

Curlews - Half Termly Overview – Autumn 1 2024 – Happy Healthy Me

CORE SUBJECTS (SEE WEEKLY PLANS FOR MATHS AND ENGLISH OUTCOMES)				
	Maths Red Rose Maths	English Family Album	RE Creation	SCIENCE Animals including humans
09.12.24	Number and Place Value Recognise quantities on a 10 frame Counting items 10-19 by making tens and ones (straws, multilink, 10 frames) Group of ten Read and write numbers Use blocks to create a block graph	Traditional Tales To make predictions. To identify and discuss the main character in the story. To use joining words e.g. and, but, or To listen to a range of traditional tales.	To know that Christians believe that God created the world.	Identify, name, draw and label the basic parts of the human body. To name, identify and label the parts of the human body
16.09.24	Number and Place Value Counting items 20-29 by making tens and ones (all prior equipment) Groups of ten and numbers not in groups of 10 Counting and representing numbers 30-50 Read and write numbers	Traditional Tales To make basic inferences about what is being said and done. To say what they think and give their reasons why. To apply their phonics knowledge when reading. To use patterns and repetition to support oral retelling. To add the prefix 'un' to verbs and adjectives to change the meaning e.g. untie, unkind.	To know the creation stories are at the very beginning of the Bible and be able to recall details briefly.	Say which part of the body is associated with each sense. To perform simple tests. To name the five senses and to perform simple tests to find out more about them.
23.09.24	Measurement Length and Mass Measure and record lengths and heights using uniform non-standard units (multilink) Compare and describe objects by mass/weight using, lighter/heavier, light/heavy	Traditional Tales To create own story maps with events in order. Children will be able to respond in role as a character and infer character feelings. To orally retell their innovated story. Children will be able to write their own short narrative.	To talk about what I enjoy most in creation.	Describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals including pets). Identifying and classifying. To sort animals according to criteria.
30.09.24	Addition and Subtraction Bonds for 10 – 10 frame, addition and subtraction facts relationships Solving one step addition problems Adding 10 and a single digit	Recounts of a Family Event To listen to others and take turns. Children will be able to relate events to their own experiences. To use a capital letter for the personal pronouns 'I', people and names of places.	To talk about ways in which we can all help to take care of the world.	Notice that animals, including humans, have offspring which grow into adults. Identifying and classifying. To match, sort and group young animals and their adults.
07.10.24	Addition and Subtraction Solving one step subtraction problems Subtract 10 from teens number, subtract ones from teens number concrete 10 frames, base 10	Recounts of a Family Event To use role play to retell an event. Children will be able to order events in sequence. Children will be able to discuss key vocabulary.	To describe how Christians, Muslims, and Hindus believe that in creation we can see the power and wonder of God.	Notice that animals, including humans, have offspring which grow into adults. Gathering and recording data to help in answering questions. To find out how animals change as they grow into adults.
14.10.24	Geometry 2D and 3D shapes Name circles and triangles, square rectangles and oblong rectangles, spheres, pyramids, cubes, cuboids – different sizes, orientations, colours	Recounts of a Family Event To write a recount based on a model which includes: - a capital letter for the personal pronoun 'I'. - capital letters for names and places and text features. - features of a recount	To discuss that Christians, Muslims, and Hindus believe that people should be taking care of our world.	Notice that animals, including humans, have offspring which grow into adults. Asking simple questions. Using their observations and ideas to suggest answers to questions. To compare the stages of the human life cycle.

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FOUNDATION SUBJECTS						
	Creative Curriculum		Other curriculum subjects			
	History/Geography	Art/DT	Computing	PE	Music	PSHE
09.09.24	To ask and answer questions about the past through observing, handling and using a range of sources such as ... pictures,	To develop a wide range of art and design techniques, such as using drawing to create a self-portrait.	To know how to refine searches using the Search tool. To have some knowledge and understanding about sharing more globally on the Internet.	To show an egg roll with some co-ordination. To perform the skill of running and changing direction quickly. To demonstrate how to jump as far as possible, landing safely with control.	Find and try to keep a steady beat. Sing and recognise high and low sounds.	Recognise, name and understand how to deal with feelings (e.g. anger, loneliness). Explain where someone could get help if they were being upset by someone else's behaviour.
16.09.24	To learn about changes within living memory by exploring toys from today. I can find out about toys today.	To know about the work of a range of artists, looking at the work of Pablo Picasso.	To understand that information put online leaves a digital footprint or trail. To begin to think critically about the information they leave online.	To show a pencil roll with some co-ordination. To demonstrate an overarm throw and hopping	Continue to copy back simple rhythmic patterns using long and short. Continue to copy back simple melodic patterns using high and low.	Recognise that friendship is a special kind of relationship. Identify some of the ways that good friends care for each other.
23.09.24	To use sources to ask and answer questions in the context of finding out about toys from the past. I can use sources to help ask and answer questions about toys from the past	To develop a wide range of art and design technique, such as making a collage.	To identify the steps that can be taken to keep personal data and hardware secure.	To demonstrate jumping off a bench and land on two feet. To demonstrate travelling on feet and hands and feet on apparatus.	To sing with more pitching accuracy To understand and follow the leader or conductor	Talk about similarities and differences. Name special people in their lives. Describe different feelings. Identify who can help if they are sad, worried or scared. Identify ways to help others or themselves if they are sad or worried.
30.09.24	To learn about changes within living memory by learning about toys from the past. I can find out about toys in the past. To use sources to ask and answer questions in the context of finding out about toys from the past.	To know about the work of a range of artists, looking at portraits by Paul Klee.	To begin to think logically about the steps of a process. To sort items using a range of criteria.	To demonstrate bouncing a ball with some control. To demonstrate an overarm throw and hopping.	To explore and create graphic scores: To create musical sound effects and short sequences of sounds in response to music and video stimuli.	Recognise that people's bodies and feelings can be hurt. Suggest ways of dealing with different kinds of hurt.
07.10.24	To learn about changes within living memory by learning about outdoor games from the past. To use sources to ask and answer questions in the context of finding out about outdoor games from the past.	To develop a wide range of art and design techniques, such as line drawing.	To sort items on the computer using the 'Grouping' activities in Purple Mash.	To demonstrate rolling a ball through a target with some accuracy and control. To show the courage to be the best I can be when practicing my skills.	To rehearse a song and then perform it to an audience, explaining why the song was chosen.	Explain the difference between bullying and isolated unkind behaviour. Recognise that that there are different types of bullying and unkind behaviour. Understand that bullying and unkind behaviour are both unacceptable ways of behaving.
14.10.24	To use sources to ask and answer questions in the context of finding out about toys from the past. I can use sources to help ask and answer questions about toys from the past.	To know about the work of a range of artists, looking at portraits by Pop Artist, Andy Warhol.	To bring together logical thinking and the use of technology. To introduce the term 'algorithm' to describe logically following a process.	Concentration - To focus on the task of rolling a ball through a target with the right pace so I can catch it.	Use their voices expressively and creatively by singing songs and speaking chants and rhymes. Play tuned and untuned instruments musically.	Understand and describe strategies for dealing with bullying: Rehearse and demonstrate some of these strategies.