

MOSS HALL INFANT SCHOOL

YR Curriculum Map

Autumn Term

	Autumn 1							Autumn 2						
	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12	Week 13	Week 14
Lens	Community							Diversity						
Topic	All About Me							Celebrations						
Topic Focus	Me, my family and my friends Important people to me People who keep us safe in school							Significant events – Diwali, Christmas, Hanukah, birthdays, weddings						
Hooks Visits/visitors	Year 6 invited to read stories to the children							Visit to Dollis Brook						
Role Play Area	Inside – Home corner							Inside – Post office						
Literacy	We're Going on a Bear Hunt	Brown Bear, Brown Bear		Wriggle and Roar	Little Red Riding Hood	My First Book of Nature		The Diwali story	Look Up		Whatever Next		The Nativity	
Core Books														
Spine Books	We are going on Bear hunt, Little Red Riding Hood, Wriggle and Roar, My First Book of Nature, Brown Bear, Brown Bear							The Elves and the Shoemaker, How to catch a star, The Teeny Weeny Tadpole, Whatever Next						
Reading & Comprehension	Speaking and Listening Focus DFe Baseline Assessment		Poetry: Rhyming strings, Nursery rhymes and songs RWI Inc introduce Fred Talk Homework – Children take home a sharing book. Spine books displayed in the class library Reading to children x3 daily					Whole class Read Write Inc. Phonics / Phonics Assessment 1 – assessment 1 Begin to know sounds to read, make and write c.v.c words Homework – Children take home 1 sharing book and RWI speed sound handwriting sheet. Story time at the end of the day						
Word Reading (Phonics)														
Nursery Rhymes www.wordsforlife.org	Head, shoulders, knees and toes	My hat by Tony Milton	Happy and you know it	Jack and Jill	Humpty Dumpty	1, 2, 3, 4, 5 Once I caught a fish alive	Growing by Tony Mitton	Bubbles by James Carter	I'm a little Hedgehog (poem)	Ten green bottles	Twinkle, Twinkle Little Star	Christmas songs		

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Personal, Social and Emotional	To express their feelings and consider the feelings of others. (ongoing)							To see themselves as a valuable individual. (ongoing)								
	Learning the rules and routines in the classroom and in the school. Timetabled routines to promote overall health & wellbeing. Children supported at lunchtimes to support eating & making healthy choices.				Friends – what does it mean to be a kind friend		Talk about what children like at school.	What are we good at, what do we want to get better at		Happy, Sad, Excited, Mad – what makes us feel this way		How can I be a good friend?	What does being kind look like?			
Writing	Fine motor skills and holding a pencil using tripod grip. Give meaning to marks. Write legible letters. Break speech into words Write own name, labels and captions							Fine motor skills and pencil grip Letter formation Children independently writing their own name. Adult directed writing activity linked to core book. Choosing independent activities linked to core book. Evidence of child-initiated activity supporting writing for a purpose.								
Communication and Language	Teachers continue to promote and model active listening. Develop social phrases – Good morning, Good afternoon etc. New vocabulary introduced via objects, pictures and photographs. New vocabulary used repeatedly. Vocabulary displayed and used during teaching sessions. Children talk and articulate their ideas. Teacher rephrase sentences with new vocabulary using sentence starters. Teachers ask open questions. Children have opportunities throughout the day to read and share fiction & non-fiction books from the class library. Story time 3 x per day – morning, lunchtime and home time (one should be a book related to the topic).							Teacher continue to promote and model active listening. Develop social phrases – Good morning, Good afternoon etc. New vocabulary introduced via objects, pictures and photographs. New vocabulary used repeatedly. Vocabulary displayed and used during teaching sessions. Children talk and articulate their ideas. Teacher rephrase sentences with new vocabulary using sentence starters. Teachers ask open questions. Children have opportunities throughout the day to read and share fiction & non-fiction books from the class library. Whole class story time at the end of the day and in small groups (interventions)								

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Mathematics Power Maths	Mental Maths starters	Unit 1 Numbers to 5			Unit 2 Comparing Groups within 5		Unit 3 Shape 2D and 3D	Unit 3 Shape 2D and 3D		Unit 4 Change within 5		Unit 5 Number Bonds within 5		Part Whole model revisit	Consolidate
Reception Baseline Assessment															
Understanding of the World	<p>To talk about members of their immediate family and community. To name and describe people who are familiar to them.</p> <p>Focus:</p> <ul style="list-style-type: none"> • Me, my family and my friends • Important people to me • People who keep us safe in school <p>Celebrating Black History Week – Year 6 reading to YR children</p> <p>To understand the effect of changing seasons on the natural world around them. (ongoing)</p> <p>Daily teaching of weather conditions using weather chart, days of the week, date and year</p> <p>Frequent opportunities for children to explore the outdoors to observe, discuss and interact with natural processes.</p> <p>Investigation focus: Sensory exploration of touch, smell, sight, taste and sound (making flake melts for Black History Month to share with Year 6)</p>							<p>To recognise that people have different beliefs and celebrate special times in different ways.</p> <p>Focus</p> <ul style="list-style-type: none"> • Significant events – Diwali, Christmas, Hanukah, birthdays, weddings • What does ‘celebration’ mean to me and my family. <p>To understand the effect of changing seasons on the natural world around them. (ongoing)</p> <p>Daily teaching of weather conditions using weather chart, days of the week, date and year</p> <p>Investigation focus: Sensory exploration of touch, smell, sight, taste and sound.</p> <p>Frequent opportunities for children to explore the outdoors to observe, discuss and interact with natural processes.</p> <p>Investigation focus: Observing seasonal changes – trip to Dollis Brook</p>							
Physical Development	<p>Develop overall body strength, coordination, balance and agility.</p> <p>Develop fine motor skills to use tools competently.</p> <p>Regular access to outdoor space to practice physical skills lifting, carrying, pulling, pushing, constructing, stacking and climbing, with varying degrees of difficulty.</p>							<p>Develop overall body strength, coordination, balance and agility.</p> <p>Develop fine motor skills to use tools competently.</p> <p>Regular access to outdoor space to practice physical skills lifting, carrying, pulling, pushing, constructing, stacking and climbing, with varying degrees of difficulty.</p>							

<p>Expressive Art & Design</p>	<p>Listen to a range of songs/music from different cultures. Participate in performances individually and in small and large groups. Experimenting with primary colours. Using a range of materials to create self-portraits.</p>	<p>Listen to a range of songs/music from different cultures. Participate in performances individually and in small and large groups. Experimenting with primary colours Using a range of materials to create artworks related to topic</p>
<p>Computing</p>	<p>Continuous provision – children use technology to explore, enhance knowledge, solve problems and produce creative outcomes across all areas of the EYFS Curriculum.</p>	<p>Continuous provision – children use technology to explore, enhance knowledge, solve problems and produce creative outcomes across all areas of the EYFS Curriculum.</p>