HALF TERM CURRICULUM PLAN

Term: Autumn 2	**Topic: Celebrations** **Enquiry Question: What do people celebrate and why?**
Super Starter (Wow moment): **Halloween Dress up**	**Fabulous Finish:** Christmas Trip

Key Text:	Week 1 w/b 2.11.26	Week 2 w/b 9.11.26	Week 3 w/b 16.11.26	Week 4 w/b 23.11.26	Week 5 w/b 30.11.26	Week 6 w/b 7.12.26	Week 7 w/b 14.12.26
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	**I can describe events in some detail** Children to talk about their experiences of celebrations over the half term break. Including celebrations likes Halloween.	**I can learn rhymes, poems and songs.** **I can listen carefully to rhymes and songs paying attention to how they sound.** 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.	**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.	**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.	**I can listen carefully to rhymes and songs paying attention to how they sound.** Learn rhymes, poems and songs. Link to the Christmas nativity.	**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.	**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'	**Assessments**
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.	**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	**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	**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	**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	**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. Dough Disco	**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. Dough Disco

HALF TERM CURRICULUM PLAN

	Dough Disco	anticlockwise movements, lines (top/down, and zigzags.) Dough Disco	scale and encourage children to use anticlockwise movements, lines (top/down, and zigzags.) Dough Disco	correctly to develop core. Dough Disco	correctly to develop core. Dough Disco		
Physical (Gross motor) Gymnastics	**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.** Complete PE SSL1	**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.** Complete PE SSL2	**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.** Complete PE SSL3	**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.** Complete PE SSL4	**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** SSL5	**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.** SSL6	**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.** Handle apparatus safely Recognise how it feels when the body is tense in a balance.
Reading	Class Vote- Democracy (British Values) from Book Spine or linked texts by same author etc..	Class Vote- Democracy (British Values) from Book Spine or linked texts by same author etc..	Class Vote- Democracy (British Values) from Book Spine or linked texts by same author etc..	Class Vote- Democracy (British Values) from Book Spine or linked texts by same author etc..	Class Vote- Democracy (British Values) from Book Spine or linked texts by same author etc..	Class Vote- Democracy (British Values) from Book Spine or linked texts by same author etc..	Class Vote- Democracy (British Values) from Book Spine or linked texts by same author etc..
Writing	**Topic** **Halloween Celebration** **Bonfire Night Celebration** Fine motor development **I can read individual letters by saying the sounds for them.** Make a Halloween Silly Soup add words and pictures and words.	**Topic** **Diwali** **I can engage in story times.** Diwali – Read the Rama and Sita Story. **I can write my name.** Name writing **Nursery Rhyme week**	**Topic** **Poetry - Remembrance Day** **I can blend sounds into word so that I can read short words.** Poppy poem writing.	**WOW Write** **I can write a letter.** Write a letter to Father Christmas.	**Story** **Rosies Walk** **I can form lower case letters correctly.** Character descriptions of the characters in the story. Key Vocabulary: Over, round, under, through.	**Story** **Rosies Walk** **Boxing up the story** **I can write phonically decodable words.** Key Vocabulary: Over, round, under, through.	**Story** **Rosies Walk** **Retell the story** **I can retell a story.** Key Vocabulary: Over, round, under, through.
Rhyme linked to literacy	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

HALF TERM CURRICULUM PLAN

Mathematics	**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 select rotate and manipulate shapes in order to develop spatial reasoning skills.** 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**
Rhyme linked to maths	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 compare and contrast characters from stories, including figures from the past.** Link to literacy, learn about bonfire night and Halloween. Talk about how people celebrate.	**I can recognise that people have different beliefs and celebrate special times in different ways.** Link to literacy, learn about Diwali and talk about how people celebrate.	**I can comment on images of familiar situations of the past.** Link to literacy, learn about Remembrance and talk about how people celebrate.	**I can recognise that people have different beliefs and celebrate special times in different ways.** Link to Christmas Nativity, talk about how different people celebrate Christmas.	**I can compare and contrast characters from stories, including figures from the past.** Talk about characters in the story Rosie's walk.	**I can children will explore the natural world around them.** Recap the seasons and talk about the changes in Winter.	**I can ask questions to find out more and check I can understand what has been said.** Children to talk about and answer questions about the Christmas story.
Art and Design/ Expressive arts and design	**I can explore, use and refine a variety of artistic effects to express my ideas and feelings.** Link to Halloween and Bonfire art. Colour mixing and using a range of resources to create different effects.	**I can explore, use and refine a variety of artistic effects to express my ideas and feelings.** Children to make their own Diwali lamps using clay.	**Create collaboratively sharing ideas, resources and skills.** Children to complete art activities linked to remembrance Day. Finger painting, hand painting, collaborating to create a class poppy reef.	**Explore and engage in music making and dance, performing solo and in groups.** Nativity crafts – Making hats and costumes for our nativity. Children to explore colour mixing and different artistic effects in art, e.g. sponges, rollers and paint brushes.	**Watch and talk about dance and performance art, expressing their feelings and responses.** Link to our Christmas Nativity.	**I can return to a build upon my previous learning, refining ideas and developing their ability to represent them.** Christmas Crafts. Refining any previously taught skills to allow children to create collaboratively and individually.	**I can return to a build upon my previous learning, refining ideas and developing their ability to represent them.** Christmas Crafts. Refining any previously taught skills to allow children to create collaboratively and individually.
Music	Nativity song practise	Nativity Song Practise	Nativity Song Practise	Nativity Song Practise	Nativity Song Practise	Nativity Performances	
Computing	**Super Space** Amazing Aliens		**Super space** Super space		**Super space** Space chase		
Online safety		**Online Safety** – Online Reputation		**Online Safety** – Online Reputation		**Online Safety** – Online Reputation	
PSHE/RSE SCARF	**Keeping safe** What's safe to go onto my body	**Keeping safe** Keeping myself safe – what's safe to go into my body (including medicines)	**Keeping safe** Safe indoors and outdoors	**Keeping safe** Listening to my feelings	**Keeping safe** Keeping safe online	**Keeping safe** People who help to keep me safe	**Keeping safe** Recap Previous Learning
Religious Education	**Why is Christmas special for Christians?**	**Why is Christmas special for Christians?**	**Why is Christmas special for Christians?**	**Why is Christmas special for Christians?**	**Why is Christmas special for Christians?**	**Why is Christmas special for Christians?**	**Why is Christmas special for Christians?**
Sustainability links	Children to focus on their environment and talk about how to keep it healthy. E.g. lights off, putting rubbish into the bin.						
Outdoor Learning/Visits and Trips/events		World Nursery Rhyme Week	20th Children In Need			Nativity Performances	

HALF TERM CURRICULUM PLAN