

## Half Termly Curriculum Map

### Autumn 1 – Marvellous Me

SKILLS FOCUS	Week 1 (Transition) W.B - 6.9.21	Week 2 (Transition) W.B - 13.9.21	Week 3 W.B - 20.9.21	Week 4 W.B - 27.9.21	Week 5 W.B - 4.10.21	Week 6 W.B - 11.10.21	Week 7 W.B - 18.10.21
<b>Personal, Social and Emotional Development</b>	<b>I can see myself as a valuable individual.</b>  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.	<b>I can build constructive and respectful relationships.</b>  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.	<b>I can express my feelings and consider the feelings of others.</b>  Talk about our feelings and how we can manage feelings in different situations. Talk about different emotions.	<b>I can build constructive and respectful relationships.</b>  Behaviour expectations when going on a trip. Talk about how we behave.	<b>I can express my feelings and consider the feelings of others.</b>  Boundaries and rules to be constantly reinforced. Sharing resources and respecting school property.	<b>I can build constructive and respectful relationships.</b>  Boundaries and rules to be constantly reinforced. Sharing resources and respecting school property.	<b>I can build constructive and respectful relationships.</b>  Boundaries and rules to be constantly reinforced. Sharing resources and respecting school property.
<b>Communication and Language</b>	<b>I understand how to listen carefully and why listening is important.</b>  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.	<b>I understand how to listen carefully and why listening is important.</b>  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.	<b>I understand how to listen carefully and why listening is important.</b>  Circle time games that involve listening to others and responding. Partner talk and they say their partners responses.	<b>I can use new vocabulary through the day.</b>  Link to Heligan trip.	<b>I can listen to and talk about stories to build familiarity and understanding.</b>  Responding to story. Quality story times daily that give children the opportunities to talk about the story, characters, setting.	<b>I can describe events in some detail.</b>  Link to story telling in Literacy	<b>I can describe events in some detail.</b>  Linked to writing about what the children are doing in the holidays encourage children to talk about their ideas to peers and adults.
<b>Scarf</b>	Me and My Relationships  <a href="#">All about me</a>	Me and My Relationships  <a href="#">All about me</a>	Me and My Relationships  <a href="#">What makes me special</a>	Me and My Relationships  <a href="#">Me and my special people</a>	Me and My Relationships  <a href="#">Who can help me?</a>	Me and My Relationships  <a href="#">My feelings</a>	Me and My Relationships  <a href="#">My feelings (2)</a>
<b>My PB Focus Healthy Me..</b>	<b>Curiosity</b>	<b>Curiosity</b>	<b>Curiosity</b>	<b>Curiosity</b>	<b>Imagination</b>	<b>Imagination</b>	<b>Imagination</b>
<b>Physical Development - Fine motor skills</b>	<b>I can develop my small motor skills so that I can use a range of tools competently, safely and confidently</b>  Fine motor activities to support physical development.	<b>I can develop my small motor skills so that I can use a range of tools competently, safely and confidently</b>  Fine motor activities to support physical development.	<b>I can develop my small motor skills so that I can use a range of tools competently, safely and confidently</b>  Provide opportunities to practise anti-clockwise movements, top bottom movements. Outside and inside.	<b>I can develop my small motor skills so that I can use a range of tools competently, safely and confidently</b>  Provide opportunities to practise anti-clockwise movements, top bottom movements. Outside and inside.	<b>I can develop my small motor skills so that I can use a range of tools competently, safely and confidently</b>  Provide opportunities to practise anti-clockwise movements, top bottom movements. Outside and inside.	<b>I can develop my small motor skills so that I can use a range of tools competently, safely and confidently</b>  Provide opportunities to practise anti-clockwise movements, top bottom movements. Outside and inside.	<b>I can develop my small motor skills so that I can use a range of tools competently, safely and confidently</b>  Provide opportunities to practise anti-clockwise movements, top bottom movements. Outside and inside.

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			Link to write dance – Mr Lean to support.			Outside and inside.  Link to write dance – Mr Lean to support.	Link to write dance – Mr Lean to support.
<b>Physical Development –Gross motor skills Invasion Games</b>	<b>I can revise and refine fundamental movement skills that I have already acquired:</b>  Throw a ball underarm, over arm and use a bounce pass.  Move into a given space to catch a ball.	<b>I can revise and refine fundamental movement skills that I have already acquired:</b>  Pass a ball to a partner using my hands and feet.  Explore different ways using a ball (A&D)	<b>I can revise and refine fundamental movement skills that I have already acquired:</b>  Explore ways to send a ball or other equipment Retrieve and stop a ball using different parts of the body. (A&D)	<b>I can revise and refine fundamental movement skills that I have already acquired:</b>  Explore ways to send a ball or other equipment Retrieve and stop a ball using different parts of the body. (A&D)	<b>I can develop my overall body strength, co-ordination, balance and agility needed to engage successfully with physical education</b>  Play a variety of running and avoiding games. Participate in simple team games (1v1, 2v2)  Develop simple attacking and defending techniques (A&D)	<b>I can develop my overall body strength, co-ordination, balance and agility needed to engage successfully with physical education</b>  Play a variety of running and avoiding games. Participate in simple team games (1v1, 2v2)  Develop simple attacking and defending techniques (A&D)	<b>I can develop my overall body strength, co-ordination, balance and agility needed to engage successfully with physical education</b>  Pass and receive a ball in different ways with increased control. (S&A)  (rugby, netball, football, basketball)
<b>Phonics – RWI</b>		<b>m a s d t</b>	<b>i n p g o</b>	<b>c k u b f</b>	<b>e l h r j</b>	<b>v y w z x</b>	<b>sh, th, ch, qu, ng, nk RWI Assessments</b>
<b>Literacy - Writing</b>	<b>I can form lower-case and capital letters correctly.</b>  Write name and take photo of children. WOW book and Literacy books.	<b>I can form lower-case and capital letters correctly.</b>  Draw a picture of themselves and discuss the marks they have made. Record talking in books.  Label if appropriate (Link to Scarf)  (Name writing to show progress)	<b>I can blend sounds into words, so that I can read short words made up of known letter-sound correspondences.</b>  Children to form letters m, a, s, d, t Show sound cards. Can they make CVC words and write them. Encourage children to use Fred talk and Fred fingers.	<b>I can use new vocabulary through the day.</b>  Look at pictures from Heligan trip and children to label with initial sounds, CVC words, simple sentences.	<b>I can retell the story, once I have developed a deep familiarity with the text; some as exact repetition and some in their own words.</b>  Talk about the characters in the story. Retell with confidence.	<b>I can describe events in some detail.</b>  Talk about what happens in the beginning, middle and ending of the story. Draw pictures to match their talking. Scribe their talking.	<b>I can write a simple story</b>  Write the story of Rosie's walk.  LA – Initials sounds, forming letters  MA - CVC words  HA – Simple sentence
<b>Mathematics</b>	<b>I can count objects, actions and sounds.</b>  During transition teach children how to use resources in Maths area. Lots of counting activities.	<b>I can count objects, actions and sounds.</b>  During transition teach children how to use resources in Maths area. Lots of counting activities.	<b>I can count objects, actions and sounds.</b>  During transition teach children how to use resources in Maths area. Lots of counting activities.	<b>I can match and sort objects.</b>  Match different items around the room.  Collect leaves and seasonal things at Heligan, sort when we are back in school. Sort into sets, sizes etc.	<b>I compare length, weight and capacity.</b>  Using 1-1 correspondence children use 5 frames to compare amounts	<b>I can continue, copy and create repeating patterns.</b>  Using natural materials to look at repeating patterns.	<b>Consolidation week.</b>

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	Take photos for Maths wall.			Matching and sorting  Look for books from white rose book list to put in the Maths area.	Comparing size. Look at different shapes and objects and compare.  Outside area to compare capacity, use sand and water tray		
<b>Understanding the World</b>	<b>I can talk about members of my immediate family and community.</b>  Encourage children to talk individually, in pair and small groups about their families and friends. Use 'All about me box' as a prompt.	<b>I can talk about members of my immediate family and community.</b>  Encourage children to talk individually, in pair and small groups about their families and friends. Use 'All about me box' as a prompt.	<b>I can name and describe people who are familiar to them.</b>  Circle time activities to encourage talking about themselves.	<b>I can explore the natural world around them.</b>  Linked to trip – talk about places that interest them. Where do they go with their friends and family.	<b>I can explore the natural world around them.</b>  Linked to trip – talk about places that interest them. Where do they go with their friends and family.	<b>I can talk about members of my immediate family and community.</b>  Talk about local community and people in it.	<b>I can talk about members of my immediate family and community.</b>  Talk about local community and people in it.
<b>Expressive Arts and Design</b>	<b>I can create collaboratively sharing ideas, resources and skills.</b>  Lots of adult support and scaffolding and observations of children's play. Taking observations. Only intervening when needed.	<b>I can create collaboratively sharing ideas, resources and skills</b>  Talking about our families. Children to draw/paint a picture of themselves or their family.	<b>I can create collaboratively sharing ideas, resources and skills</b>  Construction of our homes, what rooms do we need? Who lives with us? Links to Communication/Language	<b>I can create collaboratively sharing ideas, resources and skills</b>  Using the home corner children to role play a how life situation. Having tea, cooking dinner etc... Observations to be recorded on Tapestry. Links in with Communication/language.	<b>I can develop storylines in their pretend play.</b>  <b>Using all areas of learning</b>	<b>I can develop storylines in their pretend play.</b>	<b>I can develop storylines in their pretend play.</b>
<b>Music</b>	<b>I can listen attentively, move to and talk about music, expressing my feelings and responses.</b>  Music Express: Special people: Hello  Music focus: beat and tempo  Cross curricular links: PSED:MR and CL:SCSA	<b>I can listen attentively, move to and talk about music, expressing my feelings and responses.</b>  Music Express: Special people: Hands, feet, faces  Music focus: beat and tempo  Cross curricular links: PSED:MR and CL:SCSA	<b>I can listen attentively, move to and talk about music, expressing my feelings and responses.</b>  Music Express: Special people: My Turn, your turn  Music focus: beat and tempo  Cross curricular links: PSED:MR and CL:SCSA	<b>I can listen attentively, move to and talk about music, expressing my feelings and responses.</b>  Music Express: Special people: Happy New Year  Music focus: beat and tempo  Cross curricular links: PSED:MR and CL:SCSA	<b>I can listen attentively, move to and talk about music, expressing my feelings and responses.</b>  Music Express: Special people: Spider Tricks  Music focus: beat and tempo  Cross curricular links: PSED:MR and CL:SCSA	<b>I can listen attentively, move to and talk about music, expressing my feelings and responses.</b>  Music Express: Special people: Magic Dove  Music focus: beat and tempo  Cross curricular links: PSED:MR and CL:SCSA	<b>I can listen attentively, move to and talk about music, expressing my feelings and responses.</b>  Music Express: Special people: performance  Music focus: beat and tempo  Cross curricular links: PSED:MR and CL:SCSA
<b>RE</b>	Theme: Special People Key Question: What makes people special?	Theme: Special People	Theme: Special People Key Question: What makes people special?	Theme: Special People Key Question: What makes people special?	Theme: Special People Key Question: What makes people special?	Theme: Special People Key Question: What makes people special?	Theme: Special People Key Question: What makes people special?

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	Religions: Christianity, Judaism Lesson 1: Families	Key Question: What makes people special? Religions: Christianity, Judaism Lesson 2: Friends	Religions: Christianity, Judaism Lesson 3: Role models	Religions: Christianity, Judaism Lesson 4: Jesus	Religions: Christianity, Judaism Lesson 5: Jesus cont	Religions: Christianity, Judaism Lesson 6: Moses	Religions: Christianity, Judaism Consolidation week
<b>Outdoors</b>	Teach children how to use recourses in one area. Once children are following rules. Open another area. Continue until all areas are open.	Teach children how to use recourses in one area. Once children are following rules. Open another area. Continue until all areas are open.	Teach children how to use recourses in one area. Once children are following rules. Open another area. Continue until all areas are open.	Teach children how to use recourses in one area. Once children are following rules. Open another area. Continue until all areas are open.	Teach children how to use recourses in one area. Once children are following rules. Open another area. Continue until all areas are open.	Teach children how to use recourses in one area. Once children are following rules. Open another area. Continue until all areas are open.	Teach children how to use recourses in one area. Once children are following rules. Open another area. Continue until all areas are open.
<b>Educational Visits/Visitors/Special Events</b>				Heligan trip – Launch	Mental Health Day 10.10.20 Heligan Trip		Share work from term one with families as a open afternoon.
<b>Parental Involvement</b>	Tapestry – Give support to those not active.	Welcome meeting for all parents. Individual classes		RWI workshop.			Open afternoon to celebrate children's work.

