Willow Class's Term 2 Curriculum Map

Terrific Tales	
English	❖ Traditional tales as a stimulus for talk, repeated refrains, rhyme and early writing eg '***Goldilocks***, '***The Gingerbread Man***', '***The 3 Billy Goats Gruff***', '***The Enormous Turnip***' and '***The Ugly Duckling***' – identify characters and settings. ❖ Drawing Club: Use stories, traditional tales and animation clips as a stimulus for talk, mark making and exploring their imagination eg those mentioned above and **The jolly Christmas postman, Rama and Sita**, '**How the Grinch stole Christmas**' ❖ Little Wandle Autumn 2 - **Phonic Sounds:** ff ll ss jvwxyz zz qu ch sh th ng nk; **Words** with -s and -s/z at the end; **Tricky words:** put pull full as and his has her go no to into she push of we me be (identify the sound which makes the word tricky) ❖ Segmenting sounds then blending to read cvc words ❖ Name writing with correct grapheme formation; writing initial sounds of words and independent labels. ❖ Story sequencing; lists; speech bubbles ❖ Writing a sentence
Maths	❖ Times of day – morning/day/night ❖ Sequencing events – first/next/last ❖ Recognising circles, squares, rectangles and triangles. Combining shapes to make a new shape. ❖ Comparing amounts: fewer than, more than, equal to ❖ Composition and decomposition of numbers 3, 4, 5 – wholes and parts ❖ Spatial arrangement of an amount of objects. ❖ Begin to mentally sequence number ❖ Subitising amounts to 5 ❖ Verbal counting to 20

	❖ Link quantities to their corresponding numeral ❖ Recognising and making patterns ❖ Sorting and comparing ❖ Looking a 2D shapes, recognising them and their properties
Communication and Language	❖ Developing vocabulary ❖ Discovering passions ❖ Tell me a story – retelling stories ❖ Story language ❖ Word hunts ❖ Listening and responding to stories ❖ Join in discussions ❖ Understand how to listen carefully and why listening is important
Personal, Social and Emotional Development	❖ Being brave. Having a try. We all find different things tricky ❖ Identifying emotions ❖ Thinking about a problem or an emotion and how to deal with it. ❖ Considering differences and the feelings of others ❖ Stranger Danger: Keeping ourselves safe ❖ A sense of community away from home where we feel safe and loved. ❖ Diversity: All people celebrate differently and have different traditions ❖ Oral health: Healthy eating and the impact of sweet things on our teeth ❖ Introduce Heart Smart: Meeting Boris the Robot, working together cooperatively, taking turns, how do others feel?, what I love and how it makes me feel ❖ Being grateful, using please and thank you
Physical Development	❖ **Gross Motor:**

	❖ P.E – dressing and undressing for P.E independently at home ❖ Ball skills – throwing and catching ❖ Jungle Journey Programme ❖ Lift, stack and construct with larger equipment and blocks ❖ Negotiate space when using scooters and trikes ❖ **Strengthen wrists and fingers through Fine Motor Activities:** Scissor skills; threading smaller beads on laces and pipe cleaners; ❖ Dough Disco – manipulating dough into ball and snake shapes - Develop muscle tone to put increased pressure on paper ❖ Name writing and letter formation – using pincer grip to correctly hold pencil and tweezers
Understanding the World	❖ Their favourite toys; comparing toys played with as a baby and now; explore the different materials toys are made from. Text '**Lost in the Toy Museum**' ❖ comparing objects from past and present and know why it's from the past ❖ Can talk about what their family experiences of Christmas; Look at images of how Christmas was celebrated in the past ❖ Remembrance Sunday, Advent, Christmas (Church visit) ❖ People celebrate differently – Hindu's celebrate Divali ❖ Understand why maps are important – link to postal deliveries / **The Jolly Christmas Postman/ Stickman** ❖ My age, my birthday and past birthday celebrations. ❖ Notice changes in the season as Autumn becomes Winter ❖ Be aware of, and start to differentiate between, fictional characters and creatures from real people in their lives ❖ Celebrating Diwali, fireworks night

Expressive Art and Design	❖ Kapow Scheme: Action Songs and Makaton; Diwali and traditional Christmas music ❖ Build up a song repertoire – project singing voice ❖ Listen to music – make up own dances in response ❖ Variety of artwork linked to Diwali, fireworks, Remembrance and Christmas ❖ Featured Artist – Vincent Van Gogh 'Falling Leaves' – verbal critique and related artwork – exploring autumnal colour ❖ Mixing primary colours ❖ Learning techniques for joining materials – use of tapes and glue ❖ Role-play linked to preparation for Christmas, Santa's workshop, the Nativity ❖ Joining ❖ Use puppets, props and small world toys to retell familiar stories
Religious Education	❖ Old Testament Stories – Which stories are special and why? ❖ Incarnation: Why do Christians perform Nativity plays at Christmas?