

Half Termly Curriculum Map

Autumn 2 – Celebrations

SKILLS FOCUS	Week 1 W.B -1.11.21 Halloween	Week 2 W.B - 8.11.21 Guy Fawkes night	Week 3 W.B - 15.11.21 Remembrance Day	Week 4 W.B - 22.11.21 Diwali	Week 5 W.B - 29.11.21 Celebrating Me	Week 6 W.B - 6.12.21 Christmas	Week 7 W.B - 13.12.21 Christmas
Personal, Social and Emotional Development	I can identify and moderate my own feelings socially and emotionally Reinforce rules after the holidays. Talk about being kind and the behaviour that is expected in areas inside and outside.	I can express my feelings and consider the feelings of others Children to talk about their experiences of bonfire night, fireworks. Ask parents to share as home learning what children do for Bonfire night. Share on Tapestry.	I can think about others perspective Talk to each other about different celebrations. Observe children talking to each other.	I can think about others perspective Discuss the Diwali story. Children to talk to their partner about the story. Children to ask questions to develop their understanding.	I can manage my own needs. Children to choose activities and give reasons for their choices.	I can show resilience and perseverance in the face of challenge. Circle time-Review what they have done. Children during choosing time to make, draw, create, paint something and show the class what they have done. Talk about what went well, how they created it and what they would do differently next time.	I can show resilience and perseverance in the face of challenge. Children to perform Nativity with confidence.
Communication and Language	I can engage in Storytime – throughout half term. I can describe events in some detail Linked to new words learnt for celebrations and Halloween. Children to talk about their experiences of celebrations.	I can learn new vocabulary Link to Science and firework experiments. Children talk about what they observe. Model questions and encourage children to ask questions about what happens.	I can learn rhymes, poems and songs. 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. Learn new story linked to Literacy.	I can use new vocabulary through the day Following on from learning new story, talk about different vocabulary. Link to VCOP board.	I can listen carefully to rhymes and songs, paying attention to how they sound. Christmas nativity	I can engage in Story times. Listen to and discuss the Christmas story. Talk about the characters and what happens.
SCARF	Keeping Myself Safe	Keeping Myself Safe	Keeping Myself Safe	Keeping Myself Safe	Keeping Myself Safe	Keeping Myself Safe	Keeping Myself Safe
My PB Focus Healthy Me..	Imagination	Imagination	Reflection	Reflection	Reflection	Reflection	Imagination
Physical Development – Linked to writing	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 anticlockwise movements, lines (top/down, and zigzags.)	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 movements, lines (top/down, and zigzags.)	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.	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.	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.	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.
Physical Development – Gymnastics	I can revise and refine the fundamental movement skills they have already acquired: rolling, walking, jumping, running, hopping, skipping, climbing.	I can revise and refine the fundamental movement skills they have already acquired: rolling, walking, jumping, running,	I can revise and refine the fundamental movement skills they have already acquired: rolling, walking, jumping, running,	I can revise and refine the fundamental movement skills they have already acquired: rolling, walking, jumping, running, hopping, skipping, climbing.	I can revise and refine the fundamental movement skills they have already acquired: rolling, walking, jumping, running, hopping, skipping, climbing.	I can revise and refine the fundamental movement skills they have already acquired: rolling, walking, jumping, running, hopping, skipping, climbing.	I can revise and refine the fundamental movement skills they have already acquired: rolling, walking, jumping, running, hopping, skipping, climbing.

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	<p>I can progress towards a more fluent style of moving, with developing control and grace.</p> <p>I can balance on different parts of my body.</p> <p>Balance using my hands and feet.</p> <p>Create different shapes when balancing eg, thin, wide, twisted, curl .</p> <p>Develop balance, agility, co-ordination of travelling, stillness, jumping, timing, changing shape, direction and size. (A&D)</p>	<p>hopping, skipping, climbing.</p> <p>I can progress towards a more fluent style of moving, with developing control and grace.</p> <p>I can travel under and over and through apparatus.</p> <p>Travel in different ways e.g, jumping, skipping, walking, leaping, hopping etc.</p> <p>Learn a variety of basic gymnastic movements.</p> <p>Be still in different body shapes and balances and combine different ways of travelling. (A&D)</p>	<p>hopping, skipping, climbing.</p> <p>I can progress towards a more fluent style of moving, with developing control and grace.</p> <p>I can travel with confidence and skill around, under, over and through balancing equipment.</p> <p>Move between mats and small apparatus and change the speed of movement.</p> <p>I can observe the effects of activity on my body.(HSC)</p>	<p>I can progress towards a more fluent style of moving, with developing control and grace.</p> <p>I can move freely and with pleasure and confidence in a range of ways.</p> <p>Move between mats and small apparatus and change the speed of movement.</p>	<p>I can progress towards a more fluent style of moving, with developing control and grace.</p> <p>I can progress towards a more fluent style of moving, with developing control and grace.</p> <p>I can travel with confidence and skill around, under, over and through balancing equipment</p> <p>Handle apparatus safely Recognise how it feels when the body is tense in a balance.</p>	<p>I can progress towards a more fluent style of moving, with developing control and grace.</p> <p>Handle apparatus safely Recognise how it feels when the body is tense in a balance.</p>	<p>I can progress towards a more fluent style of moving, with developing control and grace.</p> <p>I can travel with confidence and skill around, under, over and through balancing equipment.</p> <p>Develop balance, agility, co-ordination of travelling, stillness, jumping, timing, changing shape, direction and size. (A&D)</p>
Phonics – RWI	Teach sh, th, ch, qu, ng, nk	<p>Recap on all set 1 sounds.</p> <p>Group 1: 1-4 groups with support TA</p> <p>Group 2: Magnetic whiteboards/letter formation</p> <p>Group 3: Word time green word cards/writing CVC words</p> <p>Group 4: Ditty sheets/simple sentence Independent – fine motor activity focus.</p>	<p>Recap on all set 1 sounds.</p> <p>Group 1: 1-4 groups with support TA</p> <p>Group 2: Magnetic whiteboards/letter formation</p> <p>Group 3: Word time green word cards/writing CVC words</p> <p>Group 4: Ditty sheets/simple sentence Independent – fine motor activity focus.</p>	<p>Recap on all set 1 sounds.</p> <p>Group 1: 1-4 groups with support TA</p> <p>Group 2: Magnetic whiteboards/letter formation</p> <p>Group 3: Word time green word cards/writing CVC words</p> <p>Group 4: Ditty sheets/simple sentence Independent – fine motor activity focus.</p>	<p>Recap on all set 1 sounds.</p> <p>Group 1: 1-4 groups with support TA</p> <p>Group 2: Magnetic whiteboards/letter formation</p> <p>Group 3: Word time green word cards/writing CVC words</p> <p>Group 4: Ditty sheets/simple sentence Independent – fine motor activity focus.</p>	<p>Recap on all set 1 sounds.</p> <p>Group 1: 1-4 groups with support TA</p> <p>Group 2: Magnetic whiteboards/letter formation</p> <p>Group 3: Word time green word cards/writing CVC words</p> <p>Group 4: Ditty sheets/simple sentence Independent – fine motor activity focus.</p>	RWI ASSESSMENT WEEK
Literacy – Reading	I can read individual letters by saying the sounds for them.	I can read individual letters by saying the sounds for them.	I can read individual letters by saying the sounds for them.	Read some letter groups that each represent one	Read some letter groups that each represent one	Read some letter groups that each represent one	Read some letter groups that each represent one sound and say sounds for them.

Half Termly Curriculum Map

Autumn 2 – Celebrations

				sound and say sounds for them.	sound and say sounds for them.	sound and say sounds for them.	
<p>Literacy - Writing</p> <p>Book focus for half term – One Snowy night</p> <p>Talk for writing focus: How to catch a star</p>	<p>Story focus – Pumpkin Soup</p> <p>Silly Soup.</p> <p>I can spell simple words by identifying the sounds and then writing the sound with letter/s.</p> <p>Children to make soup out of simple CVC objects. Web, pig, cat, dog, hat, bat, spider, rat. Sound out objects as you put in the cauldron. Take pictures for Literacy book. Children use Fred fingers to spell what went in their soup.</p>	<p>Story focus – Non Fiction – The story of Guy Fawkes</p> <p>I can develop my small motor skills so that I can use a range of tools competently, safely and confidently.</p> <p>A range of handwriting patterns linked to fine motor skills and letter formations.</p>	<p>Story Focus - Poetry</p> <p>Poppy, Poppy poem.</p> <p>I can spell simple words by identifying the sounds and then writing the sound with letter/s.</p> <p>Poetry</p> <p>Learn Poppy, Poppy poem.</p> <p>Children to write words in a poppy which remind them of Remembrance Day.</p>	<p>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.</p> <p>Talk about the characters in the story. Retell with confidence.</p>	<p>I can describe events in some detail.</p> <p>Talk about what happens in the beginning, middle and ending of the story. Draw pictures to match their talking. Scribe their talking.</p>	<p>I can write a simple story</p> <p>Write the story of the Christmas Pine</p> <p>LA – Initials sounds, forming letters</p> <p>MA - CVC words</p> <p>HA – Simple sentence</p>	<p>I know that print carries meaning and, in English, is read from left to right. I can recognise familiar words and signs such as own name and advertising logos.</p> <p>Story focus - Jolly Christmas postman</p> <p>Read the story The Jolly Christmas Postman</p> <p>Look at letters and how letters are presented. TO....</p> <p>From....</p> <p>Children to write their own letter for Father Christmas</p> <p>Write an envelope and post in the class letter box</p>
Mathematics	<p>Number 1</p> <p>I can link the number symbol with its cardinal number value</p> <p>I can subitise</p> <p>Children to learn Number 1. Watch numberblocks series 1: one.</p> <p>Share powerpoint all about number 1 and numberblocks number one powerpoint. Add number 1 resources to Maths working wall in Math's area. Complete all about 1 worksheet for books.</p> <p>Teach circle alongside this number</p>	<p>Number 2</p> <p>I can link the number symbol with its cardinal number value</p> <p>I can subitise</p> <p>Children to learn Number 2. Watch numberblocks series 1: Another one and number two.</p> <p>Share powerpoint all about number 2 and numberblocks number two powerpoint. Add number 2 resources to Maths working wall in Math's area. Complete all about 2 worksheet for books.</p>	<p>Number 3</p> <p>I can link the number symbol with its cardinal number value</p> <p>I can subitise</p> <p>I can compare number</p> <p>Children to learn Number 3. Watch numberblocks series 1: three.</p> <p>Share powerpoint all about number 3 and numberblocks number three powerpoint. Add number 3 resources to Maths working wall in Math's area. Complete all about 3 worksheet for books.</p> <p>Comparing number 123. Read three little pigs, three bears.</p> <p>Teach triangle alongside this number</p>	<p>Number 4</p> <p>I can link the number symbol with its cardinal number value</p> <p>I can subitise</p> <p>I can compare number</p> <p>Children to learn Number 4. Watch numberblocks series 1: one, two, three and number four.</p> <p>Share powerpoint all about number 4 and numberblocks number four powerpoint. Add number 4 resources to Maths working wall in Math's area. Complete all about 4 worksheet for books.</p> <p>Teach square and rectangle alongside this number</p>	<p>Number 5</p> <p>I can link the number symbol with its cardinal number value</p> <p>I can subitise</p> <p>I can compare number</p> <p>Children to learn Number 5. Watch numberblocks series 1: five</p> <p>Also look at number blocks episode 11 stampolines to look at different ways to arrange number 5.</p> <p>Share powerpoint all about number 5 and numberblocks number five powerpoint. Add number 5 resources to Maths working wall in Math's area. Complete all about 5 worksheet for books.</p> <p>Teacher pentagon alongside this number</p>	<p>I can understand 'one more than/ one less than' relationship between consecutive numbers.</p> <p>Talk about which numbers are more than and less than. Use numberlines to support. Show on the working wall. Children to talk about more and less.</p>	<p>I can select, rotate and manipulate shapes in order to develop spatial reasoning.</p> <p>I can compose and decompose shapes so that I can recognise a shape can have other shapes within it.</p> <p>Look at different representations of shape. Investigate which shapes they can make by combining squares, rectangles and triangles in different ways.</p> <p>Talk about night and day and order key events in their daily routine. Link to visual timetable. Talk about today, tomorrow and yesterday.</p>

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Understanding the World	I can comment on images of familiar situations in the past. Talk about events and celebrations with our families. Talk about how we celebrate Halloween.	I can compare and contrast characters from stories, including figures from the past. Talk about firework celebrations with our families. How do we celebrate firework night? Talk about Guy Fawkes. The story of Guy Fawkes.	I can comment on images of familiar situations in the past. Talk about the events around Remembrance Day. Share the story Where the poppies now grow.	I can recognise that people have different beliefs and celebrate special times in different ways. Compare our lives with the lives of children in Hindu countries (India, Pakistan)	I can talk about members of my own immediate family and community. Talk about special people in our lives. Talk mainly about what makes us special to other people. Circle times daily celebrating qualities in each other and talk about them.	I can recognise that people have different beliefs and celebrate special times in different ways. Read and discuss the Christmas story. Talk about how we celebrate Christmas. Who with, what we eat? Order of the day etc...	I can recognise that people have different beliefs and celebrate special times in different ways. Talk about the Christmas story. Recapping how we celebrate Christmas. Do other people celebrate in different ways.
RE	Theme: Christmas Key Question: What is Christmas? Religion: Christianity Christian concept: Incarnation	Theme: Christmas Key Question: What is Christmas? Religion: Christianity Christian concept: Incarnation	Theme: Christmas Key Question: What is Christmas? Religion: Christianity Christian concept: Incarnation	Theme: Christmas Key Question: What is Christmas? Religion: Christianity Christian concept: Incarnation	Theme: Christmas Key Question: What is Christmas? Religion: Christianity Christian concept: Incarnation	Theme: Christmas Key Question: What is Christmas? Religion: Christianity Christian concept: Incarnation	Theme: Christmas Key Question: What is Christmas? Religion: Christianity Christian concept: Incarnation
Expressive Arts and Design	I can explore use and refine a variety of artistic effects to express my ideas and feelings. Coloured spaghetti/webs/dry rice/cooked rice with Halloween objects hidden in. Tweezers to explore and find the objects. Talk about the textures and objects found. I can explore and learn how colours can be changed. Halloween pictures – pumpkins/spiders/witches hats etc	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. I can watch and talk about dance and performing arts. I can express my feelings and responses. Bonfire dances.	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 watch and talk about dance and performing arts. I can express my feelings and responses. Watch Divali dances. Talk about how they made us feel. Create own Divali dances.	I can explore, use and refine a variety of artistic effects to express my ideas and feelings. Christmas cards, calendars, decorations.	I can explore, use and refine a variety of artistic effects to express my ideas and feelings. Christmas cards, calendars, decorations.	I can create collaboratively sharing ideas, resources and skills. Work together to act out different Christmas stories.
Educational Visits/Visitors/Special Events	Children to come to school dressed in Halloween colours with their home learning of their creative project.						
Parental Involvement		Parent Consultations 9.11.21 and 11.11.21 12.11.21 open afternoon	Story and rhyme workshop?			Christmas Jumper Day	Nativity Tuesday - 1.30-2pm

