



Autumn 1 Curriculum map – Marvellous Me

	Settling week (Wed-Fri)	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
Intent		Who am I?	How are we the same/ different? Family	Where do we live?	The parts of my body/ how am I feeling?	Healthy eating/ exercise	Hygiene
WOW moments		Share all about me books	Mini mes Family photos Baby photos	Local area walk – autumn Own home pictures for small world area	Colour monster art	Fruit tasting/ senses	Germ on hands
Key Vocabulary		Likes Dislikes Favourite Self portraits	Family Important Changes	Detached, semi-detached, Terrace Addresses	Emotions Feelings angry, excited, frustrated, proud	Healthy Unhealthy Diet Balanced Exercise	Germ s
CL		To speak in front of a small group	To sit for an activity	To respond to conversations with an adult	To link conversation to discussion	To recall what has been said	To recall what has been said
PSED (SCARF)		To know how to ask for help	To know how to wait their turn	To be able to try new activities	To use words to describe feelings	To know how to use manners	To know how to use the toilet properly and how to keep clean
PD (Get Set PE) Intro to PE		To know how to hold a pencil Theme: witches and wizards To move safely and sensibly in a space with	To know how to draw straight lines and circles Theme: pirates To develop moving safely and stopping with control.	To use loop scissors correctly Theme: mythical creatures To use equipment safely and responsibly.	To know how to hold a pencil when drawing Theme: to the castle To use different travelling actions	To know how to draw straight lines and circles to create an image Theme: superheroes To work with others co-	To follow a line using loop scissors Theme: monsters To follow, copy and lead a partner.



(Get Set PE) Fundamentals 1	consideration of others.	Theme: body parts Developing balance	Theme: feelings Develop running and stopping	Theme: our senses Changing direction	whilst following a path.	operatively and play as a group.	Theme: it's good to be me Different ways to travel
Phonics		/s/ <s> /a/ <a> /t/ <t> /p/ <p>	/i/ <i> /n/ <n> /m/ <m> /d/ <d> I the no	/g/ <g> /o/ <o> /c/ <c> <k> Put off is	/k/ <ck> /e/ <e> /u/ <u> /r/ <r> To go into	/s/ <ss> Assess and review week R:1 Pull	/h/ <h> /b/ /f/ <f> <ff> /l/ <l> <ll> As his
Literacy		Marvellous me books	Drawing club – But Martin! To write pre writing shapes	English adult led - CVC blending CVC writing in provision	Drawing Club- Colour monsters To be able to write some recognisable letters.	English adult led - CVC blending CVC writing in provision	Drawing club – Mr Ben To write CVC words.
Maths		Maths focus – Getting to know you	Maths adult led - Getting to know you	Maths focus – Match sort and compare	Maths adult led – Match sort and compare	Maths focus Talk about measures and patterns	Maths adult led – Talk about measures and patterns
UTW (Science) (History) (Geography)		To be able to offer comments about members of their family. (PP)	To be able to talk about the similarities and differences between myself and others. (PP)	Tapestry - Where is Stanion map work - To recognise that I am a member of the school. (PCC) Tapestry - Autumn walk -	To know how their body changes when they are experiencing different feelings. To know some strategies to	To know the foods that are healthy and unhealthy. (PSED) Tapestry senses/ tasting	To know and explain why sleep is important. To know and explain why exercise is important. (PSED)

				To explore and find evidence of changes in Autumn within the environment. (NW)	manage strong feelings. (PSED)		
RE	Settling in to our new class and our new school. Finding out more about each other.	key questions: - How do we show love? - How do we know we are loved? - What does it mean to 'belong' in my daily life?	Key questions: - Which groups do we belong to? - What things can we do better together than on our own?	Key question: - What makes us feel special about being welcomed into a group of people?	Key question: - What things can we do better together than on our own? - How do we show people that we care?	Key question: - What makes us feel special about being welcomed into a group of people? - How are some Muslims welcomed in the Muslim tradition?	Key question: - What makes us feel special about being welcomed into a group of people
EAD Art		To begin to use a variety of drawing tools Use drawings to tell a story Investigate different lines Explore different textures Encourage accurate drawings of people/ animals	To experiment twith and use primary colours Naming and beginning to mix colours through play.	To handle manipulate and enjoying using materials Simple collages - simple weaving	To use clay and Modroc to create 3D artefacts. My 3D work has a well-thought out purpose. I use a range of techniques to add detail to clay models and 3D sculptures. I add detail to clay objects using slip.	To print with variety of objects	To create repeating patterns irregular painting patterns Simple symmetry



Music Get set Marvellous me		To listen to music and respond with how the music makes me feel.	To move to the music and play an instrument using a rhythm.	To use my voice to speak and to sing and know how they are different.	To use my singing voice to sing with others and begin to match pitch with movement.	To keep a steady pulse and copy simple rhythms on an instrument.	To explore instruments, match sounds and create music to show an emotion.
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