

Summer 1 – Amazing Animals

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Half Termly Curriculum Map

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The Very Hungry Caterpillar/ The Rainbow Fish

Phonics	Nursery RWI	Nursery RWI	Nursery RWI	Nursery RWI	Nursery RWI	Nursery RWI
Literacy	<p>I understand that print can have different purposes.</p> <p>Introduce the story of The Very Hungry Caterpillar. Explain that is a fiction which means it is a story. Introduce some non-fiction books about bugs/minibeasts and discuss the purpose of those books.</p> <p>Throughout the whole half term: I can write some or all of my name Daily name writing for school starting children who are not yet able to write own name.</p> <p>I can write some letters accurately Weekly name writing for school starting children who can write their name, with a focus on correct formation.</p>	<p>I can engage in extended conversations about stories, learning new vocabulary.</p> <p>Create The Very Hungry Caterpillar story board. Model appropriate vocabulary, talking in full sentences. Encourage children to use the storyboard to re-tell the story independently.</p>	<p>I understand that we read English text from left to right and from top to bottom.</p> <p>I understand page sequencing.</p> <p>Sequencing activity relating to story of The Very Hungry Caterpillar. Children to order pictures from the story and talk through the story as they complete the task.</p>	<p>I understand the names of different parts of a book.</p> <p>Highlight the parts of a book before reading - spine, covers, blurb, title, author etc. Encourage children to name each section when asked.</p>	<p>I can engage in extended conversations about stories, learning new vocabulary.</p> <p>WOW book entry. Drawing something from the story. Adults to scribe what children say about the story of The Rainbow Fish. Name writing on the WOW page.</p>	<p>I understand that print can have different purposes.</p> <p>Add a variety of leaflets from different local attractions to the reading area. Talk to children about the purpose - fiction or non-fiction? Does this make you want to visit or stay away?</p>
Rhyme of the week	5 Little Men in a Flying Saucer	Humpty Dumpty	One elephant went out to play	Ring a Ring a Roses	London Bridge is falling down	Re-cap the songs from this half term.
Mathematics	<p>I am beginning to describe a sequence of events, real or fictional, using words such as 'first', 'then...'</p> <p>Sequencing. Children to practice sequencing Nursery Rhymes, daily routines and familiar stories.</p>	<p>I can understand position through words alone for example, "The bag is under the table," with no pointing.</p> <p>Positional Language. Children to understand the positions: on, under, in, out, in front of and behind.</p>	<p>I can compare quantities using language: 'more than', 'fewer than'.</p> <p>More and fewer. Children to compare groups of objects, focussing on the comparisons 'more than' and 'fewer than'.</p>	<p>Talk about and explore 2D and 3D shapes (for example, circles, rectangles, triangles and cuboids) using informal and mathematical language: 'sides', 'corners'; 'straight', 'flat', 'round'.</p> <p>2D shapes. Children will be able to recognise and talk about these 2D shapes - circle, triangle, rectangle.</p>	<p>Talk about and explore 2D and 3D shapes (for example, circles, rectangles, triangles and cuboids) using informal and mathematical language: 'sides', 'corners'; 'straight', 'flat', 'round'.</p> <p>3D shapes. Children will be able to recognise and talk about these 3D shapes - Cubes, cuboids, cylinders and spheres.</p>	<p>I am beginning to describe a sequence of events, real or fictional, using words such as 'first', 'then...'</p> <p>I can understand position through words alone for example, "The bag is under the table," with no pointing.</p> <p>I can compare quantities using language: 'more than', 'fewer than'. Children to consolidate their learning by recapping sequencing, more/fewer and positional language.</p>
Understanding the World	<p>I am beginning to understand the need to respect and care for the natural environment and all living things.</p> <p>Circle time introducing the arrival of the caterpillars. Talk about how we can care for the</p>	<p>I can plant seeds and care for growing plants.</p> <p>Talk about the required elements of growing a plant. Compare to the caterpillar requirements. Plant seeds and place in a variety of conditions - with</p>	<p>I am beginning to understand the need to respect and care for the natural environment and all living things.</p> <p>Look at the stage the caterpillars are at. Use language from the story. Do we think this would</p>	<p>I can plant seeds and care for growing plants.</p> <p>Look at our plants and review how well they are doing with our care. Are plants without appropriate needs growing well?</p>	<p>I can understand the key features of the lifecycle of a plant and an animal.</p> <p>Create a caterpillar-butterfly cycle chart. Encourage children to talk through the different stages and compare to our own</p>	<p>I can understand the key features of the lifecycle of a plant and an animal.</p> <p>Create a seed-plant cycle chart. Encourage children to talk through the different stages and</p>

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	caterpillars, what they need, what should we do if we found a caterpillar outside.	sunlight/without. With water/without etc.	have happened if we didn't care for them appropriately? What may have happened?		experiences, using correct vocabulary.	compare to our own experiences, using correct vocabulary.
Expressive Arts and Design	<p>I can listen with increased attention to sounds.</p> <p>In small groups, play sound lotto games encouraging the children to listen carefully and identify the sound that they have heard.</p>	<p>I can remember and sing entire songs.</p> <p>Song spoons with all the songs of the week learnt so far. Encourage children to perform these to the class in small groups and during independent play.</p>	<p>I can sing the pitch of a tone sung by another person.</p> <p>Using the rhymes of the weeks we have previously learnt children to sing in small groups, adapting their voice and tone to match the song.</p> <p>During carpet time play simple games involving children copying sounds from others. Do this in pairs and in small groups, copying what the previous person has said/done in the same pitch.</p>	<p>I can remember and sing entire songs.</p> <p>Place the puppet theatre in the music area with puppets from a variety of familiar songs. Encourage children to take turns to create small performances for each other.</p>	<p>I can listen with increased attention to sounds.</p> <p>Write dance. Encourage children to listen to music and move appropriately based upon speed/mood/type of sound etc.</p>	<p>I can play instruments with increasing control to express ideas.</p> <p>Encourage children to create under the sea noises by using instruments. They may choose castanets as pinching crabs, tambourine shakes as swimming fish, drums as sharks, rainmakers as waves etc.</p>
RE	Story time - The Tortoise and the Hare.	Story time - The Crocodile and the Priest.	Story Time - Bilal and the beautiful butterfly.	Story time - The Gold giving Serpent	Story Time - Best friends	Re-cap the stories learnt. Can the children remember any of them? Which was their favourite?
Home Learning	<p>Literacy - Name writing - who can write their name in the most imaginative way? Sand at the beach? Water on the fence? Chalks on the floor?</p> <p>Maths - This week we have been thinking about sequencing. Before bed tonight, we would love the children to think about their bedtime routine. What comes first? Do you brush your teeth first or put your pyjamas on? Do you have a story first or turn off the lights? Have a try at remembering all of the things you need to do, in the correct order.</p>	<p>L- Use the storyboard to re-tell the story at home.</p> <p>M - Over the weekend we would love you to play hide and seek with your toys. Maybe you could hide a toy in the room and ask a family member to find it? Don't forget to use the positional language that we have been learning about at Nursery!</p>	<p>This weekend we would love you to go for a walk around your local area and talk about any changes you can see in your environment (Flowers, animals etc). Have you noticed any changes in your garden/local area recently? Maybe you can draw a picture of them to show us?</p> <p>M - This weekend we would love the children to sort through their toys to find out which they have more of. They might want to sort their bricks by colours or perhaps they would like to compare their toy cars and toy trains. They could even compare their dolls to their teddy bears! We would love the children to use the phrases "I have more _____ than _____" and "There are fewer _____ than _____"</p>	<p>L - We have been talking about different parts of a book. Can you tell your grown-ups where the following things are on a book: Title Author Spine Front cover Blurb.</p> <p>M - When out and about over the weekend, have a look for the shapes that you can see in your local environment. What shape are the road signs? What shape are the doors to the houses? Can you see any other shapes? We would love to see photos of what you find!</p>	<p>L- Have a look in your garden to see if you can find any mini-beasts. If you find any, how should you treat them? Talk about what has happened to the caterpillars this half term.</p> <p>M - Collect different shaped recycling e.g. cereal boxes, tissue boxes, cardboard tubes, empty tubs etc. Then, get junk modelling! Use cello tape, masking tape or glue to join the containers together to make different creations. Will you make a rocket ship? Or maybe you could build a tower for Rapunzel! I wonder if you can name any of the shapes?</p>	<p>L - this week we have been discussing purposes of different prints. When out and about over the half term break, have a look for any written information. You might see: -advertising leaflets like the ones we've looked at this week. -Road signs which give important information -Story trails which tell a little bit of a story each time you find them.</p>
Educational Visits/Visitors/Special Events	Introduce our caterpillars to the class				Release our caterpillars	

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Parental Involvement						

