

My Communication/English and Communication

My Communication: To be able to communicate with purpose to a wide range of people and begins to respond appropriately.

Reading: To begin to recognise and find meaning from a range of print, signs and symbols, processing key ideas from these with support. To re-read for fluency consolidating their ability to figure out unfamiliar words.

Writing: To begin to use letters, words and symbols to convey meaning To begin to write sentences with a key focus on punctuation e.g. capital letters and full stops and to begin to use a range of conjunctions in our work.



My Imagination/ Creative Thinking

Art and DT: To use art and design techniques to create different patterns and textures using the primary colours. To experiment using different types of pencils to create lines and shapes.

Music: To listen to different styles of music, copying and remembering simple beats and rhythms. Experiment with body percussion, boomwackers or other percussion instruments.



My Computing/ Using Technology

Computing – Creating, saving and retrieving digital content linked to the topic. Begin to use presentation software to present work.

Online Safety - Exploring real or fake digital content and begin to recognise the advantages and risks associated with digitally altered **images**.



Myself and Others/ Identity and Wellbeing

PSHE- Personal Hygiene – person care routines, bodily changes and dressing for the environment.

SRE– Respectful Friendships – forming, managing and maintaining meaningful friendships. Developing skills to manage when things go wrong.



My Problem Solving / Maths and Problem Solving

This half term, we will continue to develop our counting, adding and subtracting skills, using real-life situations to help make learning meaningful. We will also begin to explore multiplication and division through practical activities, for example when pretending to go shopping.

To understand Maths in everyday life including using money and exploring mass/capacity to solve practical problems in real life situations.

Developing a secure understanding of common shapes, measures, direction and time in everyday experiences and life skills lessons. Relating concepts and language to everyday life and experiences.



Curriculum Phase – Semi Formal 2 **Topic Web – Autumn 1 – 2026**

Topic:  **Paws** +  **Claws**

Key Texts:

We're going on a lion hunt

Find me a tiger



My Health/Healthy Lifestyles

PE- Recognising and imitating movement. Developing a series of movements, skills and actions using animals as inspiration. Use yoga as a mean of exercise and relaxation.

Food Tech – Recognising the importance of preparing and cooking food safely and hygienically. Using basic tools to safely prepare healthy dishes and drinks.



Key Dates this Half Term

11/09-13/09 – Rosh Hashanah

W/C 14/09 – National Inclusion Week

18/09 – International Equal Pay Day

20/09 – Yom Kippur

October is Black History Month and ADHD Awareness Month.

10/10 – World Mental Health Day (Hello Yellow on 09/10)

16/10 – Show Racism the Red Card Day



P4C

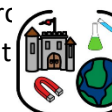
To be able to identify dangers in the wider school environment and also those that exist in the community



My World/Our World

Science: To understand how humans need the skeleton and muscles for support, protection and movement.

Geography: To understand that animals in different parts of the world have adapted to their envirc and how i.e. how have camels adapted so that survive in the desert?



My Independence/Careers and Independence

Careers: Investigating and considering future work and career options. Beginning to think about planning for the future.

Independence: Demonstrating increasing levels of self-confidence, self-organisation and self-motivation. Increasing independence with more complex personal care needs and domestic routines.



Home Learning Opportunities

Learning about the body – Discuss bodily changes linked to chronological age and develop independent personal care skills and routines.

Maths – Any opportunities for using 'practical' maths. This could include weighing ingredients for cooking or objects on the scales at the supermarket; measuring the height of people in their family or furniture at home; Telling the time using a clock.

Reading – Promoting any reading skills i.e. looking at books that interest them; reading instructions; reading about myths and legends myths and legends, or even creating their own story.

Independence – promoting children to be independent by encouraging them to make a simple meal, a cup of tea, load the dishwasher or wash up.

