Broad, Balanced Skills based Creative Curriculum – Half term overview

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| **Half- Term: Autumn 1** | **Year: N** | **Class: N- MC** | **Key Subject Driver:**  **Personal, social and emotional development.** |

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| **Subject** | **Week 1** | **Week 2** | **Week 3** | **Week 4** | **Week 5** | **Week 6** | **Week 7** |
| Phonics | Phase 1 – Aspect 1  Listening and attention- rhymes/sound and actions. | Phase 1 – Aspect 1  Listening and attention- rhymes/sounds and actions. | Phase 1 – Aspect 1  Listening and attention- sounds we hear outside. | Phase 1 – Aspect 1  Listening and attention sounds we hear inside. | Phase 1 – Aspect 1  Listening and attention- animal sounds at the farm. | Phase 1 – Aspect 1  Listening and attention- animal sounds in the jungle. | Phase 1 – Aspect 1  Listening and attention – listening games. Follow the sound. |
| Writing | Exploring marks | Circle and lines assessment. AD | Circles and lines.  Marks to represent family members. | Cutting and sticking- make marks alongside. Favourite toys. | Marks to represent family- Begin initial letter writing/ circles and lines. | Story characters from Goldilocks. | AD- Self-portrait drawing – talk about yourself and your interests. |
| Maths | Number songs – 5 interest in number. | Representing number using pictures alongside songs to 5 and beyond. | Using objects to represent number.  1.1 counting to 5 and beyond. | Using objects to represent number.   * 1. Counting to 5 and beyond. | Representing number in different ways, objects, pictures, songs, fingers. | Sorting colour and counting small groups to find the total. | Sorting shape and size and counting the total. |
| Understanding the world | Settling into nursery routine- meeting friends and teachers. | Family book – Who lives in our house? | Family book – Where is your favourite place? | Family book – What is your favourite toy? | Its good to be different book.  How are we different? Languages, family. | Its good to be different book.  How do we look?  Different/same | Recall our learning by recapping key questions.  Express. |
| Physical development | Fine motor – AD- pencil grip.  Explore nursery garden | Fine motor – AD- pencil grip.  Explore nursery garden. | Fine motor – AD- pencil grip.  Yoga  Balance- | Fine motor – AD- pencil grip.  Yoga  Balance/ dance | Fine motor – AD- pencil grip.  Obstacle courses  Yoga | Fine motor – AD- pencil grip.  Obstacle courses  Yoga | Fine motor – AD- pencil grip.  Throwing/catching – team work. |

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| Homework |  |  |  |  |  |  |  |
| Trips / Experiences | Engage – Key person groups – tapestry sharing. |  |  |  |  |  | Express – Balloon games- draw a face and throw to a friend- recap questions. |
| Collapsed Curriculum | Diversity | Diversity | Diversity  Harvest | Diversity | Diversity | Diversity | Diversity |
| School Value | Class rules – expectations  Values – focus on trust, kindness, safety, respect this half term. |  |  |  |  |  |  |
| Class Text  Talk4wrting/Reading | Selection of books and rhymes to engage. | Starting school | Goldilocks and the Three Bears. Hook | Goldilocks and the Three Bears. Hook | Goldilocks and the Three Bears. Vocab | Goldilocks and the Three Bears. Story map | Goldilocks and the Three Bears. Story map. |