

Half Termly Curriculum Map

Autumn 2 – Music Extravaganza

| SKILLS FOCUS | Week 1 W.B - 30.10.23 Halloween | Week 2 W.B - 6.11.23 Guy Fawkes | Week 3 W.B - 13.11.23 17 th Children in need | Week 4 W.B - 20.11.23 | Week 5 W.B - 27.11.23 | Week 6 W.B - 4.12.23 | Week 7 W.B - 11.12.23 | Week 8 W.B 18.12.23 |
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| Personal, Social and Emotional Development | I can select and use activities and resources, with help when needed. Children to be reminded of boundaries and routines after the half term break. Ensure lots of praise and use of the rainbow system to promote positive behaviours. | I can play with one or more other children, extending and elaborating play ideas. Set up a small world tray representing the song '5 Little Speckled frogs'. Encourage children to work together to act out the song and extend their play using their own ideas. | I can select and use activities and resources, with help when needed. Children to select activities and give reasons for their choices. Encourage children to select new resources and play alongside other children. | I can play with one or more other children, extending and elaborating play ideas. Role play and small world resources to enable storytelling and imaginative play with other children. | I can help find solutions to conflicts and rivalries, for example, accepting that not everyone likes the same. Adults to support with rules and boundaries. Ensure consistent use of rainbow system between all staff members. | I can help find solutions to conflicts and rivalries, for example, accepting that not everyone likes the same. Children to support each other in their nativity performances. | I can help find solutions to conflicts and rivalries, for example, accepting that not everyone likes the same. Adults to model and support children with resolving conflict and developing relationships with their peers. | I can help find solutions to conflicts and rivalries, for example, accepting that not everyone likes the same. Adults to model and support children with resolving conflict and developing relationships with their peers. |
| Communication and Language | I enjoy listening to longer stories and can remember much of what happens. Children to settle back into nursery with relaxing and engaging story times. | I enjoy listening to longer stories and can remember much of what happens. Children to share stories with each other and join in with class stories. | I can understand a question or instruction the has two parts. Give the children clear instructions. Play games such as Simon says e.g. Simon says touch your head and then your toes. | I am beginning to pay attention to more than one thing at a time. Support children to listen to their peers and play together. | I can sing a large repertoire of songs. Children to learn Christmas songs for their Christmas sing along. Children to use the stage outside to talk with their peers. | I can sing a large repertoire of songs. Children to perform their Christmas Sing along to the children. | I am beginning to pay attention to more than one thing at a time. | I am beginning to pay attention to more than one thing at a time. |
| Scarf | Keeping myself safe | Keeping myself safe | Keeping myself safe | Keeping myself safe | Keeping myself safe | Keeping myself safe | Keeping myself safe | Keeping myself safe |
| Physical Development | I am increasingly able to use and remember sequences and patterns of movement which are related to music and rhyme. Link to songs this week – number rhymes. Can children create movements to these songs to support with remembering the songs. | I am increasingly able to use and remember sequences and patterns of movement which are related to music and rhyme. Write dance activities throughout the week. Link back to last half term and bonfire night. | I can use a comfortable grip with good control when holding pencils. Children to make marks independently and give reasons for their marks – add to our mark making wall. | I can use a comfortable grip with good control. Provide children with activities requiring them to use their scissor skills. Model how to hold and use scissors correctly. | I can use a comfortable grip with good control when holding pencils. Draw a picture to go with their letter to Father Christmas. WOW write. | I can give meanings to my marks. Children to make marks to represent the Christmas celebrations that they have participated in at home, so far. | I can use a comfortable grip with good control when holding pencils. Children to make Christmas cards. Children to have a try at writing their name in their card. | I can use a comfortable grip with good control when holding pencils. Children to make Christmas cards. Children to have a try at writing their name in their card. |
| Fine motor table | Pasta necklaces – thread pasta on to string | Peg boards | Cheerios onto pasta | Threading activities | Pegging socks onto a washing line | Buttons onto Christmas pictures, introduce tweezers | Christmas threading | Christmas threading |
| Phonics | WellComm | WellComm | WellComm | WellComm | WellComm | WellComm | WellComm | WellComm |
| Literacy Number songs as a focus rhyme | I have some favourite stories, rhymes, songs, poems or jingles. Children to draw representations of the five little ducks. Talk about the marks they have given. E.g., ducks, pond, trees etc... Use the story cut outs to re-tell the story in small groups. | I understand page sequencing and I understand print can have different purposes. Children to share a range of stories and talk about the sequence. Look at the sequence of the song 5 little speckled frogs. As a class create a story map sequencing the pictures together. | I understand print can have different purposes. Look at a range of books, including fiction and non-fiction books. Use the seasons and weather to support this as well as children's interests. Story map of the song five currant buns. Make their own currant buns, in small groups sequence the recipe. E.g. find ingredients, mix, cook, eat. Children to talk about what they have done, adult to scribe. | I understand the names of different parts of books. During story times children to name parts of a book. I understand page sequencing and I understand print can have different purposes. Children to learn the song 1, 2, 3, 4, 5 Once I Caught a Fish Alive. Sequence the story. | I can make marks. I can use a comfortable grip with good control when holding pencils. Children to write their letters to Father Christmas. WOW write. | I can write some or all of my name. Children to practise their name in lots of different ways throughout the week. -Glitter names -In sand -In shaving foam -Crayons, whiteboards, pens, pencils | I can write some or all of my name. Children to write some or all of their name in their Christmas cards. Support children with representing and writing some letters in their name. | I can write some or all of my name. Children to write some or all of their name in their Christmas cards. Support children with representing and writing some letters in their name. |

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| Mathematics | <p>I can say 1 number name for each item, in order.</p> <p>I can show finger numbers up to 5.</p> <p>Children to learn about number 1. Subitising, counting and recognising numeral 1.</p> | <p>I can develop fast recognition of up to 3 objects without having to count them individually.</p> <p>Children to engage in activities that require subitising to 2 e.g. subitising dice patterns for 2, recognising 2 even if they are different sizes and recognising 2 dots in different arrangements.</p> | <p>I can say 1 number name for each item, in order.</p> <p>I can show finger numbers up to 5.</p> <p>Children to learn about number 2. Subitising, counting and recognising numeral 2.</p> | <p>I can extend and create ABAB patterns – stick, leaf, stick, leaf.</p> <p>Children to engage in pattern creating activities involving colours, outdoor objects and movements.</p> | <p>I can notice and correct an error in a repeating pattern.</p> <p>Children to engage in activities requiring them to notice the pattern in a pre-existing model before adding to it correctly. Create these using colours and natural objects.</p> <p>Pattern making out of Christmas tree baubles/decorations.</p> | <p>I can say 1 number name for each item, in order.</p> <p>I know that the final number reached when counting a small set of objects tells you how many there are in a set.</p> <p>Children to take part in a range of counting activities (up to 2) to consolidate their learning from earlier in the term. Ensure that children provide 1 number per object when counting.</p> | <p>I can extend and create ABAB patterns – stick, leaf, stick, leaf.</p> <p>Children to take part in a range of pattern activities to consolidate their learning from earlier in the term.</p> <p>Children to use stampers with coloured paints to create repeating ABAB patterns on paper hats ready for their Christmas party.</p> | <p>I can extend and create ABAB patterns – stick, leaf, stick, leaf.</p> <p>Children to take part in a range of pattern activities to consolidate their learning from earlier in the term.</p> |
| Understanding the World | <p>I can talk about what they see, using a wide vocabulary.</p> <p>Tuff tray with natural resources linked to the five little ducks' song. Talk about what they can see, hear, smell and see.</p> | <p>I can make imaginative and complex 'small worlds' with blocks and construction kits.</p> <p>Children to use the small world and construction sets to make scenes for the five little speckled frogs. Use these scenes to sing the song/act out the song with their friends.</p> | <p>I can use all my senses in hands-on exploration of natural materials.</p> <p>Using the outdoor area. Children to talk about what they see, hear, feel, smell, share with their friends.</p> | <p>I can explore different materials freely, in order to develop their ideas about how to use them and what to make.</p> | <p>I can talk about what they see, using a wide vocabulary.</p> <p>Winter themed tuff tray, using some natural resources, including white pebbles, large Christmas decorations and tinsel.</p> | <p>I can explore how things work.</p> <p>Encourage children to try using different construction sets to see how they join together and how they work.</p> | <p>I can talk about what I see, using a wide vocabulary.</p> | <p>I can talk about what I see, using a wide vocabulary.</p> |
| Expressive Arts and Design | <p>I can develop my own ideas and then decide which materials to use to express them.</p> <p>Children to make their own ducks using a range of materials. Talk about what materials they have used and give reasons for their choices.</p> | <p>I can explore collections of materials with similar and/or different properties.</p> <p>Children to use playdough to create frogs and scenes for the frogs. Use a range of materials such as playdough, googly eyes, Lollypop sticks for logs etc.</p> | <p>I can explore different materials freely, in order to develop their ideas about how to use them and what to make.</p> <p>Provide a wide range of materials for children to explore and create with.</p> | <p>I can sing a large repertoire of songs.</p> <p>Children to begin to learn songs for the Christmas play.</p> | <p>I can sing a large repertoire of songs.</p> <p>Christmas play - 1 morning. Continue to learn songs throughout the week. Children to use instruments to go alongside their songs.</p> | <p>I can develop my own ideas and then decide which materials to use to express them.</p> <p>Children to make and paint their own Christmas decorations.</p> | <p>I can join different materials and explore different textures.</p> <p>Snow themed sensory tray using shredded paper and winter animals.</p> | <p>I can join different materials and explore different textures.</p> <p>Snow themed sensory tray using shredded paper and winter animals.</p> |
| RE | What is Christmas? | What is Christmas? | What is Christmas? | What is Christmas? | What is Christmas? | What is Christmas? | What is Christmas? | |
| Home Learning | | | | | | | | |
| Educational Visits/Visitors/Special Events | | | | | Children's Christmas Sing Along | Children's Christmas Sing Along | | |
| Parental Involvement | | | | | | | | |
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