

CURRICULUM - HALF-TERM PLAN Autumn 2 25/26 Reception – We Are All Heroes



| | Week 1 W/C 3.11.25 | Week 2 W/C 10.11.25 | Week 3 W/C 17.11.25 | Week 4 W/C 24.11.25 | Week 5 W/C 1.12.25 | Week 6 W/C 8.12.25 | Week 7 W/C 15.12.25 |
|------|--|--|--|--|--|--|--|
| CLL | Launchpad for Literacy – (Auditory Memory) Musical Patterns | Launchpad for Literacy – (Auditory Memory) Story Sequence | Launchpad for Literacy — (Auditory Attention) Whisper Game | Launchpad for Literacy – (Visual Memory) Remember Me Role play linked to literacy | Launchpad for Literacy – (Sequential visual memory) Draw Me | Launchpad for Literacy – (Visual Discrimination) What's Wrong? | Launchpad for Literacy - (Auditory Discrimination) Who's Voice? |
| PSED | Celebrating Difference What I am good at. Circle Time What are we good at? | Celebrating Difference I'm special, I'm me Circle Time Is it ok to be different? | Celebrating Difference Families Circle Time Are we all the same, are we all different? | Celebrating Difference Houses and homes Circle Time Are all houses the same? | Celebrating Difference Making friends Circle Time How do you make friends? | Celebrating Difference – Standing up for your self Circle Time Why is it not ok to say unkind things? | |
| PD | Develop overall body strength coordination and balance and agility. Develop small motor skills using a range of tools. Fundamental skills with MFC Dough Disco | Develop overall body strength coordination and balance and agility. Develop small motor skills using a range of tools. Fundamental skills with MFC Dough Disco | Develop overall body strength coordination and balance and agility. Develop small motor skills using a range of tools. Fundamental skills with MFC Dough Disco | Develop overall body strength coordination and balance and agility. Develop small motor skills using a range of tools. Fundamental skills with MFC Dough Disco | Develop overall body strength coordination and balance and agility. Develop small motor skills using a range of tools. Fundamental skills with MFC Dough Disco | Develop overall body strength coordination and balance and agility. Develop small motor skills using a range of tools. Fundamental skills with MFC Dough Disco | Develop overall body strength coordination and balance and agility. Develop small motor skills using a range of tools. Fundamental skills with MFC Dough Disco |

| Lit | The Naughty Bus – Jan Oke – mind maps linked to topic. | Inspector Croc – Sam Lloyd – Labelling linked to visit. | Zog and the Flying Doctor – Julia Donaldson – Retell/sequencing. | Emergency – Margaret Mayo - Role play – linked to visits – CLL | Traditional Tales – The Gingerbread Man – Story mapping | The Christmas Story -Sequencing | The Jolly Christmas Postman – Allan Ahlberg – Christmas card writing. |
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| | Read simple phrases and sentences made up of words with of known letter sounds correspondences. | Read simple phrases and sentences made up of words with of known letter sounds correspondences. | Read simple phrases and sentences made up of words with of known letter sounds correspondences. | Read simple phrases and sentences made up of words with of known letter sounds correspondences. | Read simple phrases and sentences made up of words with of known letter sounds correspondences. | Read simple phrases and sentences made up of words with of known letter sounds correspondences. | Read simple phrases and sentences made up of words with of known letter sounds correspondences. |
| | Write short sentences with words with known letter sounds correspondences. | Write short sentences with words with known letter sounds correspondences. | Write short sentences with words with known letter sounds correspondences. | Write short sentences with words with known letter sounds correspondences. | Write short sentences with words with known letter sounds correspondences. | Write short sentences with words with known letter sounds correspondences. | Write short sentences with words with known letter sounds correspondences. |
| | Spell words by identifying the sounds. | Spell words by identifying the sounds. | Spell words by identifying the sounds. | Spell words by identifying the sounds. | Spell words by identifying the sounds. | Spell words by identifying the sounds. | Spell words by identifying the sounds. |
| Maths | Comparison Subitising amounts to 4. Comparing groups to 3. | Composition Whole and parts within 5 Whole objects – parts that cannot be removed. Compose and decompose sets of 2&3 | Circles and Triangles:WRM Circles have one curved side, and triangles have 3 straight sides. | Counting, ordinality and cardinality Count in sequence to 10 Represent quantities to 5 Recognise numerals to 5 | Composition Compose and decompose sets of 3,4 and 5 Spatial language to describe shape | Measure and Patterns:WRM Comparing items by size, length and capacity. | Recap |

| UW | WRS | WRS | WRS | WRS | WRS | WRS | How do we |
|--------|--|--|---|---|---|--|--|
| | Lesson 1: Let's go | Lesson 2: Let's go | Lesson 1: What's | Lesson 2: What's | Lesson 1: Night | Lesson 2: Night | celebrate |
| | Outside – Natural | Outside – Changes | Changed? - Melting | Changed? – Life | and Day – | and Day - | Christmas? |
| | Materials | to the Environment | | Cycle of a Butterfly | Nocturnal Animals | Shadows | |
| | Secret Garden | Secret Garden People and Communities comment on familiar situations. | Secret Garden | Secret Garden | Secret Garden | Secret Garden | |
| | Week 1 Introduce – Real life superheroes – what are their roles/titles Talk about people around them and understand their roles. | Week 2 People and communities - Talk about features of their community why do we need real life superheroes? | Week 3 People and communities. What do real life superheroes need? Look at uniforms, equipment etc. | Week 4 People and communities. Where do we find real life super heroes? Where do they work? | Week 5 People and communities. What do real life superhero vehicles look like? How have they changed from when our grandparents were young? | Week 6 Other real life superheroes – who works in our community? Acklam/Roman Road shops People and Communities. | Week 7 People and Communities recognise people have different beliefs. |
| Enrich | ment | Visit from police officers – | | Visit from dentist Visit from GP | Visit form Firefighters Visit from ST John's ambulance | Local area walk _ Middlesbrough Theatre - Postbox walk | |
| EAD | Kapow - Paint my world – finger painting | Kapow - Paint my world – Outdoor painting | Kapow - Paint my world – Painting to music | Kapow – Paint my world- Collage and transient art | Kapow – Paint my world – Landscape art | Kapow - Paint my world – Group Art | |
| | | Use a range of small | Use a range of small | Use a range of small | Use a range of small | Show accuracy and | |
| | | tools. | tools. | tools. | tools. | care when drawing. | |

| | Explore paint through finger painting. Describe colour and texture. Develop small motor skills. | Begin to show accuracy and care when drawing. Kapow – Diwali music | Begin to show accuracy and care when drawing. Listen to music to express feelings. Kapow – Hanukkah music | Begin to show accuracy and care when drawing. Create using materials. Kapow – Kwanzaa music | Begin to show accuracy and care when drawing. Share creations explaining a process. Kapow– Traditional Christmas | Experiment with colours. Kapow – Christmas action songs | |
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| Sounds Write | Unit 3 | Unit 4 | Unit 4 | Unit 5 | Unit 5 | Unit 1-5 | Unit 1-5 |
| | Blending sounds into words. | Blending sounds into words. | Blending sounds into words. | Blending sounds into words. | Blending sounds into words. | Blending sounds into words. | Blending sounds into words. |
| | Read a few HFW. | Read a few HFW. | Read a few HFW. | Read a few HFW. | Read a few HFW. | Read a few HFW. | Read a few HFW. |
| | Spell words by identifying sounds and writing sounds with letters. | Spell words by identifying sounds and writing sounds with letters. | Spell words by identifying sounds and writing sounds with letters. | Spell words by identifying sounds and writing sounds with letters. | Spell words by identifying sounds and writing sounds with letters. | Spell words by identifying sounds and writing sounds with letters. | Spell words by identifying sounds and writing sounds with letters. |
| | g,h | d,e HFW for of | <u>f, v</u> | k, l HFW are | <u>r, u</u> | <u>Recap</u> <u>1-5</u> | <u>Recap</u> <u>1-5</u> |