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 1Listening and attention- rhymes/sound and actions.  | Phase 1 – Aspect 1Listening and attention- rhymes/sounds and actions.  | Phase 1 – Aspect 1Listening and attention- sounds we hear outside.  | Phase 1 – Aspect 1Listening and attention sounds we hear inside.  | Phase 1 – Aspect 1Listening and attention- animal sounds at the farm.  | Phase 1 – Aspect 1Listening and attention- animal sounds in the jungle.  | Phase 1 – Aspect 1Listening 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 coursesYoga  | 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 | DiversityHarvest  | Diversity | Diversity | Diversity | Diversity |
| School Value | Class rules – expectations Values – focus on trust, kindness, safety, respect this half term.  |  |  |  |  |  |   |
| Class TextTalk4wrting/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.  |