

Half Termly Curriculum Map

Autumn 1 2024 – Music Extravaganza

SKILLS FOCUS	Week 1 (Settling week) W.B -2.9.24 (children return 5 th)	Week 2 W.B – 9.9.24	Week 3 W.B - 16.9.24	Week 4 W.B - 23.9.24	Week 5 W.B - 30.9.23	Week 6 W.B - 07.10.24	Week 7 W.B - 14.10.24	Week 8 W.B - 21.10.24
Personal, Social and Emotional Development	I can select and use activities with help when needed. Introduce new routines to children. Adults to support with selecting activities and modelling use of activities. Begin introducing 4 children in an area and classroom expectations.	I can select and use activities with help when needed. Introduce new routines to children. Adults to support with selecting activities and modelling use of activities. Begin introducing 4 children in an area and classroom expectations.	I can select and use activities with help when needed. Adults to continue supporting the children with selecting activities and modelling use of activities. Encourage and support with making new friends.	I can select and use activities with help when needed. Support to choose activities both inside and outside. Remind children of behaviour expectations. Introduce our timetable to support with routine.	I can play with one or more other children, extending and elaborating play ideas. Adults to model simple games and actions that involve more than 1 person. Encourage children to think about how they can share and play together e.g. sharing a puzzle, playing cooperatively in the construction.	I can play with one or more other children, extending and elaborating play ideas. Encourage the children to play with new friends. Provide games and puzzles to support friendships. Circle time discussions on what makes a good friend.	I can play with one or more other children, extending and elaborating play ideas. Model how to play in the home corner or any area which requires it. Support for children who need it with creating friendships and working cooperatively.	I can help to find solutions to conflicts and rivalries. Support children to build secure and positive relationships with their peers. Continue to reinforce behavioural expectations, using the rainbow/sunshine to support.
Communication and Language	I can listen with interest to the noises adults make when they read stories. Introduce new routines, including quality story times. Circle times around stories and based on stories read in class and their favourite stories at home. Use the story and song spoons to sing a variety of rhymes. Talk about ourselves – circle time.	I can listen with interest to the noises adults make when they read stories. Introduce new routines, including quality story times. Circle times around stories and based on stories read in class and their favourite stories at home. Use the story and song spoons to sing a variety of rhymes. Talk about ourselves – circle time.	I can use a wider range of vocabulary Adults to use correct and consistent names for resources while introducing them to children. Continue to talk about ourselves using ‘I’ talk about likes and dislikes. Talk about our families.	I can sing a large repertoire of songs. Continue to sing Twinkle, twinkle little star alongside other nursery rhymes. Use the song spoons as prompts. Continue to use story map to support with the song.	I can use a wider range of vocabulary. Talk about our families and why they are special to us. Discuss different types of families. Read stories to support this.	I can sing a large repertoire of songs. Encourage children to sing for their own enjoyment, using the stage outside, song spoons, instruments. Perform to the class or in small groups.	I can understand why questions. At the end of story time, ask children ‘why’ questions relating to the story, modelling appropriate answers.	I can sing a large repertoire of songs. Fabulous finish – record children performing a range of songs that they have learnt this half term. Add instruments if appropriate.
Scarf	Me and My Relationships Marvellous me	Me and My Relationships Marvellous me	Me and My Relationships Marvellous me	Me and My Relationships Marvellous me	Me and My Relationships I’m special	Me and My Relationships I’m special	Me and My Relationships People who are special to me	Me and My Relationships People who are special to me
Physical Development	I can show control in holding and using jugs to pour, hammers, books and mark-making tools. Model to children how to use the mark making area, including how to use mark making tools. Create pictures to add to our WOW display board. Write dance.	I can show control in holding and using jugs to pour, hammers, books and mark-making tools. Model to children how to use the mark making area, including how to use mark making tools. Create pictures to add to our WOW display board. Write dance.	I can use large-muscle movements to wave flags and streamers, paint and make marks. Write dance as they come in and in small groups outside with chalks and paints. Use the outdoor area to practise dance movements alongside our focus song and other nursery rhymes.	I can use large-muscle movements to wave flags and streamers, paint and make marks. Continue to use outdoor areas including the stage to perform songs and use ribbons to dance.	I can continue to develop their movement, balancing, riding and ball skills. Movements to the song incy wincy spider – Down the drainpipe, move like a spider. Climbing the drainpipe. Use resources outside to support for climbing and balancing. Complete in small groups	I can go up steps or climb using alternative feet. Set up small obstacle courses for children to explore in small groups beyond the fence. Ensure stepping stones are included.	Continue to develop their movement, balancing, riding and ball skills. In small groups and during outdoor play focus on ball skills such as rolling, throwing and catching.	I can skip, hop, stand on one leg and hold a pose. Play games of musical statues, Simon Says etc to practise these skills.
Fine motor table	Shape sorting	Shape sorting	Puzzles	Moving figures on a map	Peg boards	Clasp and lock boards	Threading onto string	Handwriting pattern boards
Phonics	Introduce carpet times, explaining expectations of behaviour when on the carpet.	Introduce carpet spaces, explaining expectations of behaviour when on the carpet.	Focus on speaking and listening skills. Link to RE and SCARF.	Environmental sounds	Environmental Sounds	Environmental Sounds	Instrumental Sounds	Instrumental Sounds

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Literacy	<p>I have some favourite stories, rhymes, songs, poems or jingles. Introduce the song Twinkle, Twinkle, Little Star. Practise to ensure children know the words and can sing the song correctly. Talk through the song and draw pictures on the board to show this. Decorate their own star.</p> <p>Encouraging singing opportunities during carpet time and during continuous provision through circle times.</p>	<p>I have some favourite stories, rhymes, songs, poems or jingles. Introduce the song Twinkle, Twinkle, Little Star. Practise to ensure children know the words and can sing the song correctly. Talk through the song and draw pictures on the board to show this. Decorate their own star.</p> <p>Encouraging singing opportunities during carpet time and during continuous provision through circle times.</p>	<p>I understand that: We read from left to right and top to bottom Work as a class to create Talk for writing storyboard for Twinkle, Twinkle little star, ensuring pictures are in order of left to right, Top to bottom. Model how to use the story map to support with singing the song.</p> <p>Name writing evidence</p>	<p>I understand that print has meaning. Continue to sing Twinkle, twinkle little star alongside other nursery rhymes. Children to sing at the front and gain confidence in singing.</p> <p>During story times read a variety of fact and fiction books and introduce vocabulary of fiction and non-fiction to children.</p> <p>Design a star with handwriting patterns.</p>	<p>I understand that we read from left to right and top to bottom Introduce the song Incy Wincy Spider. As a class create Talk for writing storyboard for Incy Wincy Spider.</p> <p>Use instruments to create sounds to go with the song.</p> <p>Focus on correct pronunciation of words.</p> <p>Name recognition.</p>	<p>I understand the names of different parts of a book. Continue to sing the song incy wincy spider Use pictures to sequence the story of incy wincy spider (4 pictures).</p> <p>When sharing stories, adults should model labelling parts e.g. let's look at the front cover, lets read the blurb.</p> <p>Picture sequencing</p>	<p>I understand that we read from left to right and top to bottom Introduce the song Baa, Baa, Black Sheep. Create Talk for reading board for Baa, Baa black sheep, ensuring pictures are in order of Right to left, Top to bottom. Children to create their own sheep using a variety of handwriting patterns to make the wool.</p> <p>WOW Book entry – sheep. Add children's speech and name writing evidence.</p>	<p>I can understand that print has meaning.</p> <p>Continue to sing the song Baa, Baa, Black Sheep. Add vocabulary to our talk for writing board.</p> <p>Use stick puppets to support in singing the song.</p>
Mathematics	Introduction to carpet times using number songs.	<p>Colours! Recognise the colours red, blue, yellow, green, purple.</p>	<p>Colours! Children identify coloured objects and say if an object is the correct colour or not.</p>	<p>Matching Recognise matching items.</p>	<p>Matching Recognise matching items.</p>	<p>Sorting Sort by size Sort by colour</p>	<p>Sorting Sorting – What do you notice? Sorting – Guess my rule</p>	<p>Consolidation Activities to consolidate learning for colours, sorting and matching.</p>
Understanding the World	<p>I can begin to develop stories with small world equipment. Train track small world support children to work in small groups (up to 4 children) on the tuff tray area.</p>	<p>I can begin to develop stories with small world equipment. Train track small world support children to work in small groups (up to 4 children) on the tuff tray area.</p>	<p>I can take part in simple pretend play using objects to represent something else. Space rocket with stars and glitter. Encourage 4 to an area and talk through expectations of sharing.</p>	<p>I can continue to develop positive attitudes about the differences between people. Looking at photos from home, talking about different family members. Celebrate all kinds of families.</p>	<p>I can continue to develop positive attitudes about the differences between people. Face themed playdough mats, mirrors, buttons and other resources to make faces with. Continue to talk about our families and look at differences in our families. Continue to celebrate all kinds of families.</p>	<p>I can begin to develop stories with small world equipment. Dolls house small world. Use to tell stories from home lives. Talk about different families</p>	<p>I can take part in simple pretend play using objects to represent something else. Children to use the construction and block play to create their own scenes to roll play the song of Baa, Baa Black Sheep.</p>	<p>I can begin to develop stories with small world equipment. Small world farm set, Block play, construction to build and create own farms.</p>
Expressive Arts and Design	<p>I can explore collections of materials with similar or different properties.</p> <p>Adults to model how to use the creative area. Focus on painting resources one day and collage making the other.</p>	<p>I can explore collections of materials with similar or different properties.</p> <p>Make a handprint to add to our class tree – art display – use our favourite colour and talk about why we like this colour. Support children by showing them how to correctly use area.</p>	<p>I can explore collections of materials with similar or different properties. Make our own bumblebees to go on display. Talk about the materials used (children can choose from a variety of materials)</p> <p>Children to paint their self-portraits. Talk about the colour of their eyes/hair etc...</p>	<p>I can use all my senses in hands on exploration of natural resources. Tuff tray with natural calming resources linked to Twinkl, twinkl little star. Include twinkle lights, stars with scents on them, different textured stars. Children to use eyes, ears, nose and hands to explore.</p> <p>Shaving foam, gloop and glitter outside.</p>	<p>I can take part in simple pretend play using objects to represent something else.</p> <p>Spider themed playdough resources. Children to create their own spiders to go with our song. Practise cutting the materials.</p>	<p>I can explore collections of materials with similar or different properties. Make resources for our display linked to focus song. Children to use a range of materials and talk about their properties e.g. textures/colours.</p>	<p>I can take part in simple pretend play using objects to represent something else.</p> <p>Small world farm. Link to Baa baa black sheep focus song. Use cotton wool balls as sheep, pink corks as pigs etc.</p>	<p>I can explore collections of materials with similar or different properties. Provide a range of materials inside and outside for children to explore. Talk about and extend vocabulary of what the children notice.</p>
RE	<p>Not an RE focus - C&L Talk about ourselves and what makes us special.</p>	<p>Not an RE focus - C&L Talk about ourselves and what makes us special.</p>	Family	Friends	Family and Friends	Jesus	Jesus	Moses

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Home Learning		Photo of ourselves and our families to add to our display	Share photos of your family. Talk about different types of families.	Sing a variety of nursery rhymes at home. Share videos of your child singing their favourite rhyme.	This week our focus song has been incy wincy spider. Can you go on a bug hunt to see what you can find?	This week we have been talking about shapes. While out and about, can you see any shapes?	Farm theme – can you make your own farm animal at home? Be as creative as you like.	Gross motor skills games Simon Says etc...
Educational Visits/Visitors/Special Events	3rd and 4th September inset days							Fabulous finish – Share videos of children performing nursery rhymes.
Parental Involvement	Welcome on Tapestry							

