, direction and size. (A&D)
My Personal Best Focus. Healthy me...	Imagination	Reflection	Reflection	Reflection	Reflection	Consolidate Curiosity, Imagination and Reflection	Consolidate Curiosity, Imagination and Reflection
Reading	Follow the book spine reading a range of stories. Read the story of The Gingerbread Man. Read a range of poems and discuss, RWI - I can read some letter groups that each represent one sound and say sounds for them.	Follow the book spine reading a range of stories. Read the story of The Gingerbread Man. Read a range of poems and discuss, RWI - I can read some letter groups that each represent one sound and say sounds for them.	Follow the book spine reading a range of stories. Read the story of The Gingerbread Man. Read a range of poems and discuss, RWI - I can read some letter groups that each represent one sound and say sounds for them.	Follow the book spine reading a range of stories. Support the children to be able to talk about their favourite stories and retell the key parts. Link to Christmas stories. RWI - I can read some letter groups that each represent one sound and say sounds for them.	Follow the book spine reading a range of stories. Support the children to be able to talk about their favourite stories and retell the key parts. Link to Christmas stories. RWI - I can read some letter groups that each represent one sound and say sounds for them.	Follow the book spine reading a range of stories. Support the children to be able to talk about their favourite stories and retell the key parts. Link to Christmas stories. RWI - I can read some letter groups that each represent one sound and say sounds for them.	Follow the book spine reading a range of stories. Support the children to be able to talk about their favourite stories and retell the key parts. Link to Christmas stories. RWI - I can read some letter groups that each represent one sound and say sounds for them.

HALF TERM CURRICULUM PLAN

	Class Vote- Democracy (British Values) from Book Spine or linked texts by same author etc.. Who's been eating my porridge? Stick Man	Class Vote- Democracy (British Values) from Book Spine or linked texts by same author etc.. Who's been eating my porridge? Stick Man	Class Vote- Democracy (British Values) from Book Spine or linked texts by same author etc.. Who's been eating my porridge? Stick Man	Class Vote- Democracy (British Values) from Book Spine or linked texts by same author etc.. Who's been eating my porridge? Stick Man	Class Vote- Democracy (British Values) from Book Spine or linked texts by same author etc.. Who's been eating my porridge? Stick Man	Class Vote- Democracy (British Values) from Book Spine or linked texts by same author etc.. Who's been eating my porridge? Stick Man	Class Vote- Democracy (British Values) from Book Spine or linked texts by same author etc.. Who's been eating my porridge? Stick Man
Writing Year One	Grammarsuarus (Y1) The Gingerbread man (R and 1) Role on the wall. Story retell, whole class sequencing.	Grammarsuarus (Y1) The Gingerbread man (R and 1) Sequencing of story. Remembrance poetry- write a simple poem acrostic.	Grammarsuarus (Y1) The Gingerbread man (R and 1) Character description.	Letter write WOW write Writing a letter to Father Christmas.	Y1- Comparison text between technology now and technology in the past. Objective One- What new technologies have developed over the last 60 years? Objective Two- What were toys like when my parents and grandparents were young?	Y1- Comparison text between technology now and technology in the past. Objective Three- How has technology changed my parents and grandparents jobs? Objective Four- How did people talk before technology changed?	Y1- Comparison text between technology now and technology in the past. Objective Five- How has technology changed the world?
Writing Reception	I can blend sounds into words. The Gingerbread man character descriptions CVC words and post it for descriptions	I can spell words by identifying the sounds and then writing the sound with letters. Remembrance poetry Learn new poems linked to Remembrance Day. Read, learn and re-tell the 'Poppy, Poppy' poem. Children to write key words linked to a poppy and Remembrance Day.	I can form lower case and capital letters correctly. The Gingerbread man (R and 1) Retelling story and talking about events in focussed story - The Gingerbread Man. Sequence story. Write words to match.	I can spell words by identifying the sounds and then writing the sound with letters. Letter write WOW write Writing a letter to Father Christmas.	I can talk about how toys were different in the past. Children to sort old and new toys.	I can role play jobs people have had that have changed over the last 60 years. Children to use role play to show how jobs have changed. Children to talk about what is different now to the past.	I can identify ways that technology has changed through role play. Children to write a list of differences between now and then.
Rhyme of the week	Wind the Bobbin up	The Grand old Duke of York	Sing a song of sixpence	5 little elves	We wish you a Merry Christmas	Christmas Pudding	Father Christmas, he got stuck
Mathematics Year One	Number: addition and subtraction Fact families Number bonds within 10	Number: addition and subtraction Systematic number bonds within 10 Number bonds to 10	Number: addition and subtraction Addition- add together Addition- add more Addition problems	Number: addition and subtraction Find a part Subtraction- find a part Fact Families the eight facts	Number: addition and subtraction Fact Families the eight facts Subtraction – take away/ cross out Subtraction – Take away	Number: addition and subtraction Subtraction on a number line Add or subtract 1 or 2 Geometry: shape Recognise, name and s	Geometry: shape Recognise 2D shapes, name and sort Patterns with 2D and 3D shapes
Mathematics Reception	I can subitise. I can count objects, actions and sounds. It's Me 123 I can find one less One less step to be completed	I can link the number symbol with its cardinal number value. It's Me 123	I can compose and decompose shapes so the children recognise a shape can have other shapes within it. Circles and Triangles I can compare numbers. 1,2,3,4,5	I can compare numbers. I can count objects, actions and sounds. 1,2,3,4,5	I can understand one more, one less. 1,2,3,4,5	I can compose and decompose shapes so the children recognise a shape can have other shapes within it. Shapes with 4 sides	Consolidation

HALF TERM CURRICULUM PLAN

Rhyme of the week	Three Blind Mice	Hickory Dickory Dock	3 Speckled Frogs	1,2,3,4,5 once I caught a fish alive.	5 little Men in a Flying Saucer	5 speckled frogs.	Five Little Teddy Bears
Understanding the World	I can talk about members of my immediate family. Children to talk about their family and what they did in the half term break.	Name and describe people who are familiar to them. After sharing a range of poems. Children to talk about people who are important to them and think of ways of describing them.	Children will explore the natural world around them. Children to explore the outdoor environment to spot changes in the season.	Compare and contrast characters from stories, including figures from the past. Link to curriculum writing of past and present.	Compare and contrast characters from stories, including figures from the past. Link to curriculum writing of past and present.	Recognise that people have different beliefs and celebrate special times in different ways. Children to learn about how people celebrate in different ways. Link to the Christmas story and Nativity performance.	Recognise that people have different beliefs and celebrate special times in different ways. Children to learn about how people celebrate in different ways. Link to the Christmas story and Nativity performance.
History/UoW		Remembrance Day Creative activities to support this.		Technology (changes within living memory) How has technology changed our lives? Events beyond living memory – How technology has changed over the last 60 years. What new technologies have developed over the last 60 years? R – I can listen to stories that explain how the world has changed. Y1 – I can list technologies my parents and grandparents didn't have when they were young.	Toys What were toys like when my parents and grandparents were young? R – I can talk about how toys were different in the past. Y1 - I can identify old and new toys and suggest ways they have changed. Look at a range of toys and sort into old and new.	Technology How has technology changed my parents and grandparents jobs? R- I can role play jobs people have had that have changed over the last 60 years. Y1 - I can identify old and new jobs and the technologies that have changed them.	Technology How did people talk before technology changed? R – I can make a phone and talk about how it is different to now. Y1 - I can use sources to talk about how technology has changed how people communicate. How has technology changed the world? R - I can identify ways that technology has changed through role play Y1 - I can sort sources into past and present and talk about how they have changed.
Art and Design/ Expressive arts and design	Not in focus.						
Design Technology/ Expressive arts and design	-I can build on previous learning, refining ideas and develop the ability to represent them. Making bonfire pictures using handprints and chalk. Mix colours to achieve the correct shade. Use chalks to create different effects and discuss. I can watch and talk about dance and performing arts.	R-I can explore, use and refine a variety of artistic effects to express my ideas and feelings. Create poppies using a variety of materials such as paints, tissue paper and plates. I can sing in a group or on my own, increasingly matching the pitch and following melody. Learn Christmas songs for our nativity. -I can watch and talk about dance and performing arts. I can	I can sing in a group or on my own, increasingly matching the pitch and following melody. Learn Christmas songs for our nativity.	Design Textiles – make a pouch for a phone Creator/Designer: Jasper conran I can learn about a creator I know how to join two materials together. R- I can talk about the job of a creator -I can explore how to join materials, using glue and other equipment. Y1 – I can recall facts about a creator.	Make I can make a phone pouch. R – I can create using a range of materials Y1 – I can use a basic stitch to join two materials together. R-I can explore, use and refine a variety of artistic effects to express my ideas and feelings. Christmas cards, calendars, decorations.	Evaluate I can talk about what worked well and what could be improved. R – I can return to and build on their previous learning, refining ideas and developing their ability to represent them. Y1 – I can talk about other people's creations. R-I can create collaboratively sharing ideas, resources and skills. Work together to act	R-I can create collaboratively sharing ideas, resources and skills. Lots of arts and crafts linked to Christmas.

HALF TERM CURRICULUM PLAN

	I can express my feelings and responses. Bonfire dances.	express my feelings and responses. Watch Divali dances. Talk about how they made us feel. Create own Divali dances.		-I can create a purposeful design. R-I can explore, use and refine a variety of artistic effects to express my ideas and feelings. Christmas cards, calendars, decorations. Children to design and give reasons for their design and thought to colours and textures used. I can sing in a group or on my own, increasingly matching the pitch and following melody. Learn Christmas songs for our nativity.	Children to design and give reasons for their design and thought to colours and textures used. I can sing in a group or on my own, increasingly matching the pitch and following melody. Learn Christmas songs for our nativity.	out different Christmas stories. I can move to and talk about music. Link to the Christmas nativity.	
Music	Nativity song practise.	Nativity song practise.	Nativity song practise.	Nativity song practise.	Nativity song practise.	Nativity song practise.	Nativity song practise.
Computing		Awesome Autumn- Garlands Galore Making Music + ongoing Digital Literacy I can create and adjust audio using digital technology	Making Music + ongoing Digital Literacy I can create and adjust audio using digital technology	Awesome Autumn-Leaf Labyrinth Making Music + ongoing Digital Literacy I can create and adjust audio using digital technology	Making Music + ongoing Digital Literacy I can create and adjust audio using digital technology	Awesome Autumn- Pumpkin soup Making Music + ongoing Digital Literacy I can create and adjust audio using digital technology	
Online safety	Online reputation Online Reputation						
PSHE/RSE SCARF	Super Sleep	Good or bad touches	What could Harold do?	Sharing pictures	Who can help? (1)	Harold Loses Heoffrey	Listening to my feelings
Religious Education	R-Theme: Christmas Reception- "Why do Christians perform Nativity plays at Christmas?" Year 1: KQ1: Who was Jesus?	R-Theme: Christmas Reception- "Why do Christians perform Nativity plays at Christmas?" Year 1: KQ2: What happened in the story of the birth of Jesus?	R-Theme: Christmas Reception- "Why do Christians perform Nativity plays at Christmas?" Year 1: KQ3: Was Jesus born where people would have expected?	R-Theme: Christmas Reception- "Why do Christians perform Nativity plays at Christmas?" Year 1: KQ4: Why is waiting and preparing for Christmas important for many Christians?	R-Theme: Christmas Reception- "Why do Christians perform Nativity plays at Christmas?" Year 1: KQ5: What do some people like to say thank you for at Christmas?	R-Theme: Christmas Reception- "Why do Christians perform Nativity plays at Christmas?" Year 1: KQ6: How do people use the story of the nativity to guide their beliefs at Christmas? Nativity	Nativity
Outdoor Learning/Visits and Trips	BLAST FROM THE PAST date TBC						
Enhancements	Bonfire night	11.10.25 - Remembrance 10.11 – Odd sock day 14.11.25-Children in Need 14.11.25- Diabetes Awareness				Christmas Jumper day 7 th December. Christmas Performances	Christmas Cinema Trip – 18 th