

Half Termly Curriculum Map

Summer 1 –Animals around me
Dear Zoo/Very Silly Shark

SKILLS FOCUS	Week 1 W.B – 15.04.24	Week 2 W.B – 22.04.24	Week 3 W.B – 29.04.24	Week 4 W.B – 6.05.24	Week 5 W.B – 13.05.24	Week 6 20.05.24
Personal, Social and Emotional Development	<p>I can safely explore emotions beyond my normal range through play and stories.</p> <p>Welcome new children/welcome children back and re-settle them after Easter holidays. Use stories to explore different emotions e.g. sometimes I feel sunny. Ask the children how they are feeling today.</p> <p>Provide a zoo themed small world tray for children to return to.</p>	<p>I am beginning to show 'effortful control'. Eg. Waiting for a turn or resisting the impulse to grab what they want, push their way to the front etc.</p> <p>All children to take part in a circle time talking about the caterpillars. Talk about rules e.g. touching the pot, removing the lid and what may happen if we do this.</p>	<p>I am growing in independence and reject help. Sometimes leads to frustration and tantrums.</p> <p>All staff to be consistent in self-care expectations e.g. attempting to put on own socks and shoes, helping with putting coats on, stacking own tuck plates etc.</p>	<p>I can safely explore emotions beyond my normal range through play and stories.</p> <p>In small groups, talk about how the children are feeling today. Model different emotion faces and encourage children to practise these in front of the mirror. Provide emotion themed colouring sheets for children. Talk about what emotion each picture presents.</p>	<p>I am beginning to show 'effortful control'. Eg. Waiting for a turn or resisting the impulse to grab what they want, push their way to the front etc.</p> <p>Trip to the field to release the butterflies. Emphasise rules and expectations for leaving nursery.</p>	<p>I am growing in independence and reject help. Sometimes leads to frustration and tantrums.</p> <p>All staff to be consistent in self-care expectations e.g. attempting to put on own socks and shoes, helping with putting coats on, stacking own tuck plates etc.</p>
Communication and Language	<p>I can generally focus on an activity of their choice and find it difficult to be directed by an adult.</p> <p>Ensure to provide a large variety of activities for while children are setting in. Begin to re-introduce short carpet times which are adult led.</p>	<p>I can understand simple questions about 'who', 'what' and 'where'.</p> <p>Talk to the children about the story focus - Dear Zoo. Ask them questions such as who is hiding in this parcel? What colour is it? Where should be be? Etc.</p>	<p>I can listen to other peoples talk with interest, but can easily be distracted by other things.</p> <p>Ensure high quality interactions with children at all times, modelling appropriate language and communication.</p>	<p>I can identify familiar objects and properties for practitioners when they are described. E.g. Katie's coat. Blue car.</p> <p>Go on a treasure hunt around the room. Ask children to find individual items e.g. a red pen, a blue block etc.</p>	<p>I can develop pretend play e.g. putting the baby to sleep.</p> <p>Focus on play in the home corner. Adults to model cooking, cleaning and looking after baby. Talk with children about who does these things at home.</p>	<p>I can understand simple questions about 'who', 'what' and 'where'.</p> <p>Talk to the children about the story focus - The very Silly Shark. Ask them questions such as who is hiding under the sea? What colour is it? Where have you seen one of these before? Etc.</p>
Physical Development.	<p>I can develop manipulation and control.</p> <p>Zoo themed playdough mats with animal cutters. Encourage children to use different movements to make different textures e.g. pinch playdough to make a lions mane. Roll playdough to make a snake.</p>	<p>I can walk, run, jump and climb.</p> <p>Provide obstacle courses in the garden and encourage children to play simon says style games e.g. lets all run, lets all march, lets all jump etc.</p>	<p>I can show an increasing desire to be independent, such as wanting to dress or undress.</p> <p>All staff to be consistent in self-care expectations e.g. attempting to put on own socks and shoes, helping with putting coats on, stacking own tuck plates etc.</p>	<p>I can sit on a push along wheeled toy, use a scooter or ride a tricycle.</p> <p>Encourage children to pay on bikes, scooters and the toy car out in the garden. Encourage them to use appropriate movements for each item e.g. scooting or pedalling.</p>	<p>I can develop manipulation and control.</p> <p>Under the sea themed playdough mats with sea creature cutters. Encourage children to use different movements to make different textures e.g. roll into sticks to make jellyfish legs. Pinch like a crab.</p>	<p>I can walk, run, jump and climb.</p> <p>As a group, play games which encourage the children to move ike sea creatures. They might walk slowly as if they were a creeping shark, run fast as a swimming fish, walk sideways like a crab etc.</p>
Literacy	<p>I enjoy sharing books with an adult.</p> <p>Introduce new story focus - Dear Zoo. Ensure it is available for children to access along with a variety of zoo animal themed stories.</p>	<p>I have favourite books and seek them out to share with another adult/friend.</p> <p>Ensure lots of familiar stories in the reading area, including Dear Zoo. When waiting to go home/after the register, encourage children to look at a book.</p>	<p>I enjoy drawing freely.</p> <p>Plain paper with a variety of mark-making resources e.g. pens, pencils and crayons. Introduce some handwriting patterns and model to the children how we use them.</p>	<p>I enjoy sharing books with an adult.</p> <p>Ensure daily, adult-led story times for children to sit on the carpet and share a story. Praise children who sit nicely and encourage them to move their names to the rainbow.</p>	<p>I enjoy drawing freely.</p> <p>Using fish outlines, encourage children to freely design patterns onto the fish.</p>	<p>I have favourite books and seek them out to share with another adult/friend.</p> <p>Place a selection of books onto the reading area carpet before the children arrive. When they enter, inform them that there are some books out and encourage them to go and have a look.</p>

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Rhyme of the week	5 little monkeys jumping on the bed	Walking through the jungle (using animal teddies and puppets).	Little Peter Rabbit	5 little monkeys swinging in the trees.	I had a tiny turtle	Five little speckled frogs
Mathematics	<p>I show counting like behaviour such as making sounds, pointing or saying some numbers in sequence.</p> <p>5 Little monkeys on the bed role-play activity. Encourage children to 'count' the monkeys as they play. Model correct counting behaviour.</p>	<p>I can compare sizes, weights etc using gestures and language - 'bigger/littler/smaller'.</p> <p>On the jungle themed small world tray, provide animals of a range of sizes Model the language of size and encourage children to find big/medium/small and repeat some vocabulary.</p>	<p>I can compare sizes, weights etc using gestures and language - 'heavy' and 'light'.</p> <p>On a 1-1 basis or in small groups, provide children with a variety of heavy and light objects. Model appropriate language and encourage children to talk about the objects using vocabulary such as heavy and light.</p>	<p>I show counting like behaviour such as making sounds, pointing or saying some numbers in sequence.</p> <p>Place a variety of sea creatures in water area. Model counting the creatures as they are caught in the net.</p>	<p>I show counting like behaviour such as making sounds, pointing or saying some numbers in sequence.</p> <p>During carpet time, sing a variety of number rhymes with the children. E.g. 5 little ducks, 5 Little Monkeys, 1,2,3,4,5 once I caught a fish alive.</p>	<p>I can compare sizes, weights etc using gestures and language - 'tall', 'high/low'.</p> <p>Builders yard theme tray with dumper trucks and small blocks. Encourage children to talk about which is the tallest/smallest. Model correct vocabulary as you play.</p>
Understanding the World	<p>I can explore and respond to different natural phenomena in the setting.</p> <p>Choose children to complete weather chart. Encourage them to look out of the window and choose the most appropriate weather picture.</p>	<p>I can explore natural materials inside and outside.</p> <p>Work together to plant seeds in the garden. Talk about what will happen to our seeds. Encourage children to use their hands to fill the pots and talk about what they feel.</p>	<p>I can explore natural materials inside and outside.</p> <p>Very Hungry Caterpillar sensory pasta tray. Link to our caterpillars and talk about what changes there have been already/what may happen soon.</p>	<p>I can explore and respond to different natural phenomena in the setting.</p> <p>Go outside in the garden and talk about what we need. Do we need rain coats? Why/why not? Do we need sun hats? Why/why not? Ask other weather related questions to encourage children to take notice of the weather.</p>	<p>I can explore and respond to different natural phenomena in the setting and on trips.</p> <p>Take a trip to the school field to release the butterflies. While on the school field, talk about the weather. What does it feel like? Windy? Rainy? Sunny? Relate back to the morning's weather chart.</p>	<p>I can explore and respond to different natural phenomena in the setting and on trips.</p> <p>Look at our plants and talk about what is happening to them. Have there been any changes since we planted them?</p>
Expressive Arts and Design	<p>I enjoy and take part in action songs.</p> <p>Ensure daily singing of 'song of the week'. Use song basket for other familiar songs.</p>	<p>I join in with some songs and rhymes.</p> <p>Encourage children to join in with new focus song. Provide a small world tray with large jungle teddies from the song to support children with singing it independently.</p>	<p>I can explore different materials, using all senses to investigate, manipulate and play with different materials.</p> <p>Create gloop in the outdoor area. Encourage children to explore using their hands. Provide scrapers, spoons and bowls for children who are more reluctant to explore with their hands.</p>	<p>I can explore different materials, using all senses to investigate, manipulate and play with different materials.</p> <p>Under the sea themed material sensory tray. Variety of materials with colours related to the story. Add in pretend objects from the story e.g. toy fish and sharks.</p>	<p>I can explore different materials, using all senses to investigate, manipulate and play with different materials.</p> <p>After visiting the field to release the butterflies, children to create their own butterfly pictures using painted handprints and traditional paper folding butterflies.</p>	<p>I can enjoy and take part in action songs.</p> <p>Ensure daily singing of 'song of the week'. Use song basket for other familiar songs.</p>
CoEL	<p>Show high levels of interest and Fascination.</p>	<p>Finding out and exploring.</p>	<p>Playing with what they know.</p>	<p>Being willing to have a go.</p>	<p>Keep trying when difficulties occur.</p>	<p>Having my own ideas.</p>