Curlews - Half Termly Overview – Autumn 2 2026 – Happy Healthy Me

	CORE SUBJECTS (SEE WEEKLY PLANS FOR MATHS AND ENGLISH OUTCOMES)			
	Maths **NCETM Maths and Red Rose Maths** **Children will learn to:**	**English** **Fighting Fit!** **Reading and writing Traditional Tales with a Twist**	**RE** **Christmas - Why do we give and receive gifts?**	**SCIENCE** **Animals including humans**
09.11.26	EYFS subitise arrangements of 2 and 3 practise making 2s and 3s with their fingers subitise auditory patterns up to 3. subitise auditory patterns up to 3 identify when a small collection is rearranged or the quantity changed. show small quantities on their fingers use positional language to describe patterns of 4. Year 1 **Step 5** Number bonds within 10 **Step 6** Systematic number bonds within 10 **Step 7** Number bonds to 10 Geometry - Shape	Children will be able to write and punctuate simple and compound sentences using the joining words *and, but, so* and *or.* Children will be able to make predictions about characters. Children will be able to activate prior knowledge and ask questions about characters in the text. Children will be able to orally retell a selection of fairy/traditional tales, drawing on prior learning. Children will be able to make predictions about the text. Children will be able to use their phonic knowledge and skills to read new or unfamiliar words.	To talk about the feelings associated with giving and receiving gifts.	Find out about and describe the basic needs of animals, including humans, for survival (water, food and air)
11.11.26	EYFS represent a given number on their fingers without looking compare 2 sets of objects and say which is 'more than'. represent a given number on their fingers without looking compare 2 sets of objects and say which is 'more than'. compare 2 sets of objects and say which is 'more than' or 'fewer than'. Year 1 **Step 8** Addition - add together **Step 9** Addition - add more **Step 10** Addition problems Geometry - Shape	Children will be able to write and punctuate simple and compound sentences using the joining words *and, but, so* and *or.* Children will be able to identify, unfamiliar or exciting words/phrases from the text. Children will be able to generate questions orally and in writing. Children will be able to make inferences about characters and events using evidence from the text.	To talk about giving gifts that are not objects.	Describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene. Perform simple tests.

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16.11.26	EYFS sing and join in with actions to a nursery rhyme or song that identifies different parts of the body. Understand and use positional language. **Step 11** Find a part **Step 12** Subtraction - find a part Step 13 Fact families - the eight facts Geometry - Shape	Children will be able to generate questions orally and in writing. Children will be able to make inferences about characters and events using evidence from the text. Children will be able to recognise and collect repetitive language from the various traditional tales read. Children will be able to retell a story orally. Children will be able to develop and demonstrate their understanding of characters and events through role play and drama, drawing on language from the text. Children will know and understand the features of simple traditional tales.	Christians believe that Jesus is God's gift to the world. Christians believe Jesus is God's son the promised Messiah.	To investigate the importance of healthy eating and hygiene
30.11.26	EYFS practise counting each object, action or sound once hear and join in with the counting sequence to 5 tag each object with 1 number word (1:1 correspondence) see that they have 5 fingers on one hand. say and make numbers to 5 on their fingers practise counting each object, action or sound once and only once make collections of 5 in different ways. count each object, action or sound once count 5 and 5 to make 10 altogether. **Year 1** **Step 14** Subtraction - take away/cross out (How many left?) **Step 15** Subtraction - take away (How many left?) **Step 16** Subtraction on a number line Geometry - Shape	Children will be able to write and punctuate simple and compound sentences using the joining words *and, but, so* and *or.* Children will be able to create own story maps or plans with the events in order. Children will be able to participate in drama activities to develop understanding of characters. Children will be able to orally retell their story. Children will be able to write their own twisted traditional tale including punctation and grammar focusses for the half term.	To retell the nativity story in two parts, a) the shepherds and b) the wise men. To know the Wise Men (Magi) visited Mary, Joseph and Jesus after Christmas.	Describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene. Perform simple tests. Observe closely, using simple equipment
7.12.26	EYFS compare groups of up to 3 objects by matching them 1:1 say when there is an equal number, too many or not enough. build towers with an equal number of squares. Y1 Addition and Subtraction Assess and Review Geometry - Shape	<u>Writing Instructions for a Christmas Game</u> Children will be able to use their phonic knowledge to sound out unfamiliar words and read familiar words smoothly, without overt sounding and blending. Children will be able to discuss, sequence and re-read instructions to check for sense.	Christians believe that the gift of Jesus shows God's love and care for the world.	To observe changes across the four seasons

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14.12.26	EYFS identify the 'whole' when shown 1 part of a familiar object identify that the parts are still visible when they are assembled to make the whole hear the language of 'whole' and 'parts'. identify parts of their own body recognise that some whole objects have parts that cannot be removed. identify parts of some animals' bodies Y1 Use a range of maths skills in a Christmas themed context. Geometry - Shape	Children will be able to make contributions to a set of instructions. Children will be able to orally rehearse instructional sentences. Children will be able to create a text map for newly created instructions. Children will be able to orally retell instructions using a text map including verbs and adverbs. Children will be able to write a set of instructions for a game at a Christmas party.	Christians believe that Jesus is God's gift to the world. Christians believe that the gift of Jesus shows God's love and care for the world.	To identify and describe the basic structure of a variety of common flowering plants, including trees across seasons.

	FOUNDATION SUBJECTS					
	Creative Curriculum		Other curriculum subjects			
	History/Geography	Art/DT	Computing	PE	Music	PSHE
9.11.26	To understand geographical similarities and differences through studying the human and physical geography in the context of the UK.	To explore fruits and vegetables and the differences between them. To use adjectives to describe how fruits and vegetables look, feel, smell and taste.	To understand that data can be represented in picture format.	To show a hopping skill with rhythm. To demonstrate rolling a ball with some accuracy. To experiment with different ways of moving. To use increasing control over an object by touching, pushing, patting, throwing, or catching	Find and try to keep a steady beat. Sing and recognise high and low sounds.	Explain some of their school rules and how those rules help to keep everybody safe
16.11.26	To name, locate and identify characteristics of the four countries and capital cities of the UK and its surrounding seas.	To listen to and recall elements from the story 'The Best Pumpkin Soup.' To explore a pumpkin and describe it using the five senses	To understand that data can be represented in picture format.	To show running and changing direction quickly. To demonstrate throwing underarm with some accuracy. To jump and land appropriately.	Continue to copy back simple rhythmic patterns using long and short. Continue to copy back simple melodic patterns using high and low.	Recognise that they belong to various groups and communities such as their family. Explain how these people help us and we can also help them to help us.
23.11.26	To name, locate and identify characteristics of the four countries and capital cities of the UK and its surrounding seas. I can understand a journey line.	To design a fruit and vegetable soup recipe.	To contribute to a class pictogram.	To demonstrate jumping as far as possible and landing safely with control. To roll in a variety of ways.	To sing to try to communicate the meaning of the words.	Recognise that we can have things in common with others. Know the importance of showing care and kindness towards others. Demonstrate skills in building friendships and cooperation.

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30.11.26	To use aerial photographs and plan perspectives to recognise landmarks and basic human	To practise cutting with a knife. To learn how to use a knife safely.	To contribute to a class pictogram.	To show good posture when running fast. To demonstrate rolling a ball with some accuracy and control. To roll a ball accurately.	To play and perform an instrumental part by ear To play and perform an instrumental part from notation	Recognise and explain how a person's behaviour can affect other people.
7.12.26	To use basic geographical vocabulary to refer to key human and physical features in the context of the capital city London	To observe and help (where appropriate) with the use of tools to prepare ingredients. To describe the finished product and evaluate the process	To use a pictogram to record the results of an experiment.	To complete a running and jumping course. To climb up and down apparatus using alternate feet.	To rehearse a song and then perform it to an audience, explaining why the song was chosen.	Demonstrate active listening techniques (making eye contact, nodding head, making positive noises) Suggest strategies for dealing with a range of common situations to help foster and maintain positive relationships
14.12.26	To understand geographical similarities and differences through studying the human and physical geography of a small area of the UK, and of a contrasting non-European country.	To design food packaging.	To use a pictogram to record the results of an experiment.	To demonstrate the skills of running and changing direction. To revise fundamental movement skills covered in the unit.	To sing expressively. Play tuned and untuned instruments musically.	Be sensitive towards others and celebrate what makes each person unique. Use speaking and listening skills to learn about the lives of their peers.