

Honeybees

Half Termly Curriculum Map

Autumn 2 – Music Extravaganza

SKILLS FOCUS	Week 1 W.B – 4.11.24 Bonfire night theme	Week 2 W.B – 11.11.24 5 Speckled frogs	Week 3 W.B – 18.11.24 Humpty Dumpty	Week 4 W.B – 25.11.24 Row Row Row your boat	Week 5 W.B – 2.12.24 Christmas songs	Week 6 W.B – 9.12.24 Christmas songs	Week 7 W.B – 16.12.24 Christmas songs
Personal, Social and Emotional Development	<p>I can express my preferences and decisions.</p> <p>When making firework pictures, enable a choice of colours and techniques for children to choose from.</p>	<p>I can express my preferences and decisions.</p> <p>At story time, ask the children what book they would like. Offer 2 choices and encourage all children to have a try at choosing one.</p>	<p>I can use engagement to achieve a goal e.g. point to their cup to show that they want a drink.</p> <p>Provide choices to the children throughout the morning e.g. would you like blocks or duplo? Would you like trains or cars? Encourage children to choose either verbally or by pointing.</p>	<p>I can establish my sense of self.</p> <p>Emotions pictures and mirrors. Children to choose what emotion they feel like. Adults to model emotive faces.</p>	<p>I can express preferences and decisions.</p> <p>Letters to santa. Provide children with a toy catalogue and allow them to choose what they would like to cut out.</p>	<p>I can establish my sense of self.</p> <p>Looking at pictures of Christmas preparations at home. Share with friends.</p>	<p>I can use engagement to achieve a goal e.g. point to their cup to show that they want a drink.</p> <p>During Christingle session, encourage children to select their resources and engage with adults to choose them.</p>
Communication and Language	<p>I am sometimes startled by loud noises and locate the source of a familiar voice for comfort.</p> <p>Create 'fireworks' sounds in a variety of ways. Bang wooden blocks together, rustle carrier bags etc. Ensure an adult is available to support children if required.</p>	<p>I enjoy singing, music and toys that make sounds.</p> <p>Introduce the song '5 speckled frogs'. Encourage children to join in with the actions. Use frog puppets to support engagement.</p>	<p>I enjoy singing, music and toys that make sounds.</p> <p>Ensure lots of opportunities for children to sing. Ensure constant access to the song basket, modelling how we use this at carpet time.</p>	<p>I enjoy singing, music and toys that make sounds.</p> <p>Noisy toys such as puzzle cubes and sound puzzles.</p>	<p>I can watch people's faces as they talk.</p> <p>Play 'copy cat' style attachment games e.g. sit with children 1-1 and make actions – stick tongue out, blink eyes, nod head etc. Encourage children to copy your actions. If children create actions, adults to copy theirs back.</p>	<p>I enjoy singing, music and toys that make sounds.</p> <p>Nursery Christmas song-a-long.</p>	<p>I can watch people's faces as they talk.</p> <p>Sit in a circle and allow children to discuss what may happen at Christmas. Model simple sentences and encourage eye contact and turn-taking during conversations</p>
Physical Development	<p>I can crawl in different ways and directions.</p> <p>Obstacle courses requiring the children to crawl. Use large boxes, tunnels and hoops to crawl through.</p>	<p>Pass things from one hand to the other. Let go of things by handing to another person or dropping them.</p> <p>Children to sit in a circle and pass an object around. E.g. Toy pig. Pass around and make pig noises when it is your turn.</p>	<p>Enjoy moving when outdoors and inside.</p> <p>Active carpet times with dancing and action songs. Ensure all children join in with the activities.</p>	<p>Crawl in different ways and directions.</p> <p>Make dens using tents/blankets. Encourage the children to crawl in and out of the den.</p>	<p>Enjoy moving when outdoors and inside.</p> <p>Range of activities outside e.g. obstacle courses, ball skills, bikes and scooters.</p>	<p>Pass things from one hand to the other. Let go of things by handing to another person or dropping them.</p> <p>Bean bag games. Model to children passing bean bags to each other, from one hand to another, dropping into a bucket etc.</p>	<p>Enjoy moving when outdoors and inside.</p> <p>Christmas party. Provide party music, encouraging children to dance to the music.</p>
Literacy	<p>Pay attention and respond to the pictures or words when reading.</p> <p>Read the 'Bonfire night' story to the children. Emphasise words that children may understand through</p>	<p>I can say some of the words in songs and rhymes.</p> <p>Ensure normal routines and expectations remain after the half term break. After the register, sing familiar</p>	<p>Sing songs and say rhymes independently e.g. singing while playing.</p> <p>Provide resources to current focus song in the water tray and on the playdough table.</p>	<p>I have favourite books and seek them out to share or look at alone.</p> <p>Cosy reading dens made from tents/blankets, with cushions and books inside.</p>	<p>I have favourite books and seek them out to share or look at alone.</p> <p>Allow one child each story time to choose the book that is going to be read.</p>	<p>Say some of the words in songs and rhymes.</p> <p>Nursery Christmas sing a long. Encourage all children to take part in the rehearsals and the performance.</p>	<p>Pay attention and respond to the pictures or words when reading.</p> <p>Read Christmas stories to the children. Emphasise parts that children may relate to e.g. putting up a Christmas tree. Leave the</p>

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	their own experiences e.g. firework. Leave the story available for children to look through independently.	songs, using the song bag as visual prompts. Encourage all children to join in.	E.g. 5 little ducks in the water tray, duck cutters in the playdough.				story available for children to look through independently.
Mathematics	<p>I can complete inset puzzles.</p> <p>Puzzles relating to the song focus e.g. as we are learning 5 little ducks, provide puzzles regarding ducks and farm animals.</p>	<p>I can take part in finger rhymes with numbers.</p> <p>Teach the children the song 5 little speckled frogs. Model actions and numbers on fingers. Encourage children to trying copying finger numbers.</p>	<p>I can react to changes of amounts in a group of up to 3 items.</p> <p>During play in the home-corner, adults to put 3 pieces of food on a plate. Pretend to eat one, take it away and ask what has happened.</p>	<p>I can take part in finger rhymes with numbers.</p> <p>Teach the children the song 1,2,3,4,5 once I caught a fish alive. Model actions and numbers on fingers.</p>	<p>I can notice patterns and arrange things in patterns.</p> <p>Cut out samples of different Christmas wrapping paper. Encourage children to match them into pairs by asking 'which is the same as this one'.</p>	<p>I can react to changes of amounts in a group of up to 3 items.</p> <p>Christmas themed sensory tray. Ensure there are 3 of a variety of objects e.g. 3 snowmen, 3 decorations, 3 pieces of tinsel. Show this to the children then remove 1 item from a group and ask the children what has happened.</p>	<p>I can notice patterns and arrange things in patterns.</p> <p>Children to use stampers with coloured paints to create repeating ABAB patterns on paper hats ready for their Christmas party.</p>
Understanding the World	<p>Repeat actions that have an effect.</p> <p>Create firework pictures in a variety of ways e.g. chalks, paint splats, toilet tube stamping.</p>	<p>I can explore natural materials, indoors and outside.</p> <p>Create a 5 speckled frogs themed sensory tray using leaves, logs and natural objects.</p>	<p>Explore natural materials, indoors and outside.</p> <p>Autumn themed sensory tray indoors with different coloured leaves, pine cones, conkers etc.</p>	<p>Repeat actions that have an effect.</p> <p>Leaf printing. Use both paint and crayons to make autumn pictures. Talk about the patterns being made.</p>	<p>Repeat actions that have an effect.</p> <p>Mark making with glitter.</p>	<p>Explore materials with different properties.</p> <p>Christmas themed sensory tray. Talk about the properties of the objects e.g. hard, soft, big, small.</p>	<p>Explore natural materials, indoors and outside.</p> <p>Winter themed sensory tray with shredded paper as snow, cotton wool balls as snowballs and small wintery figures.</p>
Expressive Arts and Design	<p>Make rhythmical and repetitive sounds.</p> <p>Create 'fireworks' sounds in a variety of ways. Bang wooden blocks together, rustle carrier bags etc. After modelling, allow children to explore this themselves, adding it rhythms when suitable.</p>	<p>Respond emotionally and physically to music when it changes.</p> <p>Use the Write Dance cd and scarves to encourage movement to music with different tempos and tones. Model language such as fast, slow, big, small.</p>	<p>Join in with songs and rhymes, making some sounds.</p> <p>Ensure lots of opportunities for children to sing. Ensure constant access to the song basket, modelling how we use this at carpet time.</p>	<p>Join in with songs and rhymes, making some sounds.</p> <p>Ensure daily practices of our Christmas performance songs. Join Bumblebees for children to practice together.</p>	<p>Make rhythmical and repetitive sounds.</p> <p>Use instruments to make music. Adults to model different rhythms and encourage children to copy.</p>	<p>Enjoy and take part in action songs.</p> <p>Nursery Christmas song-a-long.</p>	<p>Respond emotionally and physically to music when it changes.</p> <p>Christmas party. Provide a range of Christmas music for children to dance to. Talk about the movements as you make them e.g. fast or slow.</p>
CoEL	Finding out and exploring	Finding out and exploring	Playing with what they know	Playing with what they know.	Being willing to have a go	Being willing to have a go.	Being involved and concentrating

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