

Half Termly Curriculum Map

Spring 2 – Story Time

Weeks 1-3 – Little Red Riding Hood

Weeks 4-6 – Goldilocks and the 3 Bears

SKILLS FOCUS	Week 1 W.B - 19.2.24	Week 2 W.B - 26.2.24	Week 3 W.B - 4.3.24	Week 4 W.B - 11.3.24	Week 5 W.B - 18.3.24	Week 6 W.B - 25.3.24
			(Mother's day cards) (World book day 7 th)	(Science week) (Red Nose Day 15 th)	(Teddy Bear's picnic)	Break up 1.30 – 28 th Easter Hunt
Personal, Social and Emotional Development	Develop their sense of responsibility and members of a community. Reinforce school rules. Continue with tuck monitors, line leaders etc Circle time to discuss what the children have been doing over half term to reinforce a community feeling.	I can play with one or more other children extending and elaborating play ideas. Children to use a Little Red Riding Hood themed tray to role play the story alongside other children.	Help to find solutions to conflicts and rivalries. Talk through the rules, reinforce the rainbow. Praise children sharing. Model how to overcome conflicts and support where needed.	Show more confidence in new social situations. 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.	Help to find solutions to conflicts and rivalries. Continue to support children in free flow activities and outside area to solve conflicts and rivalries. During the Teddy Bear's Picnic, encourage children to take turns with pouring drinks etc.	Show more confidence in new social situations. Children to adapt to new social situations by joining the school assembly for the Easter Extravaganza and Easter Hunt.
Communication and Language	I can develop my communication but may continue to have problems with irregular tenses and plurals. Talk about half term holiday, what did they do? Who did they see? Did they have fun? Focus on past tense. Use tapestry as a support	Develop their communication but may have problems saying some sounds r, j, th, ch and sh. Activities linked to syllables and vocabulary to support and extend language. Encourage children to break words down, correctly pronouncing each section.	I know many rhymes, be able to talk about familiar books and be able to tell a long story. Talk about the story and re-tell the story using story puppets and masks to support. Role play being a specific character focusing on the language.	I can use multisyllabic words such as pterodactyl and planetarium or hippopotamus. Dinosaur themed small world tray. Encourage children to use a wide range of vocabulary and pronounce syllables carefully.	Understand 'why' questions. Goldilocks themed small world tray. Retell the story of Goldilocks using small world resources. Adult to ask 'why did Goldilocks go in the house?' 'Why did Goldilocks fall asleep?'. 'Why did the bears get cross?'	Develop their communication but may still struggle with irregular tenses and plurals. Talk about what the children may be doing over the Easter break. Look back on home learning for the half term and discuss as a 'show and tell' activity.
Speech and Language	WellComm	WellComm	WellComm	WellComm	WellComm	WellComm
Scarf	Rights and responsibilities	Rights and responsibilities	Rights and responsibilities	Rights and responsibilities	Rights and responsibilities	Rights and responsibilities
Physical Development – fine motor	I can use a comfortable grip with some control. Handwriting patterns in the writing area. Adults to model correct pencil grip, using pencil grip supports for children who are struggling. Begin weekly name writing/pencil control in books.	I can choose the right resources to carry out my own plan. Planting for Mother's Day. Children to choose what they need to plant e.g., a trowel, soil, water, seeds etc.	I can use a comfortable grip with some control. Children to practise name writing in their Mother's day cards.	I can choose the right resources to carry out my own plan. Children to practise name writing and handwriting patterns in a variety of ways (glitter, shaving foam, whiteboards, pencils, paints etc).	I can use a comfortable grip with some control. WOW write entry. Children to draw a character from Goldilocks and the 3 bears, holding the pencil correctly and showing control with their movements.	I can choose the right resources to carry out my own plan. Easter activities linked to fine motor (pencil control, handwriting patterns, egg designs etc). Easter egg decorating sensory tray with tweezers, buttons, pom poms etc.
Fine motor table	Decorate pictures of flowers using tweezers, buttons and beads.	Making bouquets for Grandma. Threading pipe cleaner flowers into holes of a colander.	Threading shapes.	Small lego pieces with pictures of simple bed models for children to make.	Small coloured pegs and peg boards.	Hanging colourful easter eggs on to the Easter Tree.

Half Termly Curriculum Map

Spring 2 – Story Time

Weeks 1-3 – Little Red Riding Hood

Weeks 4-6 – Goldilocks and the 3 Bears

Physical Development – Gross Motor	<p>I can use large muscle movements to wave flags and streamers, paint and make marks.</p> <p>Ribbons and music on the stage. Encourage children to fully extend their bodies e.g. stretching to the sky, then reaching to the floor. Big circles to the side, little circles to the front etc.</p>	<p>I can match developing physical skills to activities in the setting e.g. crawl, walk, run most suitable?</p> <p>Obstacle courses in the garden including tunnels, stepping stones and balancing beams.</p>	<p>I can collaborate with others to manage large items such as moving along a plank and carrying large blocks.</p> <p>Leave the sand and water tray lids on when first going out into the garden. Encourage the children to work together to lift the lids off safely to enable them to play.</p>	<p>I can start taking part in group activities which I make up myself.</p> <p>Model simple games to the children e.g. what's the time Mr Wolf or Duck Duck goose.</p> <p>Encourage children to try copying this and extending to use their own ideas.</p>	<p>I can collaborate with others to manage large items such as moving along a plank and carrying large blocks.</p> <p>When setting up obstacle courses, encourage children to move the crates and planks to position them in their own, safe way.</p>	<p>I can use large muscle movements to wave flags and streamers, paint and make marks.</p> <p>Children to use colourful chalks to make their own Easter egg designs. Adults to model handwriting patterns on the chalk boards for children to copy.</p>
Literacy	<p>Little Red Riding Hood.</p> <p>I can engage in extended conversations about stories, learning new vocabulary.</p> <p>Introduce the new focus story, encouraging children to join in with repeated refrains.</p> <p>Provide a variety of activities to support this throughout the week.</p> <p><u>Throughout the whole half term:</u> I can write some or all of my name</p> <p>Name writing activities each week</p>	<p>Little Red Riding Hood.</p> <p>I can develop phonological awareness so they can:</p> <ul style="list-style-type: none"> - spot and suggest rhymes. -count or clap syllables in words. <p>Activities relating to syllables and rhymes.</p> <p>On the carpet, clap the syllables in children's names. Play games such as I-spy and Simon says, with the clues/instructions broken to syllables e.g. wiggle your fin-gers.</p> <p>Create a fruit salad for Little Red to take to Grandma. Encourage children to help chop the fruits. Talk about the number of syllables in each fruit name.</p>	<p>Little Red Riding Hood.</p> <p>I can engage in extended conversations about stories, learning new vocabulary.</p> <p>Children to use puppets to re-tell the story. Use picture prompts to support those needing additional help.</p>	<p>Goldilocks and the 3 bears</p> <p>I can engage in extended conversations about stories, learning new vocabulary.</p> <p>Learn the new focus story, using a story board to support. Children to sequence pictures from the story.</p>	<p>Goldilocks and the 3 bears</p> <p>I can write some letters accurately</p> <p>I can engage in extended conversations about stories, learning new vocabulary.</p> <p>WOW BOOK WEEK</p> <p>Re-tell the story of Goldilocks. Children to mark make and draw pictures of their choice of character.</p> <p>Adult to scribe what children say about the story/characters.</p> <p>Children to attempt to write their name on their work.</p>	<p>Goldilocks and the 3 bears</p> <p>I can recognise words with the same initial sound, such as money and mother</p> <p>Initial sound bingo games.</p> <p>Initial sound flower activity – matching the pictures to the initial sound to make a flower.</p>
Mathematics	<p>Know that the last number reached when counting is the total (cardinal principle).</p> <p>Say one number name for each item, in order.</p> <p>Focus on the composition of 5. Ensure activities to support this.</p>	<p>Know that the last number reached when counting is the total (cardinal principle).</p> <p>Introduce number 6 to the children. Introduce using a 10 frame.</p>	<p>I can make comparisons between objects relating to size, weight, length and capacity.</p> <p>Explore the vocabulary and concepts of long and short, tall and short and length and height.</p>	<p>I can make comparisons between objects relating to size, length, weight and capacity.</p> <p>Introduce balancing scales to explore mass. Relate to the stories of the 3 Little Pigs and Goldilocks and the 3 Bears.</p>	<p>I can make comparisons between objects relating to size, length, weight and capacity.</p> <p>Introduce capacity. Explore the terms full, empty, nearly full, nearly empty. Model and promote language to compare capacity.</p>	<p>Know that the last number reached when counting is the total (cardinal principle).</p> <p>I can make comparisons between objects relating to size, length, weight and capacity.</p> <p>Consolidation week. Re-cap concepts learnt over this half term.</p>
Rhyme of the Week	Alice the Camel	Sing a song of six pence.	I'm a little Bean	5 cheeky monkeys swinging in the trees.	When Goldilocks went to the house of the Bears.	Consolidation of rhymes learnt this half term.

Half Termly Curriculum Map

Spring 2 – Story Time

Weeks 1-3 – Little Red Riding Hood

Weeks 4-6 – Goldilocks and the 3 Bears

Understanding the World	<p>Talk about what they see, using a wide range of vocabulary.</p> <p>Create a sensory sorting tray. Provide one basket for hard/rough/bumoy items and 1 basket for smooth, soft and fluffy items. Provide a variety of appropriate resources and encourage children to sort correctly, discussing what they can feel.</p>	<p>I can explore how things work.</p> <p>Talk about how plants grow and what they need to grow. Plant sunflower seeds as Mother's day gifts. Grow cress in the classroom to link with our Mother's Day planting</p>	<p>I can explore how things work</p> <p>Growing themed small world/sensory tray - plant pots, coloured gems, watering cans and pretend flowers.</p> <p>Talk about the difference we can see in our plants. What has happened? Why?</p>	<p>Begin to make sense of their own life story and family history.</p> <p>Talk about the family of bears. Who is in their family? Who is in your family? Encourage children to paint pictures of the special people in their families.</p>	<p>Talk about what they see, using a wide range of vocabulary.</p> <p>Go on a walk outside just like Goldilocks did on her way to the house of the bears. Discuss what we can see, hear, smell and feel.</p>	<p>I can explore how things work.</p> <p>Easter egg themed potato stamping. Encourage children to paint patterns on their potatoes before stamping on the paper. Talk about how our patterns transfer from the potato to the paper.</p>
Expressive Arts and Design	<p>I can show different emotions in my drawings and paintings, like happiness, sadness, fear etc...</p> <p>Pictures of characters in the story of Little Red Riding Hood. Talk about how they are feeling and why.</p>	<p>I can explore colour and colour mixing.</p> <p>Children to decorate a Mothers' Day plant pot.</p>	<p>I am beginning to develop complex stories using small world equipment.</p> <p>Dinosaurs and small characters in the block play area. Encourage children to create structures and introduce stories to their play.</p>	<p>I can use drawing to represent ideas like movement or loud noise.</p> <p>Explore the sounds of musical instruments. Add instruments into our story telling. E.g. chimes when baby bear cries, thundering drums when walking up the stairs or when daddy bear talks.</p>	<p>Make imaginative and complex 'small words' with blocks and construction kits.</p> <p>Model to the children how we can use construction resources to build a house for Goldilocks and the 3 bears.</p>	<p>I can explore colour and colour mixing.</p> <p>Create pictures based on our story. Children to chose colours for a particular purpose and give reasons for their choice e.g. brown for the bear.</p>
RE	<p>What is Easter? Signs of Spring</p>	<p>What is Easter? Spring into life</p>	<p>What is Easter? Easter, a Christian celebration</p>	<p>What is Easter? Easter continued</p>	<p>What is Easter? Easter continued</p>	<p>What is Easter? Easter continued</p>
Home Learning	<p>L: This half term we will be learning the story of Little Red Riding Hood. Can you remember what Little Red Riding Hood was carrying in her basket? Who was she taking it to? Perhaps you can create your own basket of treats and take them to somebody special from your family?</p> <p>M: This week we have been focusing on the composition of 5, thinking about the different wats we can make 5. Over the weekend, encourage the children to have a try at making towers of 5, using 2 different coloured blocks. How many of each colour do they have? How many in total in their tower? Explain that it</p>	<p>L: We have been continuing to learn the story of Little Red riding hood, using the storyboard to help us. Have a try at re-telling the story to your family at home. We have attached a photo of our story board for you to use.</p> <p>M:</p>	<p>L: We are all working hard to write our names. Have a try at doing this at home. Can you make a name rainbow, writing your name in red first then continuing with all other colours from the rainbow?</p> <p>M: This week we have been exploring sizes. Over the weekend, we would love the children to explore sizes at home. Who is the biggest in your house? Who is the smallest? Who has the biggest shoes? Who has the smallest shoes?</p>	<p>L: This week we have started learning the story of Goldilocks. I wonder if the children can talk about the story at home? Some good questions to ask may be: Who goes into the bears house? How many bears are there? What does Goldilocks eat? What happens to baby bears chair? Perhaps the children could draw a picture of their favourite character so far?</p> <p>M: This week we have been exploring mass. We have been learning how to use scales and using language such as heavy and light. Over the weekend we would like the children to have a try at being human scales! If you give them 2 objects, can they make the hand with the heavy object</p>	<p>L:</p> <p>M: During bath time, provide the children with containers of different sizes. Encourage them to pour water from one container to another and discuss what happens. You can support their learning by modelling phrases such as "oh no, that one overflowed" and "Look, there is still lots of space in that one. It's only half full".</p>	<p>L: We are working really hard on our name writing. Over half term, have a try at writing your name at home. You can be as creative as you like! Alongside pens, pencils and crayons, you could also try painting your name, using a stick to write your name in sand, use the end of a spoon to write your name in flour or even use a wet paintbrush to paint your name in water on a dry floor.</p> <p>M: If you will be celebrating Easter this weekend, we would love you to include some maths within your hunt. Perhaps you could count how many Easter treats you get and tell somebody how many there are in total? If you take part in an Easter egg hunt, take notice of what happens to your basket. Is it full, empty, half full?</p>

Half Termly Curriculum Map

Spring 2 – Story Time

Weeks 1-3 – Little Red Riding Hood

Weeks 4-6 – Goldilocks and the 3 Bears

	shows we can make 5 using 3 and 2 (describing the number of each colour block your child has used).			go down and the hand with the light object go up?		
Educational Visits/Visitors/Special Events	WOW morning - Little Red Riding hood dropped off a basket of treats for our tuck.				Teddy bear's picnic.	Easter egg hunt
Parental Involvement						Parents invited to come in and look through WOW books/name writing books.

