

HALF TERM CURRICULUM PLAN

Term: Autumn 2		Topic: Once Upon a Time					
Super Starter (Wow moment): History toy investigation.		Fabulous Finish: Share our work with families during an open afternoon.					
Enquiry question: What has changed since my parents and grandparents were young?							
Key Text:	Week 1 w/b: 4.11.24	Week 2 w/b: 11.11.24	Week 3 w/b: 18.11.24	Week 4 w/b: 25.11.24	Week 5 w/b: 2.12.24	Week 6 w/b: 9.12.24	Week 7 w/b: 16.12.24
Personal, Social and Emotional Development	<p>I can show resilience and perseverance in the face of challenge.</p> <p>Co-operative play and problem solving together.</p>	<p>I can show resilience and perseverance in the face of challenge.</p> <p>Talking about their choice. Plan, do, review in CP activities.</p>	<p>I can identify and moderate their own feelings socially and emotionally.</p> <p>Talk about a range of experiences and celebrations. Draw on experiences from this half term so far.</p>	<p>I can think about the perspectives of others.</p> <p>Discussions about other cultures and traditions.</p>	<p>I can manage my own needs.</p> <p>Children to choose activities and give reasons for their choices.</p>	<p>I can identify and moderate my own feelings socially and emotionally.</p> <p>Children to perform Nativity with confidence.</p>	<p>I can identify and moderate my own feelings socially and emotionally.</p> <p>children to join in with activities throughout the week based on Christmas.</p>
Communication and Language	<p>R-I can engage in Storytime – throughout half term.</p> <p>I can describe events in some detail</p> <p>Linked to new words learnt for celebrations and Halloween. Children to talk about their experiences of celebrations.</p>	<p>R-I can learn rhymes, poems and songs.</p> <p>Listen and talk about stories to build familiarity and understanding.</p> <p>Talk about and listen to ideas expressed from friends. Talking about Remembrance Day. Learn Poppy poem linked to Literacy.</p>	<p>R-I can learn rhymes, poems and songs.</p> <p>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.</p>	<p>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.</p> <p>Learn new story 'The Three Billy Goats Gruff.' Talk for writing text.</p>	<p>R-I can listen carefully to rhymes and songs paying attention to how they sound.</p> <p>Learn rhymes, poems and songs. Link to the Christmas nativity.</p>	<p>R-I can listen to and talk about stories to build familiarity and understanding.</p> <p>I can describe events in some detail.</p> <p>Christmas nativity</p> <p>Listen to and discuss the Christmas story. Talk about the characters and what happens.</p>	<p>R-I can engage in Story times.</p> <p>Listen to and discuss the Christmas story. Talk about the characters and what happens.</p>
WellComm	<p>8.5 Understanding sentences containing 'either' and 'or'</p> <p>'either' 'or'</p>	<p>8.6 Using an increasing range of prepositions</p> <p>behind' 'in front' 'next to' 'between'</p>	<p>8.7 Understanding emotions from facial expressions</p> <p>emotions, happy, sad, angry, calm</p>	<p>8.8 Understanding question words using stories</p> <p>when' 'what' 'where' 'why' 'how'</p>	<p>8.9 Learning to remember and then say five things</p> <p>remembering more – link to vocabulary on topic</p>	<p>8.10 Using superlatives: biggest and tallest</p> <p>'biggest', 'tallest' 'small' 'medium' 'large'</p>	Assessment
Physical (Fine motor)	<p>R- I can develop my small motor skills so that I can use a range of tools competently, safely and confidently.</p> <p>Fine motor skills focus linked to Halloween. Link to outdoor learning. Small world UW.</p>	<p>R-I can develop my small motor skills so that I can use a range of tools competently, safely and confidently.</p> <p>Opportunities for children to paint fireworks small and large scale and encourage children to use anticlockwise movements, lines (top/down, and zigzags.)</p>	<p>R-I can develop my small motor skills so that I can use a range of tools competently, safely and confidently.</p> <p>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.)</p>	<p>R-I can use my core muscles to strength to achieve a good posture when sitting at a table or sitting on the floor.</p> <p>Encourage children to sit to the table correctly to develop core.</p>	<p>R-I can use my core muscles to strength to achieve a good posture when sitting at a table or sitting on the floor.</p> <p>Encourage children to sit to the table correctly to develop core.</p>	<p>R-I can develop my small motor skills so that I can use a range of tools competently, safely and confidently.</p> <p>Link to forming letters correctly in their name.</p>	<p>R-I can develop my small motor skills so that I can use a range of tools competently, safely and confidently.</p> <p>Link to forming letters correctly in their name.</p>

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<p>Physical (Gross motor) Invasion Games</p> <p>Key values: Curiosity Imagination</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 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 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>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 Recognise how it feels when the body is tense in a balance.</p> <p>Y1: Handle apparatus safely 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>
<p>My Personal Best Focus. Healthy me...</p>	<p>Imagination</p>	<p>Reflection</p>	<p>Reflection</p>	<p>Reflection</p>	<p>Reflection</p>	<p>Consolidation of Curiosity, Imagination and Reflection</p>	<p>Consolidation of Curiosity, Imagination and Reflection</p>
<p>Reading</p>	<p>Follow the book spine reading a range of traditional tales. Support the children to be able to talk about their favourite traditional tales and retell the key parts.</p> <p>RWI - I can read some letter groups that each represent one sound and say sounds for them.</p>	<p>Follow the book spine reading a range of traditional tales. Support the children to be able to talk about their favourite traditional tales and retell the key parts.</p> <p>RWI - I can read some letter groups that each represent one sound and say sounds for them.</p>	<p>Follow the book spine reading a range of traditional tales. Support the children to be able to talk about their favourite traditional tales and retell the key parts.</p> <p>RWI - I can read some letter groups that each represent one sound and say sounds for them.</p>	<p>Follow the book spine reading a range of traditional tales. Support the children to be able to talk about their favourite traditional tales and retell the key parts.</p> <p>RWI - I can read some letter groups that each represent one sound and say sounds for them.</p>	<p>Follow the book spine reading a range of traditional tales. Support the children to be able to talk about their favourite traditional tales and retell the key parts.</p> <p>RWI - I can read some letter groups that each represent one sound and say sounds for them.</p>	<p>Follow the book spine reading a range of traditional tales. Support the children to be able to talk about their favourite traditional tales and retell the key parts.</p> <p>RWI - I can read some letter groups that each represent one sound and say sounds for them.</p>	<p>Follow the book spine reading a range of traditional tales. Support the children to be able to talk about their favourite traditional tales and retell the key parts.</p> <p>RWI - I can read some letter groups that each represent one sound and say sounds for them.</p>
<p>Writing Year One</p>	<p>Grammarsaurus Link to traditional tale 'The Gingerbread man' Writing sentences linked to the story-using action verbs.</p>	<p>Grammarsaurus Writing about poppies to describe them- using being verbs. Remembrance Poetry.</p>	<p>Grammarsaurus Application tasks focussing on writing sentences with correct punctuation.</p>				

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Writing Reception	<p>I can form lower-case and capital letters correctly.</p> <p>Children to draw a picture to show something they did in their half term break.</p> <p>I can form lower-case and capital letters correctly.</p> <p>Name writing in books to show progress from starting point.</p>	<p>I can spell words by identifying the sounds and then writing the sound with letters.</p> <p>Remembrance poetry Learn new poems linked to Remembrance Day. Read, learn and re-tell the 'Poppy, Poppy' poem. Children to write key words linked to a poppy and Remembrance Day.</p>	<p>I can blend sounds into words. Have photographs of babies, children and adults and objects for each of them. Children to sort these and give reasons for their choices.</p>	<p>I can form lower-case and capital letters correctly.</p> <p>Look at photos of a baby, child and adult. Children to talk about and write about the differences as the time passes. E.g. a baby can crawl, a child can dance and an adult can drive.</p>	<p>I can blend sounds into words. Look at baby photos of the children and talk about how they have changed.</p>	<p>WOW WRITE I can spell words by identifying the sounds and then writing the sound with letters. Write a letter to Father Christmas.</p>	<p>WOW WRITE I can spell words by identifying the sounds and then writing the sound with letters. Write a letter to Father Christmas.</p>
Mathematics Year One	<p>Addition and Subtraction Number bonds within 10 Systematic number bonds within 10 Number bonds to 10</p>	<p>Addition and Subtraction Addition – add together Addition- add more Addition problems Find a part</p>	<p>Addition and Subtraction Subtraction- find a part Fact families- the eight facts Subtraction – take away/ cross out</p>	<p>Addition and Subtraction Subtraction- take away Subtraction on a number line. Add or subtract 1 or 2.</p>	<p>Geometry: Shape Recognise and name 3D shapes Sort 3D shapes</p>	<p>Geometry: Shape Recognise and name 2D shapes Sort 2D shapes Patterns with 3D and 2D shapes</p>	<p>Consolidation Based on assessment</p>
Mathematics Reception	<p>I can subitise. It's Me 123</p>	<p>I can link the number symbol with its cardinal number value. It's Me 123</p>	<p>Circles and Triangles</p>	<p>I can compare numbers. 1,2,3,4,5</p>	<p>I can understand one more, one less. 1,2,3,4,5</p>	<p>I can compose and decompose shapes so the children recognise a shape can have other shapes within it. Shapes with 4 sides</p>	<p>Consolidation</p>
Understanding the World	<p>I can describe what I can see, hear and feel whilst outside.</p> <p>Children to explore the outdoor are and talk about changes from before half term.</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 name and describe people who are familiar to them.</p> <p>Children to talk about their families and being to share photographs as they come in.</p>	<p>R - I can comment on images from situations in the past.</p> <p>Children to look at images from the past and discuss what they see.</p> <p>I can draw information from a map. Children to use a map to explore on school trip/ around school grounds.</p>	<p>R - I can talk about members of my immediate family and community.</p> <p>Talk about our families and the people in our wider family, thinking about how they have changed.</p>	<p>I can compare and contrast characters from stories, including figures from the past.</p> <p>Link to the Christmas story.</p>	
History		<p>Changes within living memory. Remembrance Day, Guy Fawkes Know why there are monuments linked to a famous event nearby.</p>		<p>Y1 - History work Write sentences about yourself. Bring in a photograph of yourself and a parent when they were younger. 1. What did my parents and grandparents look like when they were young? 2. What were toys like in the past? Timeline of toys. Adjectives about old toys.</p>	<p>Reflect on last week's learning. 3. How have clothes changed over time? 4. What did houses look like a long time ago?</p> <p>Focus on adjectives to describe how toys have changed Write a description of an old toy. Use the openers: I saw... I smelt... I touched.. I heard...</p> <p>Look at photographs of the clothes, toys and a</p>	<p>5. How has technology changed since my grandparents were young Compare technology from the past, talk about what has changed. 6. How has school changed over time? Look at school uniform and identify how it has changed over time. Write a comparison between now and the past.</p>	

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					house, what has changed, compare to our own houses.		
Art and Design	R/Y1 - Portraits – look at fact file on Picasso.	R/Y1 -Create pencil self-portraits focussing on line and positioning of features.		R/Y1 - Create portraits using photographs of their parents as a stimulus.	R/Y1 - Look at photographs of self-portraits at Lanhydrock – use them to create our own portraits	Christmas crafts and cards and Calanders.	.
Expressive arts and design	<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 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>	<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>I can move to and talk about music. Link to the Christmas nativity.</p>	<p>R-I can create collaboratively sharing ideas, resources and skills.</p> <p>Lots of arts and crafts linked to Christmas.</p>
Music	Nativity song practise	Nativity song practise	Nativity song practise	Nativity song practise	Nativity song practise	Nativity song practise Tuesday 9 th and Friday 13 th Performances.	
Computing		Awesome Autumn Photography? Taking photographs	Awesome Autumn Photography? Landscape or portrait	Awesome Autumn Photography? What makes a good photograph	Awesome Autumn Photography? Lighting	Awesome Autumn Photography? Is it real?	
Online safety	<p>Online Reputation</p> <p>I know what the word 'information' means</p> <p>I know what 'online' means</p>				Revisit online Reputation		

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	<p>I understand that I can put information online for others to see</p> <p>I understand that information that is shared online can stay there for a very long time</p> <p>I know that information can be copied off the internet</p> <p>I understand that information about me can be copied by others</p>						
PSHE/RSE SCARF Keeping myself safe	-Super sleep	-Good or bad touches	-What could Harold do?	-Sharing pictures.	-Who can help?	-Harold loses Geoffrey	-Listening to my feelings.
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>Engagement</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>Investigation</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 R&1 - Christmas Nativity</p>	<p>R-Theme: Christmas Key Question: What is Christmas? Religion: Christianity Christian concept: Incarnation</p>
Outdoor Learning/Visits and Trips				Visit to museum/ exploration of old toys.		13.12.24 - Christmas jumper day	