

HALF TERM CURRICULUM PLAN

Term: Autumn 2			Topic: Once upon a time			Class/Year Group: Reception and Year One		
Super Starter (Wow moment): Traditional Tale Launch- dress up				Fabulous Finish: Christmas Performances				
Key Text:	Week 1 w/b 30/10/23	Week 2 w/b 6/11/23	Week 3 w/b 13/11/23	Week 4 w/b 20/11/23	Week 5 w/b 27/11/23	Week 6 w/b 4/12/23	Week 7 w/b 11/12/23	Week 8 18/12/23
Personal, Social and Emotional Development	R-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.	R-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.	R-I can think about others perspective Talk to each other about different celebrations. Observe children talking to each other. Talk to children about Remembrance Day and how people celebrate. R-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.	R-I can think about others perspective Talk about a range of experiences and celebrations. Draw on experiences from this half term so far.	R-I can manage my own needs. Children to choose activities and give reasons for their choices.	R-I can show resilience and perseverance in the face of challenge. Children to perform Nativity with confidence.	R-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.	Christmas performances
	We Thinkers	R - Introduce Characters p6. Read page 7. Naming body parts Mr Potato Head picture or figure-discuss body parts and what the are used for. Movement Break everybody stand up and show me how to march, kick etc.	R - Recap previous learning and read up to page 9. What do you like to think about? Who class drawing or circle time and draw for them. Make connections between similar thoughts.	R - Recap previous learning and read up to page 15. Using our 'Thinking Eyes' I am thinking about something red in our classroom... what is it? e.g. ball. Praise the thinking eyes. Now we are all thinking about the red ball.	R - Recap previous learning and read up to page 19. What feelings do you know about? List them. Look at expression and body language on page 19 and discuss...	R - Recap previous learning and read up to page 21. Discussion of Feelings. Talk about how the characters might be feeling on page 20 and how do we know. Can you all show me your angry face... etc.	R - Recap previous learning and up to page 30. Role Play Use props and act out each scene (feeling) with TA. Notice how our faces and bodies look when experiencing each emotion.	R - Recap previous learning and up to page 30. Seeing others thoughts. Are we all thinking the same? (Theory of Mind) Look at pages 30-31- what are they thinking about is it all the same? But they are still playing together, sharing their ideas.
Communication and Language	R-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.	R-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.	R-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.	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. Learn new story 'The Three Billy Goats Gruff.' Talk for writing text.	R-I can use new vocabulary through the day Following on from learning new story, talk about different vocabulary. Link to VCOP board.	R-I can listen carefully to rhymes and songs, paying attention to how they sound. Christmas nativity	R-I can engage in Sroy times. Listen to and discuss the Christmas story. Talk about the characters and what happens.	Christmas performances
Physical (Fine motor)	R- 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	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	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.	Link to Christmas

HALF TERM CURRICULUM PLAN

		anticlockwise movements, lines (top/down, and zigzags.)	children to use anticlockwise movements, lines (top/down, and zigzags.)					
Physical (Gross motor)	<p>R - I can revise and refine the fundamental movement skills they have already acquired: rolling, walking, jumping, running, hopping, skipping, climbing.</p> <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 e.g, 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>Y1: Gymnastics</p> <p>Balance using my hands and feet.</p> <p>Create different shapes when balancing eg, thin, wide, twisted, curl .</p>	<p>R- I can revise and refine the fundamental movement skills they have already acquired: rolling, walking, jumping, running, 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>Y1: Travel in different ways e.g, jumping, skipping, walking, leaping, hopping etc.</p>	<p>R - I can revise and refine the fundamental movement skills they have already acquired: rolling, walking, jumping, running, 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>Y1: Learn a variety of basic gymnastic movements.</p>	<p>R - I can revise and refine the fundamental movement skills they have already acquired: rolling, walking, jumping, running, hopping, skipping, climbing.</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>Y1: Be still in different body shapes and balances and combine different ways of travelling. (A&D)</p>	<p>R - I can revise and refine the fundamental movement skills they have already acquired: rolling, walking, jumping, running, hopping, skipping, climbing.</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</p> <p>Recognise how it feels when the body is tense in a balance.</p> <p>Y1: Move between mats and small apparatus and change the speed of movement.</p>	<p>R - I can revise and refine the fundamental movement skills they have already acquired: rolling, walking, jumping, running, hopping, skipping, climbing.</p> <p>I can progress towards a more fluent style of moving, with developing control and grace.</p> <p>Handle apparatus safely</p> <p>Recognise how it feels when the body is tense in a balance.</p> <p>Y1: Handle apparatus safely</p> <p>Recognise how it feels when the body is tense in a balance.</p>	<p>R - I can revise and refine the fundamental movement skills they have already acquired: rolling, walking, jumping, running, 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>Develop balance, agility, co-ordination of travelling, stillness, jumping, timing, changing shape, direction and size. (A&D)</p> <p>Y1: Develop balance, agility, co-ordination of travelling, stillness, jumping, timing, changing shape, direction and size. (A&D)</p>	Dances to Christmas music,
My Personal Best Focus. Healthy me...	Imagination	Imagination	Reflection	Reflection	Reflection	Reflection		
Reading	<p>R – share the story of Pumpkin soup and discuss. Begin to share traditional tales and the story 'Who's been eating my porridge.'</p> <p>RWI - I can read individual letters by saying the sounds for them.</p> <p>See Book Spine Traditional Tales Who's Been Eating my Porridge</p>	<p>R – Share a range of celebration stories. Continue to share traditional tales.</p> <p>RWI - I can read individual letters by saying the sounds for them.</p>	<p>R – Share a range of poems with the children. Focus on Poppy, Poppy poem. Continue to share traditional tales.</p> <p>RWI - I can read individual letters by saying the sounds for them.</p>	<p>R – Share the Rama and Sita story and a range of books based on celebrations. Continue to share traditional tales.</p> <p>RWI - I can read individual letters by saying the sounds for them.</p>	<p>R – read a range of traditional tales with the children. Focus on Somebody's been eating my porridge.</p> <p>RWI - I can read individual letters by saying the sounds for them.</p>	<p>R – read a range of traditional tales. Begin to share a range of Christmas stories with the children.</p> <p>RWI - I can read individual letters by saying the sounds for them.</p>	<p>R – Continue to share a range of Christmas stories with the children.</p> <p>RWI - I can read individual letters by saying the sounds for them.</p>	to share a range of Christmas stories with the children.

HALF TERM CURRICULUM PLAN

Writing Year One	Science focus	Science focus Fire lighting- Bonfire Poetry Day 1 week 2. Bonfire poetry Children to create their own senses poems using their own ideas after our Bonfire outdoor learning experience.	Science focus	Broken bridge disaster design bridges for DT. Immersion in the text 'The Three Billy Goats Gruff' Hot seating of characters. Retelling story using story map. Role on the wall of the troll. Story mountain.	Bridge building and evaluation in DT Scaffolded write Simple narrative of the story- toolkit. Focus on repeated phrase "Who goes trip trap over my bridge?"	Innovation Innovate the story changing the end – write their own story based on this (hot task)	WOW write letter to Father Christmas. Focusing on personal pronoun	Write Christmas cards to friends and family.
Writing Reception	R-I can spell simple words by identifying the sounds and then writing the sound with letter/s. 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. Story focus – Pumpkin Soup Silly Soup.	R-I can develop my small motor skills so that I can use a range of tools competently, safely and confidently. A range of handwriting patterns linked to fine motor skills and letter formations. Story focus – Non-Fiction – The story of Guy Fawkes	R-I can spell simple words by identifying the sounds and then writing the sound with letter/s. Poetry Learn Poppy, Poppy poem. Children to write words in a poppy which remind them of Remembrance Day. Story Focus - Poetry Poppy, Poppy poem.	R-I can spell words by identifying the sounds and then writing the sounds within them. The Three Billy Goats Gruff Children to complete character descriptions of the characters in the story.	R-I can spell words by identifying the sounds and then writing the sounds within them. The Three Billy Goats Gruff Children to box up the story talking about what happens in the beginning, middle and end of the story,	R-I can blend sounds into words, so they can read short words made up of known letter sound correspondences. The Three Billy Goats Gruff Children to re-tell and write the story of The Three Billy Goats Gruff.	R-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. Story focus – Jolly Christmas postman Read the story The Jolly Christmas Postman Look at letters and how letters are presented. TO.... From.... Children to write their own letter for Father Christmas Write an envelope and post in the class letter box	R - I can blend sounds into words, so they can read short words made up of known letter sound correspondences. Write for their own purposes linked to Christmas.
Mathematics Year One	Number: Addition and Subtraction	Number: Addition and Subtraction	Number: Addition and Subtraction	Number: Addition and Subtraction	Geometry: Shape	Geometry: Shape	Consolidation	Consolidation
Mathematics Reception	R-Number 1 I can link the number symbol with its cardinal number value I can subitise Children to learn Number 1. Watch numberblocks series 1: one. 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.	R-Number 2 I can link the number symbol with its cardinal number value I can subitise Children to learn Number 2. Watch numberblocks series 1: Another one and number two. 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.	R-Number 3 I can link the number symbol with its cardinal number value I can subitise I can compare number Children to learn Number 3. Watch numberblocks series 1: three. Share powerpoint all about number 3 and numberblocks number three powerpoint. Add number 3 resources to Maths working wall in Math's area. Complete	R-Number 4 I can link the number symbol with its cardinal number value I can subitise I can compare number Children to learn Number 4. Watch numberblocks series 1: one, two, three and number four. 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.	R-Number 5 I can link the number symbol with its cardinal number value I can subitise I can compare number Children to learn Number 5. Watch numberblocks series 1: five Also look at number blocks episode 11 stampolines to look at different ways to arrange number 5. Share powerpoint all about number 5 and numberblocks number five powerpoint. Add number 5 resources to Maths working wall in Math's	R-I can understand 'one more than/ one less than' relationship between consecutive numbers. 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.	R-I can select, rotate and manipulate shapes in order to develop spatial reasoning. I can compose and decompose shapes so that I can recognise a shape can have other shapes within it. Look at different representations of shape. Investigate which shapes they can make by combining squares, rectangles and triangles in different ways. Talk about night and day and order key events in their daily routine. Link to visual timetable. Talk about today, tomorrow and yesterday.	R - Consolidation week

HALF TERM CURRICULUM PLAN

	Teach circle alongside this number	Teach semi-circle	<p>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>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>	area. Complete all about 5 worksheet for books. <p>Teacher pentagon alongside this number</p>			
Understanding of the world	<p>R-I can comment on images of familiar situations in the past.</p> <p>Talk about events and celebrations with our families. Talk about how we celebrate Halloween.</p>	<p>R-I can compare and contrast characters from stories, including figures from the past.</p> <p>Talk about firework celebrations with our families. How do we celebrate firework night? Talk about Guy Fawkes. The story of Guy Fawkes.</p> <p>I can comment on images of familiar situations in the past.</p> <p>Talk about the events around Remembrance Day. Share the story Where the poppies now grow.</p>	<p>R-I can comment on images of familiar situations in the past.</p> <p>Talk about the events around Remembrance Day. Share the story Where the poppies now grow.</p> <p>R-I can recognise that people have different beliefs and celebrate special times in different ways.</p> <p>Compare our lives with the lives of children in Hindu countries (India, Pakistan).</p>	<p>R-I can recognise that people have different beliefs and celebrate special times in different ways.</p> <p>Read and discuss the Christmas story. Talk about how we celebrate Christmas. Who with, what we eat? Order of the day etc...</p>	<p>R-I can talk about members of my own immediate family and community.</p> <p>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.</p>	<p>R-I can recognise that people have different beliefs and celebrate special times in different ways.</p> <p>Read and discuss the Christmas story. Talk about how we celebrate Christmas. Who with, what we eat? Order of the day etc...</p>	<p>R-I can recognise that people have different beliefs and celebrate special times in different ways.</p> <p>Talk about the Christmas story. Recapping how we celebrate Christmas. Do other people celebrate in different ways.</p>	
Science <i>Which materials would keep us dry?</i>	<p>WOW moment: broken umbrella discovery</p> <p>Talk about the changing seasons and the need to fix our umbrella ready for the rain. Introduce weather diary.</p> <p>Explore a range of materials and talk about the differences between metal, wood, plastic and</p>	<p>Everyday materials Investigate the properties of materials to answers the enquiry:</p> <p>Children write about the properties of different materials listing why they have been used, making links to scientific</p>	<p>Summarise what we have learnt about materials. Children to make their own miniature umbrellas and then:</p> <p>Write instructions on how to make an umbrella Children use what they have learnt to make their own miniature umbrellas.</p>					

HALF TERM CURRICULUM PLAN

	<p>rock. Group objects based on the materials that they are made from.</p> <p>Carry out a fair test to learn about opaque and transparent materials. Use hoops to make a Venn diagram to sort materials as a class.</p> <p>Carry out fair tests to explore a range of materials and determine weather they are waterproof or not. Make predictions, record findings and evaluate. Talk about the best materials to keep us dry and why.</p>	<p>vocabulary on the VCOP wall.</p> <p>Children to plan to make their own umbrellas thinking about the material that would be best for the cover- list properties and materials.</p>	<p>Fix the large umbrella and test out our umbrellas.</p> <p>Children to make a block graph using weather data,</p>					
History		<p>Learn about Guy Fawkes Bonfire poetry linked to firelighting experiences.</p>	<p><i>Remembrance Day</i>, Learn about why we have Remembrance. Make our own poppies and talk about our own experiences and family. Look at photogrpahs of a local monument and talk about it.- Know why there are monuments linked to a famous event nearby</p>					
Geography	Not in focus							
Expressive arts and design	<p>R-I can explore use and refine a variety of artistic effects to express my ideas and feelings.</p> <p>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.</p> <p>I can explore and learn how colours can be changed.</p> <p>Halloween pictures – pumpkins/spiders/witches hats etc Use a different range of media to explore colour, texture, design and effect.</p>	<p>R-I can build on previous learning, refining ideas and develop the ability to represent them.</p> <p>Making bonfire pictures using handprints and chalk. Mix colours to achieve the correct shade.</p> <p>Use chalks to create different effects and discuss.</p> <p>I can watch and talk about dance and performing arts. I can express my feelings and responses.</p> <p>Bonfire dances.</p>	<p>R-I can explore, use and refine a variety of artistic effects to express my ideas and feelings.</p> <p>Create poppies using a variety of materials such as paints, tissue paper and plates.</p> <p>I can sing in a group or on my own, increasingly matching the pitch and following melody. Learn Christmas songs for our nativity.</p> <p>R-I can watch and talk about dance and performing arts. I can express my feelings and responses.</p> <p>Watch Divali dances. Talk about how they made us feel. Create own Divali dances.</p> <p>I can explore, use and refine a variety of artistic</p>	<p>I can sing in a group or on my own, increasingly matching the pitch and following melody. Learn Christmas songs for our nativity.</p>	<p>R-I can explore, use and refine a variety of artistic effects to express my ideas and feelings.</p> <p>Christmas cards, calendars, decorations.</p> <p>Children to design and give reasons for their design and thought to colours and textures used.</p> <p>I can sing in a group or on my own, increasingly matching the pitch and following melody. Learn Christmas songs for our nativity.</p>	<p>R-I can explore, use and refine a variety of artistic effects to express my ideas and feelings.</p> <p>Christmas cards, calendars, decorations.</p> <p>Children to design and give reasons for their design and thought to colours and textures used.</p> <p>I can sing in a group or on my own, increasingly matching the pitch and following melody. Learn Christmas songs for our nativity.</p>	<p>R-I can create collaboratively sharing ideas, resources and skills.</p> <p>Work together to act out different Christmas stories.</p>	<p>R-I can create collaboratively sharing ideas, resources and skills.</p> <p>Lots of arts and crafts linked to Christmas.</p>

HALF TERM CURRICULUM PLAN

			<p>effects to express their ideas.</p> <p>Create our own Diwali clay lamps. Think about which colours and patterns they would like and give reasons for their choices.</p>					
Art and Design		Children to create a range of decorations for a variety of celebrations e.g. Remembrance Day, Children will learn how to use a range of techniques including printing, painting, chalk	Children to create Diwali lamps in RE.	Pencil art – using different thickness pencils to create pictures of characters.		Children to create a range of decorations for a variety of celebrations e.g. Christmas etc... Children will learn how to use a range of techniques including printing, painting, chalk	Children to create a range of decorations for a variety of celebrations e.g. Christmas etc... Children will learn how to use a range of techniques including printing, painting, chalk	Children to create a range of decorations for a variety of celebrations e.g. Christmas etc... Children will learn how to use a range of techniques including printing, painting, chalk
Design Technology	<p>Y1: Design and make a bridge for the goats</p> <p>Children to look at a range of Diwali Lamps, talk about shape, size, style and colours. (12.11.23 Diwali)</p> <p>Children to design their own Diwali lamp, giving reasons for their choices.</p> <p>Children to design, make and evaluate bridges for the three billy goats gruff. Talk about materials you would need, how big the bridge will be, how will it stay together. How can you make it strong? Children to draw a design of their bridge.</p>							
Music	Music Express – Unit Nine - Story time 1: The Three Little Pigs	Music Express – Unit Nine - Story time 2: The magic porridge pot	Music Express – Unit Nine - Story time 3: Porridge music	Christmas performances.	Christmas performances.	Christmas performances.	Christmas performances.	Christmas performances.
Computing	<p>Y1: Moving a Robot + ongoing Digital Literacy Lesson 1: Buttons</p> <p>I understand that algorithms must be precise</p> <p>R – Awesome Autumn Garlands.</p>	<p>AwY1: Moving a Robot + ongoing Digital Literacy Lesson 2: Directions</p> <p>R-Awesome Autumn Leaf Labyrinth.</p>	<p>Y1: Moving a Robot + ongoing Digital Literacy Lesson 3: Forwards and backwards</p> <p>R-Awesome Autumn Pumpkin soup.</p>	<p>Y1: Moving a Robot + ongoing Digital Literacy Lesson 4: four directions</p> <p>R-Winter warmers feed the birds</p>	<p>Y1: Moving a Robot + ongoing Digital Literacy Lesson 5: Getting there</p> <p>R-Winter warmers Lets make an igloo.</p>	<p>Y1: Moving a Robot + ongoing Digital Literacy Lesson 6: Routes</p> <p>R-Winter warmers scarfs for snowmen</p>		
PSHE/RSE SCARF	<p>R A good night's sleep</p> <p>Y1: Keeping myself safe Super sleep</p>	<p>R: What's safe to go onto my body</p> <p>Y1: Good or bad touches?</p>	<p>R: Keeping Myself Safe - What's safe to go into my body (including medicines)</p> <p>Y1: What could Harold do?</p>	<p>R: Keeping safe online</p> <p>Y1: Sharing pictures</p>	<p>R: Who can help? (1)</p> <p>Y1: People who help to keep me safe</p>	<p>R: Safe indoors and outdoors</p> <p>Y1: Harold loses Geoffrey</p>	<p>R: Listening to my feelings</p>	
Religious Education	<p>R-Theme: Christmas Key Question: What is Christmas? Religion: Christianity Christian concept: Incarnation</p> <p>What gifts might Christians in my town have given Jesus if he had been born here rather than in Bethlehem?</p> <p>I can talk about a gift that is special to me.</p> <p>I can remember some of the Christmas story.</p> <p>I can suggest a gift I would give to Jesus.</p>	<p>R-Theme: Christmas Key Question: What is Christmas? Religion: Christianity Christian concept: Incarnation</p> <p>Investigation</p>	<p>R-Theme: Christmas Key Question: What is Christmas? Religion: Christianity Christian concept: Incarnation</p> <p>Diwali- Children to learn about Diwali and how this is celebrated- children to make their own Diwali divas using the pinch pot method.</p>	<p>R-Theme: Christmas Key Question: What is Christmas? Religion: Christianity Christian concept: Incarnation</p> <p>Investigation</p>	<p>R-Theme: Christmas Key Question: What is Christmas? Religion: Christianity Christian concept: Incarnation</p> <p>Evaluation</p>	<p>R-Theme: Christmas Key Question: What is Christmas? Religion: Christianity Christian concept: Incarnation</p> <p>Expression</p>	<p>R-Theme: Christmas Key Question: What is Christmas? Religion: Christianity Christian concept: Incarnation</p> <p>R&1 - Christmas Nativity</p>	R - Share the Christmas story with the children,

HALF TERM CURRICULUM PLAN

	Engagement							
Outdoor Learning/Visits and Trips		Firelighting with Mike Turnham – linked to Guy Fawkes/Bonfire Night.			-Mike Turnham, DT making bridges- rope bridges, tripods and bridges. - Day of bridge design, make and evaluate.		SCHOOL DISCO	Cinema trip