

## Curriculum Overview Autumn Term 2

### Topics/Themes

- Stick Man by Julia Donaldson
- Nursery Rhymes - part of national nursery rhyme week
- Celebrations - Christmas

We will also be using the children's ideas to lead and mould the topics.

Here is an overview of the curriculum objectives we will be covering over the next half term. We believe that every child is unique and therefore are aware that they develop their knowledge and skills at different times over the year. We work very closely with each child and therefore their next steps may look different to the ones below.

### **Personal, Social and Emotional**

#### Making relationships

- Co-operation
- Developing friendships
  - Conflict resolution
- Managing feeling and friendships

#### Self-confidence and self-awareness.

- Is more outgoing towards unfamiliar people and more confident in new social situations
- Can describe self in positive terms and talk about abilities.

#### Managing feelings and behaviour,

- Understands how their actions can hurt others and can comfort others when needed.
  - Can tolerate delay when needs aren't met immediately.

<p style="text-align: center;"><b>Communication and Language</b></p> <p>Listening and Attention</p> <ul style="list-style-type: none"> <li>● Maintains attention, concentrates and sits quietly during appropriate activity.</li> </ul> <p>Understanding</p> <ul style="list-style-type: none"> <li>● Able to follow a story without prompts</li> <li>● Listens to others during discussion</li> </ul> <p>Speaking</p> <ul style="list-style-type: none"> <li>● Extends vocabulary, especially by grouping and naming , exploring the meaning of new words</li> </ul>	<p style="text-align: center;"><b>Physical Development</b></p> <p>Moving and Handling</p> <ul style="list-style-type: none"> <li>● Uses one handed tools.</li> <li>● Handle tools with control to effect changes to materials.</li> <li>● Moves freely in a range of ways.</li> <li>● Negotiates space.</li> <li>● Can hold a fixed position (including on one foot)</li> </ul> <p>Find motor</p> <ul style="list-style-type: none"> <li>● Draws lines and circles using gross motor movements.</li> <li>● Uses one handed tools.</li> <li>● Develop pencil control.</li> <li>● Develop hand dominance.</li> <li>● Develop bodily awareness of letters and movement.</li> <li>● Manipulate materials to achieve a planned effect.</li> <li>● Join materials together using a variety of different techniques and tools – split pins, staplers, treasury tags, scissors, glue, etc.</li> </ul>	<p style="text-align: center;"><b>Literacy</b></p> <p>Writing</p> <ul style="list-style-type: none"> <li>● Pre handwriting mark making.</li> <li>● Hears and says the initial sounds in words.</li> <li>● Links sounds to letter, naming and sounding the letters of alphabet.</li> <li>● Pencil grip – Fine motor and core strength see PD.</li> </ul> <p>Reading</p> <ul style="list-style-type: none"> <li>● Enjoys an increasing range of books</li> <li>● Uses vocabulary and form of speech that are increasingly influenced by their experience of books.</li> <li>● Hears and says the initial sounds in words.</li> <li>● Links sounds to letters, naming and sounding the letters of the alphabet</li> </ul>
<p style="text-align: center;"><b>Maths</b></p> <p>Number and Place Value = Numbers to 5</p> <ul style="list-style-type: none"> <li>● Selects the correct numeral 1 – 5</li> <li>● Counts objects that cannot be moved</li> </ul>	<p style="text-align: center;"><b>Understanding the World</b></p> <p>People and communities</p> <ul style="list-style-type: none"> <li>● Learn about other cultures and traditions.</li> </ul>	<p style="text-align: center;"><b>Expressive Arts and Design</b></p> <p>Exploring and using media and materials.</p> <ul style="list-style-type: none"> <li>● Manipulate materials to achieve a planned effect.</li> </ul>

<ul style="list-style-type: none"> <li>● Comparing quantities of identical and non identical objects</li> <li>● Addition and Subtraction = Change within 5</li> <li>● One More</li> <li>● One Less</li> <li>● Recognises numbers of personal significance.</li> <li>● Records using marks they can explain</li> <li>● Begins to identify own mathematical problems based on own fascinations.</li> </ul> <p>Shape, Space and Measure.</p> <ul style="list-style-type: none"> <li>● Begin to use mathematical names for 3D shapes.</li> </ul>	<p>The World</p> <ul style="list-style-type: none"> <li>● Comments and asks questions about the natural world.</li> <li>● Developing an understanding of growth, decay and change over time.</li> <li>● Show care and concern for living things and the environment.</li> </ul>	<ul style="list-style-type: none"> <li>● Construct with a purpose in mind.</li> <li>● Selects tools and techniques needed to shape, assemble and join materials they are using.</li> <li>● Adapts work where necessary.</li> <li>● Use movement to express feelings.</li> <li>● Joins in with dancing.</li> <li>● Moves rhythmically.</li> <li>● Imitates movement in response to music.</li> </ul> <p>Being imaginative</p> <ul style="list-style-type: none"> <li>● Create simple representations.</li> <li>● Use the work of different artists as a stimulus.</li> </ul>
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