

# HALF TERM CURRICULUM PLAN

<b>Term: Autumn 1</b>		<b>Topic: All creatures great and small</b>						
<b>Super Starter (Wow moment): All about me box</b>		<b>Fabulous Finish: Animal visit</b>						
<b>Reception:</b>								
<b>Year 1: How do animals survive?</b>								
<b>Key Text:</b>	<b><u>Week 1</u> w/b 3.9.24 INSET: 3.9.24/4.9.24</b>	<b><u>Week 2</u> w/b 9.9.24</b>	<b><u>Week 3</u> w/b 16.9.24</b>	<b><u>Week 4</u> w/b 23.9.24</b>	<b><u>Week 5</u> w/b 30.9.24</b>	<b><u>Week 6</u> w/b 7.10.24</b>	<b><u>Week 7</u> w/b 14.10.24</b>	<b><u>Week 8</u> w/b 21.10.24</b>
<b>Personal, Social and Emotional Development</b>	<p><b>R - I can see myself as a valuable individual.</b></p> <p>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.</p>	<p><b>R - I can see myself as a valuable individual.</b></p> <p>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.</p>	<p><b>R - I can build constructive and respectful relationships.</b></p> <p>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.</p>	<p><b>R - I can express my feelings and consider the feelings of others.</b></p> <p>Talk about our feelings and how we can manage feelings in different situations. Talk about different emotions.</p>	<p><b>R - I can express my feelings and consider the feelings of others.</b></p> <p>Boundaries and rules to be constantly reinforced. Sharing resources and respecting school property.</p>	<p><b>R - I can build constructive and respectful relationships.</b></p> <p>Behaviour expectations when going on a trip. Talk about how we behave.</p>	<p><b>R - I can build constructive and respectful relationships.</b></p> <p>Boundaries and rules to be constantly reinforced. Sharing resources and respecting school property.</p>	<p><b>R - I can build constructive and respectful relationships.</b></p> <p>Boundaries and rules to be constantly reinforced. Sharing resources and respecting school property.</p>
<b>Communication and Language</b>	<p><b>R - I understand how to listen carefully and why listening is important.</b></p> <p>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.</p>	<p><b>R - I understand how to listen carefully and why listening is important.</b></p> <p>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.</p>	<p><b>R - I understand how to listen carefully and why listening is important.</b></p> <p>Circle time games that involve listening to others and responding. Partner talk and they say their partners responses.</p>	<p><b>R - I understand how to listen carefully and why listening is important.</b></p> <p><b>I can learn new vocabulary.</b></p> <p>Engage in carpet times, responding well to questions and listening to and following instructions.</p>	<p><b>R - I can use new vocabulary through the day.</b></p> <p>Link to learning about ourselves.</p>	<p><b>R - I can use new vocabulary through the day.</b></p> <p>Link to learning about animals- naming different animals- farm, sea and jungle.</p>	<p><b>R - I can use new vocabulary through the day.</b></p> <p>Link to learning about animals- naming different animals and their young.</p>	<p><b>R - I can use new vocabulary through the day.</b></p> <p>Link to describing animals.</p>

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<b>WellComm</b>	WellComm assessments to be carried out this week.	Activity: Working on level 7  Key vocabulary:	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 8.5-8.9  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
<b>We Thinkers</b>	Introduce the characters in the story this week.	R - Introduce Characters p6. Read page 7. Naming body parts Mr Potato Head picture or figure-discuss body parts and what they 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.
<b>Physical (Fine motor)</b>	R- 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.	R- 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.	R - 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.	R - 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.  Link to dough disco.	R - 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.  Link to dough disco.	R - I can develop my small motor skills so that I can use a range of tools competently, safely and confidently  Provide opportunities to practise anti-clockwise movements, top bottom movements. Outside and inside. Link to write dance – intervention for those that need to develop fine motor.	R - I can develop my small motor skills so that I can use a range of tools competently, safely and confidently  Provide opportunities to practise anti-clockwise movements, top bottom movements. Outside and inside. Link to write dance – intervention for those that need to develop fine motor.	R - I can develop my small motor skills so that I can use a range of tools competently, safely and confidently  Provide opportunities to practise anti-clockwise movements, top bottom movements. Outside and inside. Link to write dance – intervention for those that need to develop fine motor.

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<p><b>Physical (Gross motor)</b> Invasion Games</p> <p>Key values: Curiosity Imagination</p>		<p><b>R - I can revise and refine fundamental movement skills that I have already acquired:</b></p> <p>Throw a ball underarm, over arm and use a bounce pass.</p> <p>Move into a given space to catch a ball.</p> <p>Children to focus on changing independently.</p> <p>Y1 - Throw a ball underarm, overarm or use a bounce pass.</p>	<p><b>R - I can revise and refine fundamental movement skills that I have already acquired:</b></p> <p>Pass a ball to a partner using my hands and feet.</p> <p>Explore different ways using a ball (A&amp;D)</p> <p>Children to focus on changing independently.</p> <p>Y1 -Move into a given space to catch a ball. Pass a ball to a partner using hands and feet.</p>	<p><b>R - I can revise and refine fundamental movement skills that I have already acquired:</b></p> <p>Explore ways to send a ball or other equipment Retrieve and stop a ball using different parts of the body. (A&amp;D)</p> <p>Children to continue changing independently.</p> <p>Y1 - Explore ways of passing and receiving a ball. Explore ways to send a ball or other equipment, retrieve and stop a ball using different parts of the body.</p>	<p><b>R - I can revise and refine fundamental movement skills that I have already acquired:</b></p> <p>Explore ways to send a ball or other equipment Retrieve and stop a ball using different parts of the body. (A&amp;D)</p> <p>Y1 - Explore ways to send a ball or other equipment, retrieve and stop a ball using different parts of the body.</p>	<p><b>R - I can develop my overall body strength, co-ordination, balance and agility needed to engage successfully with physical education.</b></p> <p>Play a variety of running and avoiding games. Participate in simple team games (1v1, 2v2)</p> <p>Develop simple attacking and defending techniques (A&amp;D)</p> <p>Y1 - Play a variety of running and avoiding games and participate in simple team games.</p>	<p><b>R - I can develop my overall body strength, co-ordination, balance and agility needed to engage successfully with physical education.</b></p> <p>Play a variety of running and avoiding games. Participate in simple team games (1v1, 2v2)</p> <p>Develop simple attacking and defending techniques (A&amp;D)</p> <p>Y1 - Develop simple attacking and defending techniques</p>	<p><b>R - I can develop my overall body strength, co-ordination, balance and agility needed to engage successfully with physical education.</b></p> <p>Pass and receive a ball in different ways with increased control. (S&amp;A) (rugby, netball, football, basketball)</p> <p>Y1 - Pass and receive a ball in different ways with increased control. (Rugby, netball, football, basketball).</p>
<p><b>My Personal Best Focus. Healthy me...</b></p>	<p>Curiosity</p>	<p>Curiosity</p>	<p>Curiosity</p>	<p>Curiosity</p>	<p>Imagination</p>	<p>Imagination</p>	<p>Imagination</p>	<p>Imagination</p>
<p><b>Reading</b></p>	<p>RWI – whole class Reception Year 1 - groups</p> <p>Voted for story times linked to the R/Y1 book spine.</p>	<p><b>m, a, s, d, t</b></p> <p>RWI – whole class Reception Year 1 - groups</p> <p>Voted for story times linked to the R/Y1 book spine.</p>	<p><b>i n p g o</b></p> <p>RWI – whole class Reception Year 1 - groups</p> <p>Voted for story times linked to the R/Y1 book spine.</p>	<p><b>c k u b f</b></p> <p>RWI – Whole class Reception Year 1 - groups</p> <p>Voted for story times linked to the R/Y1 book spine.</p>	<p><b>e l h r j</b></p> <p>RWI – whole class Reception Year 1 - groups</p> <p>Voted for story times linked to the R/Y1 book spine.</p>	<p><b>v y w z x</b></p> <p>RWI – whole class Reception Year 1 - groups</p> <p>Non-fiction books on animals and the human body. Voted for story times linked to the R/Y1 book spine.</p>	<p><b>sh, th, ch, qu, ng, nk</b></p> <p>RWI – whole class Reception Year 1 - groups</p> <p>Non-fiction books on animals and the human body. Voted for story times linked to the R/Y1 book spine.</p>	<p><b>RWI Assessments</b></p> <p>Non-fiction books on animals and the human body.</p> <p>Voted for story times linked to the R/Y1 book spine.</p>
<p><b>Writing Year One</b></p>		<p>Grammarsaurus Noun focus Common nouns and proper nouns.</p>	<p>Grammarsaurus Noun review- sorting common and proper nouns. Verb focus Being verbs.</p>	<p>Grammarsaurus Regular action verbs. Irregular action verbs. Action verb/being verb.</p>	<p>Grammarsaurus Verbs review Subject focus- what is a subject? Subject/verb focus- stage one Stage 1 building single-clause sentences.</p>	<p>Grammarsaurus Subject/verb focus (pronouns)-stage 1. Subject/ verb focus- stage 2.</p>	<p>Grammarsaurus Application- subject/verb focus. Subject/ verb focus (pronoun)</p>	

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<b>Writing Reception</b>	<b>R – I can form some letters.</b> Children to take part in fine motor activities.  Handwriting patterns, letter formation with letters within their names.	<b>R - I can form lower-case and capital letters correctly.</b>  Write name and take photo of children's pencil grip - focus on pencil grip. WOW book and Literacy books.	<b>R - 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. Children to write their name underneath their picture.  Label if appropriate (Link to Scarf)  (Name writing to show progress)	<b>R - I can form lower-case and capital letters correctly.</b>  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.	<b>R - I can form lower-case and capital letters correctly.</b>  Children to write initial sounds to match parts of the body.  LA- initial sounds. MA- CVC words. HA- Words phonetically.	<b>R - I can use vocabulary to describe.</b>  Children to talk about and describe animals.  Adult to scribe. Continued name practise.	<b>R - I can use vocabulary to describe.</b>  Children to say and write sounds to name animals.  LA- initial sounds.  MA- sounds in sequence – initial and final sounds.  HA- Words phonetically.	<b>R - I can write a simple description.</b>  Children to write words or sentences to describe an animal.  LA- initial sounds.  MA- sounds in sequence – initial and final sounds.  HA- Words phonetically.
<b>Mathematics Year One</b>	Y1 - Place Value within 10.  Sort objects	Y1 - Place Value within 10.  Count objects Count objects from a larger group. Represent objects Recognise numbers as words.	Y1 - Place Value within 10.  Recognise numbers as words. Count on from any number. 1 more.	Y1 - Place Value within 10.  Count backwards within 10 1 less. Compare groups by matching.	Y1 - Place Value within 10.  Fewer, more, same. Less than, greater than, equal to. Compare numbers.	Y1 - Place Value within 10.  Order objects and numbers. The number line.	Y1 - Addition and subtraction within 10.  Introduce parts and wholes. Part-whole model.	Y1 - Addition and subtraction within 10.  Write number sentences. Fact families-addition facts.
<b>Mathematics Reception</b>	<b>R - I can count objects, actions and sounds.</b>  During transition teach children how to use resources in Maths area. Lots of counting activities.  Take photos for Maths wall.	<b>R - I can count objects, actions and sounds.</b>  During transition teach children how to use resources in Maths area. Lots of counting activities.	<b>R - I compare length, weight and capacity.</b>  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.	<b>R - 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.  Matching and sorting.  Look for books from white rose book list to put in the Maths area.	<b>R - I can continue, copy and create repeating patterns.</b>  Using natural materials to look at repeating patterns. Copy and create them.	<b>R - I can match and sort objects.</b>  Look and compare capacity, size and mass.	<b>R - Consolidation week.</b>	
<b>Understanding the World</b>	<b>Talk about members of their immediate family and community.</b> All about me boxes to share with others.	<b>I can explore the natural world around me.</b> Children will explore the natural world around them. Children to talk about their classroom and their outdoor environment.	<b>I can explore the natural world around me.</b> Children will explore the natural world around them. Children to talk about their classroom and their outdoor environment.	<b>I can Describe what they see, hear and feel whilst outside.</b> Explore the natural world around them, making observations and drawing pictures of animals.	<b>I can Recognise some environments that are different from the one in which I live.</b> Recognise some environments that are different to the one in which they live.	<b>I can ask questions to find out more and to check they understand what has been said to me.</b> Discussing animal habitats and where they are in the world (cold and hot parts of the world) Understand the effect of changing seasons on the natural world around them.	<b>I can ask questions to find out more and to check they understand what has been said to me.</b> Discussing animal habitats and where they are in the world (cold and hot parts of the world) Understand the effect of changing seasons on the natural world around them.	<b>I can ask questions to find out more and to check they understand what has been said to me.</b> Discussing animal habitats and where they are in the world (cold and hot parts of the world) Understand the effect of changing seasons on the natural world around them.

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<b>Science</b>		How do animals survive? Living and non-living things - sorting	Learn about ourselves and the human body- make links to senses and the body.	Begin to learn about the different classes of animals. including fish, amphibians, reptiles, birds and mammals- sort animals by classification focus on using the word 'or' to answer questions e.g. 'frog- mammal or amphibian?'	Investigate different categories of animals, similarities and differences in relation to types of animals and classify animals based on their class.	Look at animal diets and sort animals based on their diet: Classify and know animals by what they eat (carnivore, herbivore and omnivore)	Look at animal diets and sort animals based on their diet: Classify and know animals by what they eat (carnivore, herbivore and omnivore)	Choose their favourite animal. Write a simple description of the animal thinking about key features.
<b>Art and Design/ Expressive arts and design</b>	R –I can sing in a group or on my own. Children to sing a range of songs with their class.  All- painted portraits for display	R –I can explore, use and refine a variety of artistic effects to express my ideas and feelings. Children to create self-portraits. Think about their facial features and eye/hair colour.  Y1- Portraits in art books as starting point for the year.	R –I can develop story lines in my play. Support children to play cooperatively together and take on a role in their role play.	R –I can develop story lines in my play. Support children to play cooperatively together and take on a role in their role play, especially within the role play area.	R –I can sing in a group or on my own. Children to sing a range of songs with their class. Learn new nursery rhymes as a class.			R –I can sing in a group or on my own. Children to sing a range of songs learnt in class on the stage outside, perform songs to their friends.
<b>Design Technology/ Expressive arts and design</b>						R –I can create collaboratively, sharing ideas, resources and skills. Design animal puppets.  Y1- Moving animals - Design a moving animal picture- planning the colours of the paper and which part will move.	R –I can create collaboratively, sharing ideas, resources and skills. Design animal puppets.  Y1-Moving animals -Use last week's plan to create moving animal pictures.	Y1-Moving animals – Evaluate their pictures- talking about what they would improve next time.
<b>Music</b>		R and Y1- Our bodies – lesson 1	R and Y1- Our bodies – lesson 2	R and Y1- Our bodies – Lesson 3	R and Y1- Animals - Lesson 1	R and Y1- Animals – Lesson 2	R and Y1- Animals – Lesson 3	
<b>Computing</b>		R-Busy bodies – parts of our bodies  Y1 - Technology Around Us Technology in our classroom	Y1 - Technology Around Us Using Computer Technology	Y1 - Technology Around Us Developing Mouse Skills	Y1 - Technology Around Us Using a computer Keyboard	R-Busy bodies – Look how we grow  Y1 - Technology Around Us Developing Keyboard Skills	Y1 - Technology Around Us  Using a computer responsibly	R-Busy bodies – Movement algorithms
<b>Online safety</b>			R- 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.  Y1- Self-image and identity I can recognise that there may be people online who				R- 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.  Y1- Online relationships. I can give examples of when I should ask	

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			could make someone feel sad, embarrassed or upset.				permission to do something online and explain why this is important.	
<b>PSHE/RSE SCARF</b>	R and Y1- Share All About Me boxes and settle into new classes. Share the story In My Heart talking about feelings.	R and Y1- Continue to share boxes and introduce the school rules.	R and Y1- Why we have classroom rules	R and Y1- How are you listening?	R and Y1- Good friends	R and Y1- Thinking about feelings	R and Y1- Our feelings	R and Y1- Feelings and bodies
<b>Religious Education</b>		R - Theme: Special People Key Question: What makes people special? Religions: Christianity, Judaism  Y1 - Does God want Christians to look after the world? Engagement.	R - Theme: Special People Key Question: What makes people special? Religions: Christianity, Judaism  Y1 - Does God want Christians to look after the world? Engagement	R - Theme: Special People Key Question: What makes people special? Religions: Christianity, Judaism  Y1 - Does God want Christians to look after the world? Investigation.	R - Theme: Special People Key Question: What makes people special? Religions: Christianity, Judaism  Y1 - Does God want Christians to look after the world? Investigation.	R - Theme: Special People Key Question: What makes people special? Religions: Christianity, Judaism  Y1 - Does God want Christians to look after the world? Evaluation.	R - Theme: Special People Key Question: What makes people special? Religions: Christianity, Judaism  Y1 - Does God want Christians to look after the world? Expression.	
<b>Outdoor Learning/Visits and Trips</b>	Team building games						Animal visit.	Explore our own environment looking for minibeasts and for creatures in our school outdoors