

# Hallbrook Curricular Plan



## In Communication and Language we will know how to ...

Listen carefully and know why listening is important.

Learn lots of new vocabulary.

Use new vocabulary through the day.

Ask questions to find out more and to check they understand what has been said to them.

Articulate their ideas and thoughts in well-formed sentences.

Connect one idea or action to another using a range of connectives.

Describe events in some detail.

Engage in storytimes.

Listen to and talk about stories to build familiarity and understanding.

Retell the story, once they have developed a deep familiarity with the text, some as exact repetition and some in their own words.

Use new vocabulary in different contexts.

Listen carefully to rhymes and songs, paying attention to how they sound. Learn rhymes, poems and songs.

Engage in non-fiction books. Engage in non-fiction books. Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.

## In Expressive Arts and Design we will know how to ...

Explore, use and refine a variety of artistic effects to express their ideas and feelings.

Return to and build on their previous learning, refining ideas and developing their ability to represent them.

Create collaboratively, sharing ideas, resources and skills.

Listen attentively, move to and talk about music, expressing their feelings and responses.

Watch and talk about dance and performance art, expressing their feelings and responses.

Sing in a group or on their own, increasingly matching the pitch and following the melody.

Explore and engage in music making and dance, performing solo or in groups.

Develop storylines in their pretend play.

# Why do we celebrate?

## Early Years

### Our WOW starter: An autumn walk

We will enrich the topic by... Autumn Celebration Days particularly Remembrance Day, Diwali, Bonfire Night and Christmas

### In PSED we will know how to...

See themselves as a valuable individual.

Build constructive and respectful relationships.

Express their feelings and consider the feelings of others.

Show resilience and perseverance in the face of challenge.

Identify and moderate their own feelings socially and emotionally.

Think about the perspectives of others.

Manage their own needs - Personal hygiene

Know and talk about the different factors that support their overall health and wellbeing: regular physical activity, healthy eating, toothbrushing, sensible amounts of 'screen time', having a good sleep routine, being a safe pedestrian.

### We will be using the following texts to explore our theme...

Rama and Sita

The Little Red Hen

The Nativity

Percy the Park Keeper – autumn

Supertato – harvest

Perfectly Norman

Mog's Christmas

10,000 dresses

### We will include British Values by...

#### ➤ Respect

Exploring different cultural celebrations

Respecting differences between people and how we celebrate

#### ➤ Democracy

## In Understanding the World we will know how to...

Talk about members of their immediate family and community.

Name and describe people who are familiar to them.

Comment on images of familiar situations in the past.

Compare and contrast characters from stories, including figures from the past.

Explore the natural world around them.

Understand that some places are special to members of their community.

Recognise that people have different beliefs and celebrate special times in different ways.

Recognise some similarities and differences between life in this country and life in other countries.

Describe what they see, hear and feel whilst outside.

Understand the effect of changing seasons on the natural world around them.

## In Physical Development we will know how to...

Revise and refine the fundamental movement skills they have already acquired: rolling, crawling, walking, jumping, running, hopping, skipping, climbing

Progress towards a more fluent style of moving, with developing control and grace.

Develop the overall body strength, co-ordination, balance and agility needed to engage successfully with future physical education sessions and other physical disciplines including dance, gymnastics, sport and swimming.

Develop their small motor skills so that they can use a range of tools competently, safely and confidently. Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons.

Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor.

Combine different movements with ease and fluency.

Further develop the skills they need to manage the school day successfully: lining up and queuing, mealtimes

Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group.

## We will focus on these Character muscles...

➤ Tolerance, Friendship, Kindness