



Area/Key Skills	Willow Class Autumn Term Curriculum	
<p>Personal, social and emotional development BR - Building Relationships MS - Managing Self SR - Self-Regulation</p> 	<p>Personal, Social and Emotional Development BR - To understand power and responsibility, consequences and contexts in relationships with others - (Thrive Power and Identity, role modelling how to use power in relationships, helping the child to learn responsibility for their behaviour) MS - To learn strategies and develop a positive mindset to enable them to overcome difficulties and problems with resilience. (learning buddies) MS - To learn the importance of healthy practises including managing our physical, hygiene, dietary and mental needs. (SCIENCE) SR - To discuss and find out about the consequences of behaviours and actions on other people's feelings.</p>	
<p>Popular Themes/Topics</p>	<p>My World (RE) Forming relationships Exploring boundaries/ learning the rules/expectations Bucket Filling/kindness</p>	
<p>Core Books</p>		
<p>Key Experiences</p>	<p>Adults playing alongside groups of children to support and model strategies and facilitate problem solving. Managing basic self-care needs e.g. hand washing, teeth cleaning, healthy snacks etc. Ensure children have the opportunity to explore and consider making healthy choices - ensure this choice isn't pre-made for them. (e.g. parents make their packed lunch, teachers only provide healthy snacks etc. Provide a range of other experiences) VRFs consistently employed by adults to help children calm, regulate and recognise the physical sensations attached to many emotions. Expressing and exploring different feelings in a safe environment.</p>	
<p>Communication and Language (Elklan) LA - Listening, Attention and Understanding S - Speaking</p> 	<p>Communication and Language LA - To learn new vocabulary - mainly tier 2 linked to stories, books, topics and themes and new experiences. LA - To understand how to listen carefully and why listening is important. S - To use language to recreate roles and experiences. S- To extend their spoken vocabulary, exploring the meaning of new words.</p>	
<p>Popular Themes/Topics</p>	<p>Each term, re-visit the 10 core stories to familiarise and consolidate key language. After a holiday or break from school - talking about how their time away from school. Summer term - children creating their own stories/books (FS2) Core stories Traditional Tales</p>	
<p>Core Books</p>		
<p>Key Experiences</p>	<p>Concept Cat (Fsl) activities. See manual Story maps and Talk For Writing Strategies employed with core stories and rhymes. Rhymetime (Fsl) 10 core stories - read regularly to all the children and linked small world and drama props.</p>	

	Elklan assessment used throughout FSI to assess and target children falling behind as soon as possible. Blanks level questions - used in line with Elklan assessments in FSI, used as reading journals for FS2 library books.
<b>Physical Development</b> GM - Gross Motor Skills FM - Fine Motor Skills 	<b>Physical Development</b> GM - To travel and move in different ways including: rolling, crawling, walking, jumping, running, hopping, skipping, climbing and balancing. GM - To further refine ball skills including: throwing, catching, kicking, passing, batting and aiming. FM - To create shapes, images, patterns and pictures using hand-held drawing and mark making tools. FM - To form recognisable, correctly formed letters.
Popular themes/topics	Concept vocabulary - positional language Sporting events such as The Olympics, World Cup etc. Transient art/Loose parts play Exploring materials
Core Books	  
Useful Experiences	Open ended Materials for children to create their own balancing beams and obstacle courses to climb over, on, through etc.FS2 PE lessons utilising the hall to teach specific skills and to use the equipment. Balls and other items to develop throwing and catching skills e.g. bean bags, koosh balls, sponge balls etc for outdoor provision. Finger gym and dough disco activities. PE lessons (FS2) and other opportunities to practise and develop dressing/undressing e.g. outdoors.
<b>Literacy</b> (L&S driver Autumn Term, RWI driver Spring and Summer) WR = Word reading C = Comprehension W = Writing 	<b>Literacy</b> WR - To know the sounds associated to letters/phoneme/graphemes (set 1 sounds, followed by set 2 and set 3) WR - To segment the sounds in simple words and blend them together to hear the word. C - To re-invent or re-enact familiar stories. C- To learn new vocabulary and forms of speech from stories, poems and non-fiction texts. W - To form lower-case letter correctly W - To spell words by identifying the sounds and then writing the sounds with letters/graphemes.
Popular themes/topics	RWI Phonics Big books linked into a relevant theme/topic/season Story boxes - display the book and related small world and other materials to help children play with stories. Link to Physical Development Outdoors - opportunities to apply skills on a larger scale e.g. mud kitchen, brushing the playground, washing the windows, chalking the floor etc.
Core Books	  
Useful Experiences	Daily structured phonics lessons for FS2 One to one or small group extra practise to consolidate phonic knowledge for pupils as and when needed to ensure they all keep up. (fs2) Access to plentiful rhymes, poems and songs. Repeated experiences. Hearing words with segmented sounds - fred talk throughout the day. Frequent reminders and prompts about the features of texts. Access to print in many forms in the environment, labels, notices, messages. Seeing adults as readers - thinking out loud to model reading processes. Adult support handwriting lessons - beginning with letter patterns and progressing to letter formation/sizing/orientation. Martin Harvey Opportunities for children to see purposeful writing for a wide range of contexts. Adults as role models - using writing and demonstrating in lots of different contexts and for different purposes e.g. messages to each other, signs and labels.
<b>Mathematics</b>	<b>Maths</b> Sorting and matching

<p>N - Number P - Pattern</p> 	<p>Pattern Representing and comparing 1, 2, 3 Composition of 1, 2, 3, Circles and triangles, positional language. Representing numbers to 5, 4 sided shapes. Time</p>
<p>Popular themes/topics</p>	<p>Whole class counting times e.g. lining up, registration etc. Numberblocks Snack time/party time - sharing foods Our local area/Geography STEM challenges Treasure maps/pirates Autumn/Winter colours and patterns links</p>
<p>Core Books</p>	
<p>Useful Experiences</p>	<p>Counting objects, actions and sounds Real-life contexts to count and compare e.g. self-registration, story votes, surveys, lunch orders etc. Pictures that show numbers represented in different ways and support subitising e.g. ten frames to indicate how many people can play here etc. Numberfun songs Opportunities to see numbers represented in different ways e.g. ten frames, part/whole models, number tracks etc. Problem solving and challenge tasks made available. Open-ended materials that enable children to use and apply their learning, post patterns and make connections. STEM Making links to other themes and topics - e.g. Autumn leaves/patterns, Natural materials/sorting etc. Resources that enable children to play and explore a range of shapes, sizes, capacities and measures within their play e.g. modular blocks, containers in the water etc. Barrier games Access to maps, plans, globes, routes, Google Earth etc. Identifying familiar routes and landmarks. Visits around the local area to identify landmark features.</p>
<p><u>Understanding the world</u> PCC - People, Culture and Community PP - Past and Present NW - The Natural World</p> 	<p style="text-align: right;"><u>Understanding the World</u></p> <p>PCC - To find out about some of the ways different people, from the local community and wider world, celebrate special times in different ways. (RE) PCC - To find out about the similarities and differences between how different people celebrate special times. (RE) PP - To talk about and describe the people from their family and community, who are familiar to them, in detail. PP - Through artefacts, stories, pictures and non-fiction materials, to find out about the features of some people's lives in the past and compare how things are similar or different today. NW - To use their senses to explore and describe the natural world around them using new vocabulary. (SCIENCE) NW - To observe and describe similarities, differences, patterns and change in nature. (SCIENCE) NW - To understand the effect the changing seasons has on the environment around them. PCC - To find out about different communities and lifestyles from the wider world using stories, non-fiction books, photographs, technology, maps, globes and atlases. (GEOGRAPHY) RE - My World</p>
<p>Popular themes/topics</p>	<p>Key events for certain religions and cultures e.g. Chinese New Year, Eid, other festivals etc. Ourselves/All about me The seasons</p>
<p>Core Books</p>	
<p>Useful Experiences</p>	<p>Visits and visitors that represent different cultures, communities or religions. Visual resources and artefacts to help children to experience different cultures and religions e.g. videos, photographs etc. Particularly of cultures that they may not experience within their locality. Props and materials to enable children to explore and play with the experiences they are learning about e.g. people who help us, small world, role play etc. Outdoor classroom - experiences to observe and explore the natural environment. Changing materials tasks such as baking, clay, gloop etc.</p>

<p><b>Expressive arts and design</b></p> <p>CM - Creating with Materials          BIE - Being Imaginative and Expressive</p> 	<p style="text-align: right;">Expressive Arts and Design</p> <p>CM - To create representations of imaginary and real-life ideas, events, people and objects. (ART)          BIE - To sing in a group increasingly matching pitch and following the melody. (MUSIC)          BIE - To create and develop a sequence of actions, gestures and sounds in response to stories. (MUSIC)          BIE - To engage in music making and dance as part of a group. (MUSIC)          CM (DT) To use their increasing understanding of a variety of techniques, materials, tools and processes to develop their own ideas and communicate their understanding. (DT)</p>
<p>Popular themes/topics</p>	<p>Frank Bowling          Jonathan Lawes          Kandinsky          The Seasons - Autumn/Winter          Observational drawing - portraits and animals          Christmas, Bonfire Night, Halloween          Storymaps          Colour and Pattern</p>
<p>Core Books</p>	
<p>Useful Experiences</p>	<p>Experience of how expert artists develop and express their chosen materials and techniques - visits or videos (Access art)          Adults modelling different techniques and making children aware of the various possibilities of different media          Access to a range of materials and tools to enable children to explore and investigate them independently and discover possibilities.          Using older children from within school to demonstrate techniques and processes that they have been learning about.          Opportunities to look back on previous work and learning to consider how they want to improve and reflect on how their skills have developed.          Experience of theatres, concerts/performances and galleries.          Finding out about famous and influential artists.          Access to and experience of musical instruments and sound makers.          Songs linked to all areas of learning e.g. Numberfun, topics, interests, seasons etc          Experience of dance and music - videos, visits, visitors etc.          Large and small group music and movement activities e.g. rhymetime, GoNoodle, Early Years Emily etc.          A performance area - dedicated to enable children to play, create and explore their own music and dances during their independent play e.g. outdoors stage.          Opportunities to perform for others e.g. assemblies, concerts, online videos etc.          Learn at least 10 traditional nursery rhyme by heart.</p>
<p>Popular Fascinations and Interests</p>	<p>Dinosaurs, fairies, superheroes, fantasy, space, nature, animals, TV/Book characters, Princesses, Popular films etc.</p>