

HALF TERM CURRICULUM PLAN

Term: Autumn 1			Topic: Marvellous Me				
			Enquiry Question: What makes me special?				
<u>Super Starter (Wow moment):</u> All about me box			<u>Fabulous Finish:</u> Story and Rhyme workshop				
Key Text:	<u>Week 1</u> <u>w/b 7.9.26</u>	<u>Week 2</u> <u>w/b 14.9.26</u>	<u>Week 3</u> <u>w/b 21.9.26</u>	<u>Week 4</u> <u>w/b 28.9.26</u>	<u>Week 5</u> <u>w/b 5.10.26</u>	<u>Week 6</u> <u>w/b 12.10.26</u>	<u>Week 7</u> <u>w/b 19.10.26</u>
Personal, Social and Emotional Development	I can manage my own needs. Talk about our behaviour display. Discuss the rainbow and give examples of what they need to do to move up. Talk about school rules.	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.	I can build constructive and respectful relationships. 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.	I can express my feelings and consider the feelings of others. 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.	I can build constructive and respectful relationships. Boundaries and rules to be constantly reinforced. Sharing resources and respecting school property.	I can build constructive and respectful relationships. Boundaries and rules to be constantly reinforced. Sharing resources and respecting school property.	I can identify and moderate my own feelings socially and emotionally. Talk about our feelings and how we can manage feelings in different situations. Talk about different emotions.
Communication and Language	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.	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.	I can describe events in some detail. Circle time games that involve listening to others and responding. Partner talk and they say their partners responses. BASELINE ASSESSMENTS TO BE COMPLETED.	I can use new vocabulary throughout the day. Engage in carpet times, responding well to questions and listening to and following instructions.	I can use new vocabulary throughout the day Link learning to ourselves and how we grow.	I can learn new vocabulary. Link learning to different animals.	I can learn new vocabulary. Link learning to different animals.
WellComm	WellComm assessments to be carried out this week.	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 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

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					.9 – remembering more – link to vocabulary on topic		
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 activities to support physical development. Dough Disco	I can use my core muscle strength to achieve a good posture when sitting at a table or sitting on the floor. Fine motor activities to support physical development. Dough Disco	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	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	I can use my core muscle strength to achieve a good posture when sitting at a table or sitting on the floor. Fine motor activities to support physical development. Dough Disco	I can use my core muscle strength to achieve a good posture when sitting at a table or sitting on the floor. Provide opportunities to practise anticlockwise movements, top bottom movements. Outside and inside. Link to write dance – intervention for those that need to develop fine motor. Dough Disco	I can use my core muscle strength to achieve a good posture when sitting at a table or sitting on the floor. Provide opportunities to practise anticlockwise 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	I can develop overall body strength, balance, coordination and agility when playing. Outside area – children to engage in play such as bikes, climbing frame and balancing.	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.	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.	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.	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)	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)	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)
My Personal Best Focus. Healthy me...	Curiosity	Curiosity	Curiosity	Curiosity	Imagination	Imagination	Imagination
Reading	RWI – whole class Voted for story times linked to book spine. Word reading: Reading individual letters (RWI phonics).	m, a, s, d, t RWI – whole class Voted for story times linked to book spine. Word reading: Reading individual letters (RWI phonics).	i n p g o RWI – whole class Voted for story times linked to book spine. Word reading: Reading individual letters (RWI phonics).	c k u b f RWI – Whole class Voted for story times linked to book spine. Word reading: Reading individual letters (RWI phonics).	e l h r j RWI – whole class Voted for story times linked to book spine. Word reading: Reading individual letters (RWI phonics).	v y w z x RWI – whole class Voted for story times linked to book spine. Word reading: Reading individual letters (RWI phonics).	sh, th, ch, qu, ng, nk RWI – whole class Voted for story times linked to book spine. Word reading: Reading individual letters (RWI phonics). RWI Assessments to be completed. Non-fiction books related to animals.

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Writing	I can form some lower-case letters correctly. Write name and take photo of children's pencil grip - focus on pencil grip. WOW book and Literacy books.	I can develop my small motor skills so that I can use a range of tools competently, safely and confidently Children to complete handwriting patterns, letter formation with letters within their names.	I can form some lower-case 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	I can form some lower-case 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.	I can blend sounds into words. Children to say and write sounds to name an animal. LA- initial sounds. MA- sounds in sequence – initial and final sounds. HA- Words phonetically.	I can spell words by identifying the sounds and then writing the sounds. Children to match baby to adult animal. LA- initial sounds. MA- sounds in sequence – initial and final sounds. HA- Words phonetically.	Life cycle??
Rhyme linked to literacy	I can sing a rainbow	Hickory, Dickory Dock	Heads, shoulders, knees and toes	Heads, shoulders, knees and toes	Humpty Dumpty	Row, row, row your boat	Mary had a little lamb
Mathematics	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.	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.	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.	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.	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.	I can continue, copy and create repeating patterns. Using natural materials to look at repeating patterns. Copy and create them.	I can match and sort objects. Look and compare capacity, size and mass.
Rhyme linked to maths	1 little, 2 little, 3 little dinosaurs	5 little ducks	5 current buns	5 current buns	Clap your hand and wiggle your fingers	Number rhymes	When I was one I banged my drum.

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Understanding the World	I can recognise some environments that are different to the one in which I live. I can talk about members of my immediate family. All about me boxes to share with others.	I can talk about member of my immediate family and community. All about me boxes to share with others.	I can talk about member of my immediate family and community. Talk about members of their immediate family., thinking about who lives with them and who does not.	I can name and describe people who are familiar to them. Continue to talk about ourselves and our families during circle times.	I can explore the natural world around me. Children to spend time in the outside areas exploring what is in their environment.	I can describe what I can see, hear and feel whilst outside. Children to spend time in the outside areas exploring what is in their environment.	I can describe what I can see, hear and feel whilst outside. Children will explore the natural world around them. Recognise some environments that are different to the one in which they live.
Art and Design/ Expressive arts and design	I can explore, use and refine a variety of artistic effects to express my own ideas and feelings. Children to create their own self-portraits after looking at the portrait of Pablo Kahlo.	I can explore, use and refine a variety of artistic effects to express my own ideas and feelings. Children to create their own self-portraits after looking at the portrait of Pablo Kahlo.	I can develop storylines in my pretend play. Children to share resources and be supported in the roleplay area, acting out home situations.	I can sing songs as part of a group. Sing a range of rhymes and songs together as a class. Children to use the stage outside to sing songs in groups.	I can sing songs as part of a group. Sing a range of rhymes and songs together as a class. Children to use the stage outside to sing songs in groups.	I can explore, use and refine a variety of artistic effects to express my own ideas and feelings.	I can explore, use and refine a variety of artistic effects to express my own ideas and feelings.
Music		I can sing songs as part of a group. Chant to the Animals Banana rap We're Going on a Bear Hunt Lesson 1 - I know that we can sing in different ways.	I can sing songs as part of a group. Chant to the Animals Banana rap We're Going on a Bear Hunt Lesson 2 – I know that different voices can have different meanings within a song or story.	I can sing songs as part of a group. Chant to the Animals Banana rap We're Going on a Bear Hunt Lesson 3 – I know that I can move in different ways to a beat.	I can sing songs as part of a group. Chant to the Animals Banana rap We're Going on a Bear Hunt Lesson 4 - I know that a chorus is a repeated section of music.	I can sing songs as part of a group. Chant to the Animals Banana rap We're Going on a Bear Hunt Lesson 5 – I know that you must listen accurately to the music to respond in the correct place.	
Computing		Busy bodies – parts of our bodies		Busy bodies – Make a body		Busy bodies – Look how we grow	
Online safety	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.						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.
PSHE/RSE SCARF		Me and My Relationships All about me	Me and My Relationships What makes me special	Me and My Relationships Me and my special people	Me and My Relationships Who can help me?	Me and My Relationships My feelings	Me and My Relationships My feelings 2
Religious Education		Unit 1: Why is the word of god so important to Christians?	Unit 1: Why is the word of god so important to Christians?	Unit 1: Why is the word of god so important to Christians?	Unit 1: Why is the word of god so important	Unit 1: Why is the word of god so important to Christians?	Unit 1: Why is the word of god so important to Christians?

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					to Christians?		
Sustainability links	Talk about how we can look after the environment – looking after our playground.						
Outdoor Learning/Visits and Trips	Welcome meetings				Story and Rhyme workshop		