

Half Termly Curriculum Map

Summer 2 – Earth and beyond.
A windy day in Spring (week 1-3)
Look, there's a rocket (week 4-8)

SKILLS FOCUS	Week 1 W.B – 03.06.24	Week 2 W.B – 10.06.24	Week 3 W.B – 17.06.24	Week 4 W.B – 24.06.24	Week 5 W.B – 01.07.24	Week 6 WB 08.07.24	Week 7 WB 15.07.24	Week 8 WB 22.07.24
Personal, Social and Emotional Development	<p>I am increasingly able to talk about and manage my emotions.</p> <p>Adults to help re-settle children after the week break. Adults to model discussions around emotions to support children to link emotions to actions e.g. I can see you have a big smile today, you look happy.</p>	<p>I can talk about my feelings in more elaborate ways.</p> <p>During carpet time, introduce children to the Makaton signs for happy and sad. Encourage children to say how they are feeling each morning and ask why. For children who are unable to verbalise this yet, model sentences such as 'I think you are happy because you like playdough!' etc.</p>	<p>I can notice and ask questions about differences.</p> <p>Provide a dinosaur small world tray with dinosaurs and a variety of crushable resources e.g. rice crispies, cornflakes. While playing, encourage children to talk about the differences between the dinosaurs e.g. this one has spikes, this one does not.</p>	<p>I can notice and ask questions about differences.</p> <p>While playing in the small world star tray, encourage children to talk about the differences they have seen. Are they different colours, different textures? Etc.</p>	<p>I am beginning to show effortful control.</p> <p>Adults to prepare children for the sports day. Discuss with children that parents will be there to watch. Speak to children about expectations when sports day takes place. Throughout the week, practise staying in small groups for the activities, like we will on the day.</p>	<p>I can notice and ask questions about differences.</p> <p>Small world tray with babies on. Encourage children to talk about the differences between the dolls e.g. hair colour, eye colour, boy or girl etc.</p>	<p>I can talk about my feelings in more elaborate ways.</p> <p>When singing the song of the week, talk about the different emotions the children feel. Create actions to add to the song e.g. if you're sad and you know you can cry etc.</p>	<p>I can talk about my feelings in more elaborate ways.</p> <p>When singing the song of the week, talk about the different emotions the children feel. Create actions to add to the song e.g. if you're sad and you know you can cry</p>
Communication and Language	<p>I can use the speech sounds p, b, m, w and am still learning to pronounce more difficult sounds.</p> <p>During carpet time and in small groups, talk about what the children have been doing in the half term break. Adults to pay attention to the 4 speech sounds that children should be able to pronounce, noting down those who struggle.</p>	<p>I can start to say how I am feeling, using words as well as actions.</p> <p>During carpet time, introduce children to the Makaton signs for happy and sad. Encourage children to say how they are feeling each morning and ask why. Model the signs alongside words for the children to use.</p>	<p>I can use multi-syllabic words.</p> <p>While reading the focus story and throughout play, talk about the different names of the dinosaurs. Encourage children to attempt representing each syllable within the name.</p>	<p>I can use multi-syllabic words.</p> <p>Whilst making stars and decorating flags, talk about the properties/patterns of the materials being used. Adults to model multi-syllabic words to extend children's vocabulary.</p>	<p>I can understand and act on longer sentences.</p> <p>Throughout sports day and sports day practices, clearly describe to children what we are going to do e.g. we need to throw the beanbag in the hoop. Run to Mrs Connor. Jump over the bars. Go and get a drink. Etc.</p>	<p>I can use the speech sounds p, b, m, w and am still learning to pronounce more difficult sounds.</p> <p>Whilst playing in the small world baby tray, encourage children to use vocabulary beginning with the speech sounds stated. Talk about hair colour, eye colour, sizes and the items being used e.g. water in the bath, pink soap etc.</p>	<p>I can start to say how I am feeling, using words as well as actions.</p> <p>After singing the song of the week, encourage children to talk about their own feelings that day. Model words and Makaton signs and encourage children to use both.</p>	<p>I can start to say how I am feeling, using words as well as actions.</p> <p>After singing the song of the week, encourage children to talk about their own feelings that day. Model words and Makaton signs and encourage children to use both.</p>
Physical Development.	<p>I can use large and small motor skills to do things independently for example, pour drinks.</p> <p>Provide jugs and different sized containers in the water areas for children to practise their pouring skills.</p>	<p>I can learn to use the toilet with help, then independently.</p> <p>All staff to assist children with toilet training/becoming more confident with using the toilet.</p>	<p>I can explore different materials and tools.</p> <p>Provide paints and a variety of mark making resources e.g. pattern combs, scrapers, to explore the different marks that can be made.</p>	<p>I can walk, run, jump and climb.</p> <p>Introduce children to some of the activities they will be doing at sports day - hurdles, running races, throwing etc.</p>	<p>I can walk, run, jump and climb.</p> <p>Sports day practise and sports day event. Encourage all children to attempt all activities.</p>	<p>I can use large and small motor skills to do things independently for example, manage self-care.</p> <p>Encourage children to be more independent with self-care e.g. putting own aprons on, removing own jumpers/cardigans.</p>	<p>I can explore different materials and tools.</p> <p>Filling and emptying containers style tray. Provide small resources, pots and scooping tools such as spoons, spades, cups etc.</p>	<p>I can explore different materials and tools.</p> <p>Filling and emptying containers style tray. Provide small resources, pots and scooping tools such as spoons, spades, cups etc.</p>
Literacy	<p>I enjoy sharing books with an adult.</p> <p>Introduce the new story focus - A Windy day in Spring. Encourage children</p>	<p>I can make marks on my picture to stand for my name.</p> <p>Children to create fathers day cards. Children to make marks</p>	<p>I can notice some print, such as my name.</p> <p>Adults to encourage children to find their own</p>	<p>I enjoy sharing books with an adult.</p> <p>Introduce the new story focus - Look, there's a rocket. Encourage</p>	<p>I can develop play around favourite stories, using props.</p> <p>Space rocket themed small world tray. Relate</p>	<p>I can notice some print, such as my name.</p> <p>Adults to encourage children to find their own name on the bee when</p>	<p>I can add marks to my drawings which I give meanings to.</p> <p>Free-painting. Suggest to children that they could</p>	<p>I can add marks to my drawings which I give meanings to.</p> <p>Free-painting. Suggest to children</p>

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Look, there's a rocket (week 4-8)**

	to join in with repeated words as adults read.	to represent their names inside their cards.	name on the bee when entering the setting/before carpet time. Adults to initially show the child their name (until they get more confident) and ask them to stick it on the large bee.	children to listen carefully and talk about the story when they have looked through it.	back to the story focus as children play.	entering the setting/before carpet time. Adults to initially show the child their name (until they get more confident) and ask them to stick it on the large bee.	paint a space rocket etc to give some ideas. Encourage children to talk about what they have painted.	that they could paint a space rocket etc to give some ideas. Encourage children to talk about what they have painted.
Rhyme of the week	Its raining it pouring.	The sun has got his hat on.	Tommy thumb	Twinkle twinkle little star	Zoom zoom zoom	In a rocket	If your'e happy and you know it.	If your'e happy and you know it.
Mathematics	<p>I can notice patterns and arrange things in patterns.</p> <p>Small world tray with animal pattern cards and corresponding animals. Encourage children to match the animals to their pattern card. Provide grassy areas and zoo themed resources for children to use as they play.</p>	<p>I can count in everyday contexts, sometimes missing numbers.</p> <p>Small world tray creating homes for dinosaurs. While doing this, adults to encourage them to count how many blocks high their creations are.</p>	<p>I can compare amounts saying words such as 'lots', 'more' or 'same'.</p> <p>When playing in the small world tray, encourage children to think about the amounts of each resource on the tray. Ask questions such as 'how many rice crispies are there?', 'are there more cornflakes or pasta?'. Model appropriate responses to the children.</p>	<p>I can notice patterns and arrange things in patterns.</p> <p>Use paints and pattern stampers to create flags ready for sports day. Model language such as spotty, stripey, flowery etc while the children explore the stampers.</p>	<p>I can count in everyday contexts, sometimes missing numbers.</p> <p>While practising sports day, encourage children to count e.g. how many hurdles we jump over, 1,2,3, throw, how many children are lined up ready to go and come back from practices etc.</p>	<p>I can compare amounts saying 'lots', 'more' or 'the same'.</p> <p>Provide sorting activities on the maths table e.g. sorting coloured bears, keys, pegs with peg boards etc. Model to children how we compare the amounts e.g. oh look, there are more blue bears than red!</p>	<p>I can notice patterns and arrange things in patterns.</p> <p>Use patterned stampers and paints when making party hats for the end of year party. Encourage children to talk about the patterns they see.</p>	<p>I can notice patterns and arrange things in patterns.</p> <p>Use patterned stampers and paints when making party hats for the end of year party. Encourage children to talk about the patterns they see.</p>
Understanding the World	<p>I can make connections between the features of my family and other families.</p> <p>Look at photos shared by family members over half term. Talk to children about what they were doing. Talk about the family members in the pictures and relate to others e.g. You went to the beach with Mummy. Did anybody else go to the beach with their Mummy?</p>	<p>I can explore materials with different properties.</p> <p>Use a variety of materials to create representations of different weathers e.g. cotton wool clouds, paint raindrops, yellow collage sunshine. Talk to the children about what they notice about the material e.g. soft, hard, scratchy, blue, yellow?</p>	<p>I can notice differences between people.</p> <p>In small groups, encourage children to look in the mirror and talk about different features. Adults to model comparing to other children e.g. oh look, you have 2 eyes and you have 2 eyes, that's the same! You have blonde hair but you have black hair, that's different!</p>	<p>I can explore materials with different properties.</p> <p>Create stars/moons on the creative table, using a variety of materials. Talk about the properties of each material used e.g. colour, texture, size.</p>	<p>I can make connections between the features of my family and other families.</p> <p>Talk to children about who will be/who did come to see them at sports day. Compare with other children to show they all have mummy at home/they all have daddy at home etc.</p>	<p>I can notice differences between people.</p> <p>Small world tray with babies on. Encourage children to talk about the differences between the dolls e.g. hair colour, eye colour, boy or girl etc.</p>	<p>I can explore materials with different properties.</p> <p>Within the filling and emptying tray, provide a variety of textured resources e.g. spikey spaghetti, swirly pasta, bitty rice, soft cotton wool, hard blocks. Encourage children to explore with their hands and talk about what they can feel.</p>	<p>I can explore materials with different properties.</p> <p>Within the filling and emptying tray, provide a variety of textured resources e.g. spikey spaghetti, swirly pasta, bitty rice, soft cotton wool, hard blocks. Encourage children to explore with their hands and talk about what they can feel.</p>
Expressive Arts and Design	<p>I can express ideas and feelings through making marks and sometimes give a meaning to my marks.</p> <p>Suggest to the children that we could paint pictures of our families and the things we have done over half term. Allow children to paint freely, talking to them about what they are painting.</p>	<p>I can make simple models which express my ideas.</p> <p>Construction themed small world tray with small dinosaurs. Model to children how we can make homes/hideouts for the dinosaurs. Encourage children to then create their own.</p>	<p>I can express ideas and feelings through making marks and sometimes give meanings to the marks I make.</p> <p>Photocopy pages from the story and place them on the creative table. Encourage children to paint their own</p>	<p>I can use my imagination as I consider what to do with different materials.</p> <p>Star themed tray with stars cut out from a variety of textured materials in a variety of colours. Provide sparkly objects for children to explore decorating the</p>	<p>I can make simple models which express my ideas.</p> <p>Space themed playdough mats. Encourage children to use the playdough to create their own space rockets.</p>	<p>I can express ideas and feelings through making marks and sometimes give meanings to the marks I make.</p> <p>Provide paper and crayons on the writing table for children to create their own pictures. Talk to them about what they have drawn. When they have finished, support children</p>	<p>I can use my imagination as I consider what to do with different materials.</p> <p>Encourage children to build their own play ideas while playing in the filling/emptying tray. Provide a variety of appropriate resources</p>	<p>I can use my imagination as I consider what to do with different materials.</p> <p>Encourage children to build their own play ideas while playing in the filling/emptying tray. Provide a variety of appropriate</p>

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			representations of the windy day.	stars or placing them together.		to find their own name and attempt writing it independently.	and allow children to explore.	resources and allow children to explore.
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 my own ideas.	Show high levels of interest and fascination.	Show high levels of interest and fascination.

