

**Semi - Formal- Autumn 1**

**TfW: Beauty and the Beast, Little Red Riding Hood**

**Topic: Traditional Tales, Habitats, Halloween, Diwali**

<u>My Mental Health and Wellbeing</u>	<u>My Thinking and Problem Solving</u> My Play My Dressing	<u>My Physical</u> My Dancing My Healthy Eating Sports	<u>Literacy</u> Talk for Writing	<u>Maths</u> White Rose Maths
EYFS link: Personal, Social and Emotional Development National Curriculum link: PSHE	EYFS link: Communication and Language	EYFS Link: Physical Development National Curriculum: PE	EYFS Link & National Curriculum: Literacy	EYFS Link and National Curriculum: Maths Number and Place Value Birmingham Toolkits

## EYFS & KS1 Mental Well-being Curriculum Overview

Themes: Worrysaurus' Calm Adventure • Feelings Are OK! • Worries Are OK

### Curriculum Intent

This mental well-being curriculum supports children in recognising, naming, and managing their emotions. Through story-linked activities, sensory play, and creative expression, children develop emotional vocabulary, self-regulation strategies, and confidence in seeking support. Activities are inclusive, adaptable, and designed to foster empathy, resilience, and calm.

### Curriculum Links

#### EYFS Areas of Learning

- *Personal, Social and Emotional Development:* Managing feelings, building relationships, developing self-awareness
- *Communication and Language:* Expressing emotions, using descriptive language, listening to stories
- *Understanding the World:* Exploring personal experiences and emotional responses

#### National Curriculum (KS1) PSHE

- Recognise and talk about feelings
- Learn simple strategies for managing emotions
- Understand the importance of sharing worries and seeking help
- Develop resilience and positive self-talk

### Thematic Units

#### Worrysaurus' Calm Adventure

Children explore calming strategies through the story of Worrysaurus. **Activities Include:**

## EYFS & KS1 Thinking, Problem Solving & Self-Care Curriculum Overview

Themes: My Thinking and Problem Solving • My Play • My Dressing • My Outdoor School

### Curriculum Intent

This curriculum supports children in developing independence, communication, and problem-solving skills through play, storytelling, and sensory exploration. Activities encourage children to express ideas, make choices, solve practical challenges, and manage personal care routines. Learning is rooted in real-life contexts, creative expression, and outdoor experiences.

### Curriculum Links

#### EYFS Areas of Learning

- *Communication and Language:* Developing language through stories, expressing opinions, and engaging in sustained conversations
- *Personal, Social and Emotional Development:* Managing self-care, expressing feelings, and making independent choices
- *Understanding the World:* Exploring the natural world and making observations
- *Expressive Arts and Design:* Creating with materials and explaining processes

#### National Curriculum (KS1)

- *Science:* Identify and label body parts; describe physical properties of materials
- *Art and Design:* Use a range of materials creatively to design and make products
- *PSHE:* Listen and respond appropriately; manage hygiene and dressing independently

## EYFS & KS1 PE Curriculum Overview

Themes: Castle Creatures • Red Riding Hood's Forest Trail • Animal Movers • Whose Footprints? • Move Like Me! • Pick a Pumpkin Parade

### Curriculum Intent

This PE curriculum uses storytelling, character role play, and sensory prompts to develop children's physical skills. Activities focus on movement, coordination, balance, and spatial awareness, while encouraging imaginative play, teamwork, and expressive language.

### Curriculum Links

#### EYFS Areas of Learning

- *Physical Development:* Moving confidently, negotiating space, developing control and coordination
- *Communication and Language:* Following instructions, describing movements, using expressive vocabulary
- *Personal, Social and Emotional Development:* Turn-taking, teamwork, and imaginative role play

#### National Curriculum (KS1) PE

- Master basic movements including running, jumping, balancing, and coordination
- Participate in team games and develop simple tactics
- Perform dances using simple movement patterns

### Core Units & Activities

#### Castle Creatures

## EYFS Talk for Writing Strategy (8 Weeks)

**Weeks 1–2: *Beauty and the Beast*** Sensory immersion with props and themed setup. Children retell the beginning, explore character (Beast), and engage in sensory storytelling using key vocabulary and Makaton.

**Weeks 3–4: *Little Red Riding Hood*** Outdoor small world play supports setting exploration. Children retell and innovate the story, describe the wolf, and use Colourful Semantics to build sentences.

**Weeks 5–6: *The Town Mouse and the Country Mouse*** Sensory story sessions focus on contrasting settings. Children retell using flipcharts and innovate with sentence building and descriptive writing.

**Week 7 (AM): *Pick a Pumpkin*** Sensory provocation with real pumpkins, seeds, and seasonal smells. Children describe textures and create Halloween cards linked to the story.

**Week 8 (PM): *We're Going on a Pumpkin Hunt*** Focus on repetitive structure and sequencing. Children retell using props and create invitations to a pumpkin-themed party.

### Reading Development

#### Phonics & Decoding

- Children apply phonic knowledge to decode words, blending sounds to read unfamiliar words.
- Daily practice of tricky/common exception words to build fluency and confidence.
- Reading books matched to individual phonic ability supports independent reading.

#### Comprehension & Story Structure

## EYFS & KS1 Maths Curriculum Overview

Themes: Number Sense • Shape & Space • Problem Solving Through Play • Maths Through Art

### Curriculum Intent

This maths curriculum nurtures a love for number, shape, and problem-solving through real-world contexts, storytelling, and creative exploration. Children develop fluency in counting, comparing, and representing numbers, while building spatial awareness and mathematical language through play and art-based provocations.

### Curriculum Links

#### EYFS Areas of Learning

- *Mathematics:* Counting, comparing, ordering, and representing numbers to 20; exploring 2D and 3D shapes; using positional and comparative language
- *Communication and Language:* Using mathematical vocabulary in conversation and play
- *Expressive Arts and Design:* Creating with materials to explore shape, form, and function

#### National Curriculum (KS1)

- Count, read, and write numbers to 100
- Identify and describe properties of 2D and 3D shapes
- Use mathematical vocabulary to compare quantities and solve problems
- Use drawing and sculpture to explore mathematical forms

#### EQUALS Framework

- Explore a “Worry Toolkit” with comforting items
- Name big feelings using visuals and breathing exercises
- Create a personal calm-down plan with symbols and sentence starters **Focus:** Empowering self-regulation and identifying personal coping tools

### Feelings Are OK!

Using *The Colour Monster*, children learn to name and express emotions. **Activities Include:**

- Explore a “Feelings Jar” with colour-coded emotions
- Create a Calm Jar or Feelings Monster art piece
- Build a personal colour chart to identify emotional triggers **Focus:** Building emotional vocabulary and recognising personal strategies

### Worries Are OK

Linked to *Ruby’s Worry*, children learn that sharing worries helps them shrink. **Activities Include:**

- Explore a “worry cloud” and describe how worry feels
- Create a Worry Helper (drawing, doll, or calm box)
- Design a Worry Shrinker card with positive messages and textures **Focus:** Normalising worry and developing self-soothing techniques

### Adaptive Teaching Strategies

- Use emotion visuals, puppets, and sensory props to support engagement
- Scaffold with sentence starters, AAC tools, and non-verbal response options
- Offer calming textures and movement-based regulation activities
- Provide simplified templates and model emotional language
- Encourage peer sharing and reflective storytelling

## Thematic Units

### My Thinking and Problem Solving

Children learn to express wants and needs, solve practical challenges, and communicate choices.

**Activities Include:**

- Using sentence stems to express opinions and debate
- Creating calm-down plans and worry toolkits
- Problem-solving tasks like collecting lunch utensils or choosing equipment **Focus:** Building independence and communication through real-life scenarios

### My Play

Children use talk to organise play and extend storylines. **Activities Include:**

- Story-based provocations to encourage role play and conversation
- ECAT and WELCOMM interventions to support expressive language
- Chatty Bats and Colourful Semantics to scaffold dialogue **Focus:** Developing sustained conversation and expressive storytelling

### My Dressing

Children explore body awareness, clothing vocabulary, and dressing routines. **Activities Include:**

- Songs and games (e.g. Simon Says, Hunt the Shoe, Musical Getting Dressed)
- Matching and sorting clothing items
- Dressing up role play and self-care routines **Focus:** Managing personal hygiene and dressing independently

### My Outdoor School

Inspired by *Beauty and the Beast*, children warm up with character-themed movements (e.g. stomping like Beast, spinning like Belle). **Zones Include:**

- Ballroom (spinning with ribbons)
- Library (tiptoe and stretch)
- Forest Path (jump and duck)
- Dining Parade (march and wave) **Focus:** Movement language, rhythm, and collaborative play

### Red Riding Hood’s Forest Trail

Children help Red Riding Hood reach Grandma’s house through imaginative movement challenges.

**Activities Include:**

- Tiptoe past the wolf
- Jump over puddles
- Crawl under branches
- Gallop and skip **Games:** Grandma’s House Relay and Forest Challenge Circuit **Focus:** Coordination, balance, directional language, and teamwork

### Animal Movers & Whose Footprints?

Children explore movement inspired by animals to build body awareness. **Warm-Up:** Move like a frog, bear, snake, or bird using sound clips and props **Trail**

**Activities:**

- Jump over logs
- Balance on beams
- Crawl under bridges
- Hop across stepping stones **Extension:** Create movement combinations and demonstrate to a partner **Focus:** Gross motor skills, sequencing, and confidence-building

### Move Like Me!

Children develop coordination and body awareness through imitation and movement games. **Activities Include:**

- Children listen to and discuss a wide range of stories, poems, and non-fiction texts.
- Familiarity with traditional tales and story structures is developed through retelling and immersion.
- Vocabulary is enriched through story sacks, props, and sensory storytelling.

### Fluency & Independence

- Re-reading texts builds fluency and confidence.
- Children begin to read simple sentences and phrases independently.
- Focus reading sessions support comprehension and vocabulary development.

### Writing Development

#### Mark Making to Early Writing

- Early emergent mark makers engage in pencil control and drawing linked to phonics and story characters.
- Developing mark makers use colourful semantics and character-linked writing prompts.
- Early writers focus on sentence structure, punctuation, and segmenting sounds to spell.

#### Writing for Purpose

- Children write simple dictated sentences using taught GPCs and exception words.
- Opportunities for independent writing are embedded across the curriculum.
- Purposeful writing includes creating Halloween cards and party invitations linked to seasonal texts.

#### Handwriting

- Children sit correctly and begin forming lowercase letters with correct direction and positioning.

## Weekly Breakdown (Aligned with White Rose EYFS/KS1 Blocks)

### *Week 1: Counting & Comparing Numbers (WR Autumn Block – Just Like Me)*

- **Focus:** Counting and ordering numbers to 10
- **Activities:**
  - Count objects in play (e.g. plates, spoons, books)
  - Use number songs and rhymes
  - Introduce number formation with sensory trays
- **Art Link:** Feely bag of 3D forms; count and sort by shape and texture

### *Week 2: Representing Numbers & Matching Quantities (WR Autumn Block – It’s Me 1, 2, 3!)*

- **Focus:** Matching numerals to quantities
- **Activities:**
  - Use provocations (e.g. gingerbread men baking) to explore amounts
  - Draw and label quantities
- **Art Link:** Cube and cuboid sculpture using coloured sides and shape matching

### *Week 3: Comparing Groups & Solving Problems (WR Autumn Block – Light & Dark)*

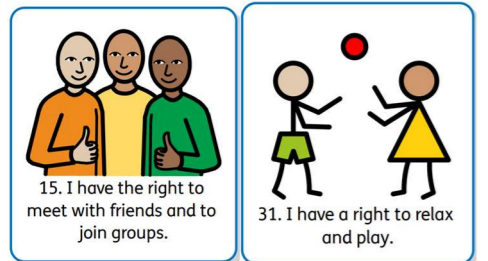
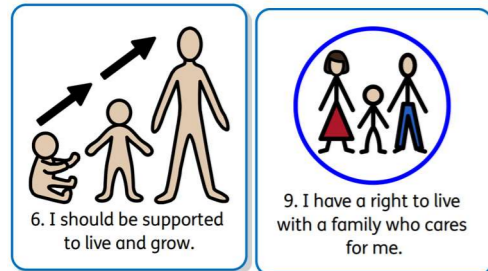
- **Focus:** More, fewer, equal
- **Activities:**
  - Solve real-world problems: “We have 4 bowls, how many more do we need?”

## 🌟 Outcomes

By the end of the curriculum, children will:

- Recognise and name a range of emotions using words, visuals, or actions
- Understand that feelings are normal and manageable
- Use calming strategies and self-talk to regulate emotions
- Know who to turn to for help and how to express a worry
- Build confidence in sharing feelings and supporting others

### UNICEF



### The ZONES of Regulation



Children explore the natural world using all their senses and creativity. **Activities Include:**

- Sensory walks and forest poems
- Bark rubbings, woodland graffiti, and natural mark-making
- Creating stick people and outdoor collages  
**Focus:** Sensory exploration, creative expression, and environmental awareness

## 🌟 Adaptive Teaching Strategies

- Use visuals, props, and tactile materials to support engagement
- Scaffold with sentence starters, AAC tools, and simplified instructions
- Provide structured routines and adult modelling for self-care tasks
- Encourage peer interaction and reflective sharing
- Use outdoor environments to support sensory regulation and creativity

## 🌟 Outcomes

By the end of the curriculum, children will:

- Express ideas, preferences, and feelings using words, visuals, or actions
- Solve practical problems and make independent choices
- Manage basic hygiene and dressing routines with increasing confidence
- Explore and describe the natural world using all their senses
- Create and share imaginative work using natural and everyday materials

- “Mirror Me” routines
- Follow-the-leader circuits
- Movement path challenges (jump, balance, crawl, throw) **Extension:** Themed obstacle hunts (jungle, ocean, safari) with sound-matching and movement prompts **Focus:** Precision, rhythm, and expressive movement

### 🎃 Pick a Pumpkin Parade

A Halloween-themed movement unit using sensory props and playful characters. **Warm-Up:** Tiptoe, stomp, and wiggle to find a pumpkin **Character Moves:**

- Pumpkin curl and stretch
- Ghost float
- Witch hop
- Spider crawl **Trail Stations:**
- Roll the pumpkin
- Hop over vines
- Scoop seeds
- Balance the witch’s hat
- Freeze dance **Extension:** Pumpkin Relay Circuit with control and teamwork **Focus:** Fundamental movement skills, coordination, and seasonal celebration

## 🌟 Adaptive Teaching Strategies

- Use props, visuals, and music to support engagement
- Model movements clearly and repeat instructions
- Offer simplified paths and movement choices
- Use emotion cards and character prompts to support expressive play
- Encourage peer support and celebrate effort over speed

## 🌟 Outcomes

By the end of the curriculum, children will:

## 🌐 Thematic Immersions & Storytelling

### Talk for Writing (T4W) Approach

- Children learn and retell stories in stages (beginning, character, setting, ending).
- Use of story maps, props, and group retelling supports oral language and narrative structure.
- Innovation activities encourage children to change story elements and create their own versions.

### Sensory Storytelling

- Stories like *Beauty and the Beast*, *Little Red Riding Hood*, and *Town Mouse and Country Mouse* are explored through sensory experiences (touch, smell, sound, sight).
- Flipcharts guide sensory scenes, enhancing engagement and comprehension.

### Seasonal Literacy

- *Pick a Pumpkin* inspires descriptive language and themed writing activities.
- Children engage in sensory provocations and purposeful writing (e.g., invitations, cards).

## 🌐 Literacy Workstations & Progress Tracking

### Workstations

- Pre-writing proformas linked to phonics.
- Drawing and describing characters/settings using word-aware strategies.
- Colourful semantics to support sentence building and story structure.

### Toolkit Progress Tracker

- Use mathematical language in play
- **Art Link:** Construct cylinder forms and compare sizes and shapes

### Week 4: Exploring 2D & 3D Shapes (WR Spring Block – Alive in 5!)

- **Focus:** Shape names and properties
- **Activities:**
  - Use informal and formal shape language: sides, corners, flat, round
  - Explore shapes in the classroom environment
- **Art Link:** Deconstruct boxes and explore nets and folds

### Week 5: Positional Language & Spatial Awareness (WR Spring Block – Growing 6, 7, 8)

- **Focus:** Positional and directional language
- **Activities:**
  - Use stories and play to model “on”, “under”, “next to”, “behind”
  - Create obstacle courses and movement games
- **Art Link:** Group sculpture using junk modelling and wrapping techniques

### Week 6: Problem Solving with Number & Shape (WR Spring Block – Building 9 & 10)

- **Focus:** Solving problems with numbers to 10
- **Activities:**
  - Use provocations to encourage reasoning: “We need 3 more spoons”
  - Explore shape combinations and construction
- **Art Link:** Build themed sculptures (e.g. scarecrow, building) using varied materials

		<ul style="list-style-type: none"> <li>• Move confidently in a range of imaginative and structured ways</li> <li>• Demonstrate improved coordination, balance, and spatial awareness</li> <li>• Follow instructions and participate in group movement games</li> <li>• Express themselves physically through storytelling and role play</li> <li>• Work cooperatively and build confidence in physical challenges</li> </ul>	<ul style="list-style-type: none"> <li>• Tracks progress against NC targets in reading, writing, spelling, and handwriting.</li> <li>• Supports differentiation and targeted intervention.</li> </ul>	<p><b>Week 7: Exploring Patterns &amp; Measures (WR Summer Block – To 20 &amp; Beyond)</b></p> <ul style="list-style-type: none"> <li>• <b>Focus:</b> Patterns, size, and comparison</li> <li>• <b>Activities:</b> <ul style="list-style-type: none"> <li>○ Use natural materials to create repeating patterns</li> <li>○ Compare lengths and sizes of shapes</li> </ul> </li> <li>• <b>Art Link:</b> Paper mache sculpture with texture exploration and pattern play</li> </ul> <p><b>Week 8: Consolidation &amp; Creative Maths Showcase (WR Summer Block – First, Then, Now)</b></p> <ul style="list-style-type: none"> <li>• <b>Focus:</b> Applying maths in creative contexts</li> <li>• <b>Activities:</b> <ul style="list-style-type: none"> <li>○ Create maths stories using numbers and shapes</li> <li>○ Reflect on learning through play and art</li> </ul> </li> <li>• <b>Art Link:</b> Display group sculpture and describe using mathematical language</li> </ul> <p><b>🔗 Adaptive Teaching Strategies</b></p> <ul style="list-style-type: none"> <li>• Use tactile materials, visuals, and real-life provocations</li> <li>• Scaffold with sentence stems, Makaton, and AAC tools</li> <li>• Provide structured routines and adult modelling</li> <li>• Encourage peer collaboration and expressive language</li> <li>• Integrate maths into outdoor and sensory play</li> </ul> <p><b>🌟 Outcomes</b></p> <p>By the end of the curriculum, children will:</p> <ul style="list-style-type: none"> <li>• Count, compare, and represent numbers confidently</li> <li>• Use mathematical vocabulary to describe quantities, shapes, and positions</li> <li>• Solve practical problems using number and reasoning</li> </ul>
--	--	--	---	--

- |  |  |  |  |  |
|--|--|--|--|--|
|  |  |  |  | <ul style="list-style-type: none"><li>• Explore and describe 2D and 3D shapes through creative construction</li><li>• Apply maths in imaginative and real-world contexts</li></ul> |
|--|--|--|--|--|

