

Half Termly Curriculum Map

Spring 2

SKILLS FOCUS	Week 1 W.B - 24.2.25 Hickory Dickory Dock	Week 2 W.B - 03.03.25 Hey Diddle Diddle	Week 3 W.B - 10.03.25 The Grand Old Duke of York	Week 4 W.B - 17.3.25 If you're happy and you know it	Week 5 W.B - 24.3.25 Tommy thumb	Week 6 W.B – 31.3.25 Wind the Bobbin up
Personal, Social and Emotional Development	<p>Play with increasing confidence on their own and with other children, because they know their key person is nearby and available.</p> <p>Welcome children back and re-settle after half term break. During carpet time and free play, talk to the children about what they have been doing at home. Use Tapestry pictures to support this.</p>	<p>Play with increasing confidence on their own and with others, knowing their key person is nearby.</p> <p>Adults to model playing with a farmyard small resource and animals. Encourage children to continue playing when adults move away.</p>	<p>Play with increasing confidence on their own and with others, knowing their key person is nearby.</p> <p>Adults to initiate and model activities with children either on a 1-1 basis or in small groups. Adults to then gradually remove themselves from the activity, encouraging children to continue playing.</p>	<p>Feel confident when taken to new places with their key person.</p> <p>Take a trip to the school field and year 1 playgrounds. Encourage children to explore their area and say hello to any staff/pupils we see along the way.</p>	<p>Develop friendships with other children.</p> <p>Continue to support children in free flow activities and outside area to play together. Model friendly behaviours and conversations.</p>	<p>Feel confident when taken to new places with their key person.</p> <p>Children to adapt to new social situations by joining the school assembly for Easter Extravaganza.</p>
Communication and Language	<p>Understand simple instructions like "give to mummy" or "stop".</p> <p>Play games related to body parts. E.g. ask children to find their toes, touch their head, wiggle their bottoms.</p> <p>Activities with musical instruments. Provide instructions such as 'were going to shake the instrument' then sing shake and stop song. Continue with actions such as banging, clapping and stomping.</p>	<p>Watch someone's face as they talk.</p> <p>During activities, ensure adults use the child's name to fully get their attention before speaking.</p> <p>While sitting on the carpet, say children's names to get their attention before talking to them about something they have been doing during the session.</p>	<p>Recognise and point to objects if asked about them.</p> <p>During Carpet time, play simple games similar to eye spy. For example, tell the children we are going to look for paper/cars/trains, then go on a hunt together to see who can find the object first.</p>	<p>Reach or point to something they want while making sounds.</p> <p>Can become frustrated when they cant make themselves understood.</p> <p>When completing crafts, give plenty of opportunities for children to choose. Offer different choices, encouraging them to choose by pointing or verbalising.</p>	<p>Understand frequently used words such as "bye bye", "no" and "all gone".</p> <p>Use simple, familiar phrasing when providing children with instructions. Provide babies, pushchairs, a bath and other related items in the home corner to encourage and model simple language, similar to what they would hearing during care routines at home.</p>	<p>Copy what adults do, taking turns in conversation and activities. Try to copy adult speech and lip movements.</p> <p>Introduce short circle time about Easter activities. Encourage turn-taking and conversational manners. Model talking about what the adults are doing over Easter then ask the children what they are doing.</p>
Physical Development.	<p>Build independently with a range of appropriate resources.</p> <p>Spend time modelling to the children how we use various types of construction resources.</p> <p>Practise building in different ways such as stacking or joining sideways.</p>	<p>Try a wider range of food with different tastes and textures.</p> <p>Make a fruit salad, encouraging children to help with cutting up the fruit. Encourage all children to try the different fruits.</p>	<p>Enjoy starting to kick, throw and catch balls.</p> <p>Initiate and invite children to join simple ball activities in the garden. When inside, encourage children to join in with ball rolling activities inside.</p>	<p>Fit themselves into tight spaces e.g. tunnels, dens and boxes and move around in them.</p> <p>Use dens, tents and tunnels in the garden to create cosy reading spaces. Encourage children to crawl in carefully.</p>	<p>Pass things from one hand to the other then let go or drop them.</p> <p>In small groups, pass objects around a circle. Start with bigger items such as ball pool balls/beanbags and get smaller throughout the activity. Celebrate when the item gets back to the beginning.</p>	<p>Enjoy starting to kick, throw and catch balls.</p> <p>Simple ball activities in the garden.</p> <p>Ball rolling activities inside.</p> <p>Ball skills during Healthy Movers.</p>
Literacy	<p>Enjoy sharing books with an adult.</p> <p>Introduce new children/remind children of expectations at story time. Allow children to choose the stories which are read each day.</p> <p>Introduce the story of 'Oh Dear'.</p>	<p>Pay attention and respond to the pictures or words.</p> <p>Ask children simple questions about the pictures in the stories we read. Choose stories with pictures that the children will be familiar with such as animal books. Keep the story 'Oh Dear'</p>	<p>Develop play around favourite stories using props.</p> <p>Provide children with puppets of the animals from the story 'oh dear'. Place these in the puppet show resource with the story.</p>	<p>Pay attention to stories and respond to the pictures or words.</p> <p>Introduce new story focus - Brown bear What do you see?</p>	<p>Ask questions about the book. Makes comments and shares their own ideas.</p> <p>Encourage discussion around the story by asking simple questions. Ensure the focus story is accessible to children throughout the sessions.</p>	<p>Repeat words and phrases from familiar stories.</p> <p>Repeat the repeated phrase from the story, encouraging children to join in.</p>

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		accessible to all children and ensure they remain familiar with it.				
Rhyme of the week	Hickory Dickory Dock	Hey Diddle Diddle	The Grand old Duke of York	If youre happy and you know it	Tommy Thumb	Wind the bobbin up
Mathematics	<p>Compare sizes, weights etc. using gesture and language.</p> <p>Small-world tray with 3 bears, bowls, spoons and cups of different sizes. Model language of sizes.</p>	<p>React to changes of amount in a group of up to 3 items.</p> <p>When preparing the fruit salad, count how many of each fruit there are (up to 3). Pretend to eat one of the fruits and hide it. Observe how the children react</p>	<p>Compare sizes, weights etc. using gesture and language.</p> <p>Provide a sensory tray with some heavy objects and some light objects e.g. rocks, blocks, feathers pom poms. Model language such as heavy and light while encouraging children to explore. Provide pots of different sizes for children to fill and empty while exploring the heavy/light resources.</p>	<p>Climb and squeeze themselves into different types of spaces.</p> <p>Use dens, tents and tunnels in the garden to create cosy reading spaces. Encourage children to crawl in carefully</p>	<p>Build with a range of resources.</p> <p>Spend time modelling to the children how we use various types of construction resources. Practise building in different ways such as stacking or joining sideways.</p>	<p>Count in everyday context, sometimes missing numbers.</p> <p>Easter sensory tray with small eggs and Easter objects for children to count.</p>
Understanding the World	<p>Explore natural materials, indoors and outside.</p> <p>I-spy themed treasure hunt with natural objects outside.</p>	<p>Explore natural materials, indoors and outside.</p> <p>When out in the garden, encourage children to explore the different objects they can find. E.g. sticks, stones, mud, leaves, insects</p>	<p>Explore and respond to natural phenomena in their setting and on trips.</p> <p>Plant Mothers day seeds. Talk about what is going to happen. Plant cress to observe what happens throughout the week.</p>	<p>Make connections between the features of their family and other families.</p> <p>Make mothers day cards. Talk about our Mummys and other special people in our lives.</p>	<p>Explore and respond to natural phenomena in their setting and on trips.</p> <p>Encourage children to complete the weather chart throughout the session. Look out of the window together and discuss what can be seen.</p>	<p>Make connections between the features of their family and other families.</p> <p>Circle time about what may happen over easter holidays with family.</p>
Expressive Arts and Design	<p>Start to develop pretend play, pretending that one object represents another.</p> <p>Set up a shop role play with pretend money. Support children to play together to explore different roles.</p>	<p>Notice patterns with strong contrasts and be attracted to patterns resembling the human face.</p> <p>Use the animal pattern cards and toy animals to create a matching activity. Encourage children to match the animals to the correct patterns.</p>	<p>Express ideas and feelings through mark making and sometimes give meaning to their marks.</p> <p>Children to decorate a Mothers' Day plant pot using colours of their choice. Talk about Mother's day as the children create.</p>	<p>Start to make marks intentionally. Encourage children to make marks to represent their names inside their Mther's day cards.</p>	<p>Start to develop pretend play, pretending that one object represents another.</p> <p>Baby themed resources in home corner. Provide a tub for a bath, bottles, bowls with spoons etc. Model appropriate play with these resources.</p>	<p>Start to make marks intentionally.</p> <p>Painting Easter pictures using free-painting and potato stamping.</p>
CoEL	Show high levels of interest and Fascination.	Finding out and exploring.	Playing with what they know.	Being willing to have a go.	Keep trying when difficulties occur.	Having their own ideas.
Educational Visits/Visitors/Special Events		World Book Day (6 th)			Mother's Day (30 th)	Easter Egg Hunt

