

## Half Termly Curriculum Map

### Summer 2 – Earth and beyond!

#### The Weather Monster (week 1-3)

#### How to Catch a Star (week 4-7)

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 W.B – 08.07.24	Week 7 W.B 15.07.24	Week 8 W.B 22.07.24
<b>Personal, Social and Emotional Development</b>	<p>I am beginning to understand how others might be feeling.</p> <p>Circle time to talk about how the children are feeling today. Children to listen to each other and suggest reasons why each child may feel that way.</p>	<p>I can talk with others to solve conflicts.</p> <p>Weather Monster themed small world tray. Encourage children to play together and model ways to deal with any conflicts.</p>	<p>I am developing appropriate ways of being assertive.</p> <p>Read the story 'Mine!' and discuss the behaviours seen. How could we react if that happened to us? What should the children in the story have done?</p>	<p>I can talk with others to solve conflicts.</p> <p>Space rocket themed small world tray. Encourage children to play together and model ways to deal with any conflicts.</p>	<p>I can show more confidence in new social situations.</p> <p>Nursery Sports day. Children to join in with sports day on the field, with parents watching.</p>	<p>I am developing appropriate ways of being assertive.</p> <p>'How to catch a star' themed small world tray for children to re-tell the story. Model how one child can take the lead of storytelling while others act the story out.</p>	<p>I am beginning to understand how others might be feeling.</p> <p>Circle time to talk about how the children are feeling about summer holidays, leaving nursery, starting school etc. Children to compare how they are feeling with others to see if they feel the same way.</p>	<p>I am beginning to understand how others might be feeling.</p> <p>Circle time to talk about how the children are feeling about summer holidays, leaving nursery, starting school etc. Children to compare how they are feeling with others to see if they feel the same way.</p>
<b>Communication and Language</b>	<p>I can start a conversation with an adult or friend and continue it for many turns.</p> <p>Weather Monster themed small world tray. Encourage children to play together and model ways to deal with any conflicts.</p>	<p>I am able to express a point of view and debate when I disagree.</p> <p>Talk about the story focus for the week. Ask children what they think about the book. Is it good or rubbish? Adults to provide an opposing opinion to the children and encourage discussion.</p>	<p>I can use talk to organise myself and my play.</p> <p>'Weather Monster themed role-play tray, with character puppets and story sequencing. Model how one child can take the lead of storytelling while others act the story out.</p>	<p>I can start a conversation with an adult or friend and continue it for many turns.</p> <p>Space themed playdough mats with black sparkly glitter. Children to discuss what they can see and feel as they play.</p>	<p>I am able to express a point of view and debate when I disagree.</p> <p>Circle time about sports day. Ask children what boundaries/rules should be in place and why. Provide children with any boundaries they do not think of and ask their opinions of these rules.</p>	<p>I can start a conversation with an adult or friend and continue it for many turns.</p> <p>Children to role-play making healthy foods in the home corner. Encourage children to talk about their own meals that they eat at home as they play.</p>	<p>I can use talk to organise myself and my play.</p> <p>Beach themed small world tray with small dolls. Encourage children to create storylines with their toys, verbalising their ideas to others.</p>	<p>I can use talk to organise myself and my play.</p> <p>Beach themed small world tray with small dolls. Encourage children to create storylines with their toys, verbalising their ideas to others.</p>
<b>Scarf</b>	<b>Growing and changing</b>	<b>Growing and changing</b>	<b>Growing and changing</b>	<b>Growing and changing</b>	<b>Growing and changing</b>	<b>Growing and changing</b>	<b>Growing and changing</b>	<b>Growing and changing</b>
<b>Physical Development – fine motor</b>	<p>I can start to eat independently and am learning how to use a knife and fork.</p> <p>Knives and forks in the playdough area with plate themed playdough mats. Encourage children to create their own meals and cut appropriately using a</p>	<p>I can make healthy choices about toothbrushing.</p> <p>Laminated friendly monster pictures with 'dirty' teeth. Children to use the toothbrushes to clean the teeth. Talk with children about the importance of brushing our own teeth.</p>	<p>I can use a comfortable grip with good control when holding pens and pencils.</p> <p>WOW book entry. Children to use comfortable grip with good control when drawing something from the story. Adults to scribe what the</p>	<p>Be increasingly independent as they get dressed and undressed.</p> <p>Provide a tray with water for children to sit and paddle their feet in, in the garden. Encourage all children to be independent when removing/putting on their shoes and socks and also when drying their feet.</p>	<p>I can make healthy choices about drinking and activity.</p> <p>Encourage all children to take part in energetic activities. Talk about the importance of having a drink when we have been active. Explain the additional importance of drinking when it is hot outside.</p>	<p>I can make healthy choices about food.</p> <p>Food sorting activities. Explain that the bear needs to take a picnic to the moon with him. Explain that he only wants to take healthy foods.</p>	<p>I can use a comfortable grip with good control when holding pens and pencils.</p> <p>Children to draw pictures of their new teachers that they will have in September. Ensure all children are holding their pencil correctly.</p>	<p>I can use a comfortable grip with good control when holding pens and pencils.</p> <p>Children to draw pictures of their new teachers that they will have in September. Ensure all children are holding their pencil correctly.</p>

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	knife and fork.  Fine motor focus - Threading boards with pens	Fine motor focus - Small peg boards	children say.  Fine motor focus - Use lollypop sticks and the rope bridge to make a bridge for the weather monster to use.	Fine motor focus - Placing pipe cleaners into the holes on the colander.	Fine motor focus - Use tweezers to put gems on the moon cut outs.	Fine motor activity - Small peg boards.	Fine motor activity - Threading strings through a a laminated rocket outline.	Fine motor activity - Threading strings through a a laminated rocket outline.
<b>Physical Development - Healthy Movers</b>	Continue to develop their movement, balancing, riding and ball skills.  See alternative plan.	Continue to develop their movement, balancing, riding and ball skills.  See alternative plan.	Continue to develop their movement, balancing, riding and ball skills.  See alternative plan.	Continue to develop their movement, balancing, riding and ball skills.  See alternative plan.	Continue to develop their movement, balancing, riding and ball skills.  See alternative plan.	Continue to develop their movement, balancing, riding and ball skills. See alternative plan.	Continue to develop their movement, balancing, riding and ball skills. See alternative plan.	Continue to develop their movement, balancing, riding and ball skills. See alternative plan.
<b>Phonics</b>	Nursery RWI	Nursery RWI	Nursery RWI	Nursery RWI	Nursery RWI	Nursery RWI	Nursery RWI	Nursery RWI
<b>Literacy</b>	I can recognise words with the same initial sound.  In small groups, play simple games involving initial sounds e.g. phonics lotto game, initial sound matching pairs etc.  <u>Throughout the whole half term:</u> <b>I can write some or all of my name</b> Daily name writing for children not yet able to write own name.  <b>I can write some letters accurately</b> Weekly name writing for children who can write their name, with a focus on correct formation.	I can count and clap syllables in words.  Whilst playing with the weather monster small world tray, children to name the types of weather and count their syllables.	I can use my letter knowledge in my early writing.  When completing their WOW activity, encourage children to think about what they are drawing and write the initial sound e.g. if drawing a cloud, write c. If drawing a sunshine, write s.	I can spot and suggest rhymes.  In small groups, play simple rhyming games such as the rhyming robber, rhyming silly soup etc.	I can recognise words with the same initial sound.  Place the some letters on the table and ask children to sort objects onto the correct letter, based on their initial sounds. Encourage children to go for a look around the room to find other objects beginning with the same sound.	I can spot and suggest rhymes.  Use rhyming word peg matching activities to encourage children to match the sound which rhyme.	I can use my letter knowledge in my early writing.  When drawing pictures of their new teachers, use their phonics knowledge to attempt to write their teachers names.	I can use my letter knowledge in my early writing.  When drawing pictures of their new teachers, use their phonics knowledge to attempt to write their teachers names.
<b>Rhyme of the week</b>	One Big Hippo Balancing	Sleeping Bunnies	5 Little Monkeys jumping on the bed	5 Little Apples	Zoom Zoom Zoom	In a rocket	Growing older song.	Growing older song
<b>Mathematics</b>	I can explore the composition of numbers to 10. Number Composition - 3,4,	I can recite numbers beyond 5.  What comes after?	I can recite numbers beyond 5.  What comes after?	I know that the last number reached when counting a small set of objects tells you how many	I can explore the composition of numbers to 10.	I can recite numbers beyond 5.	Talk about and explore 2D and 3D shapes (for example, circles, rectangles, triangles	Talk about and explore 2D and 3D shapes (for example, circles,

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	&5. Children to learn that numbers are made up of smaller numbers.	Understand the 1 more than/1 less than relationship between consecutive numbers.	Understand the 1 more than/1 less than relationship between consecutive numbers.	<b>there are in total ('cardinal principle')</b> <b>I can link numerals and amounts: for example, showing the right number of objects to match the numeral, up to 5.</b> Counting activities with amounts up to 5.	Consolidation of composition of numbers 3,4 and 5.	Consolidation of the 1 more than/1 less than relationship between consecutive numbers.	<b>and cuboids)</b> <b>using informal and mathematical language: 'sides', 'corners'; 'straight', 'flat', 'round'.</b>  Consolidation of 2d and 3d shape patterns.	<b>rectangles, triangles and cuboids)</b> <b>using informal and mathematical language: 'sides', 'corners'; 'straight', 'flat', 'round'.</b>  Consolidation of 2d and 3d shape patterns.
<b>Understanding the World</b>	<b>Explore and talk about forces they can feel.</b>  Experiment with different car ramps using large wooden blocks. How can we make the cars go faster? What happens if we make the ramps lower?	<b>Know that there are different countries in the world and talk about the differences they have experienced or seen in photos.</b>  Talk to the children about the type of place weather monsters may like to live. Would they live in a dry place or somewhere with lots of trees and grass? Would they live somewhere hot or cold? Explain about different parts of the world which suit these requirements.	<b>Continue to develop positive attitudes about the differences between people.</b>  Bathing the babies. Use dolls of a variety of types regarding skin colour, hair colour/type, gender.	<b>Know that there are different countries in the world and talk about the differences they have experienced or seen in photos.</b> Watch a few different episode of <i>Go Jetters</i> throughout the week . Discuss with the children the differences between those countries and the place we live.	<b>Explore and talk about forces they can feel.</b>  Provide a tray with magnets and some metal and non-metal objects. Provide some misconceptions for children to try out e.g. all shiny things are metal. Ask children how they know what is metal and what is not.	<b>Continue to develop positive attitudes about the differences between people.</b>  Encourage children to explore different occupations. Provide dress up costumes and encourage children to act out their professions.	<b>Continue to develop positive attitudes about the differences between people.</b>  In small groups, play the around the world lotto game. Talk about the people in the game and the differences between them.	<b>Continue to develop positive attitudes about the differences between people.</b>  In small groups, play the around the world lotto game. Talk about the people in the game and the differences between them.
<b>Expressive Arts and Design</b>	<b>I can respond to what they have heard, expressing their thoughts and feelings.</b>  During calm moments of the day, encourage children to close their eyes and think about the music playing. What does it make them think of? Is it relaxing or does it mke you feel energetic? Do you think the dinosaurs would like this? Why?	<b>I can sing the melodic shape of familiar songs.</b>  Use the song spoons to provide children with prompts for familiar songs. Help children to sing the tunes successfully.	<b>I can play instruments with increasing control to express myself.</b>  During circle time, provide a selection of instruments in the middle of the carpet. Discuss what we could do to express our emotions. Select children to take turns to express their emotions for the other children to guess.	<b>Respond to what they have heard, expressing their thoughts and feelings.</b>  During calm moments of the day, encourage children to close their eyes and think about the music playing. What does it make them think of? Is it relaxing or does it make you feel energetic? Do you think this is what it would sound like in space?	<b>Create their own song or improvise a song around ones that they know.</b>  Choose children to come to the front at carpet time and perform a song. They can do this in small groups or by themselves.	<b>I can sing the melodic shape of familiar songs.</b>  Place the song spoons into the small puppet theatre. Encourage children to sing different songs and put on shows.	<b>I can play instruments with increasing control to express myself.</b>  Play instrument games such as grandmothers footsteps. Create simple movements for each instrument and explain that the speed of the instrument will match the speed of the actions. Encourage children to create the sounds themselves.	<b>I can play instruments with increasing control to express myself.</b>  Play instrument games such as grandmothers footsteps. Create simple movements for each instrument and explain that the speed of the instrument will match the speed of the actions. Encourage children to create the sounds themselves.
<b>RE</b>	Special places - Homes	Homes around the world.	Churches	<b>Mosques</b>	Synagogues	<b>Our world</b>	.	

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<b>Home Learning</b>	Literacy - This week we have been learning new sounds. Have a try at reading them at home and writing them, using the rhyme to support. Have a try using chalks on the floor when writing!	L- This week we have been learning new sounds. Have a try at reading them at home and writing them, using the rhyme to support. See how colourful you can make your letters when writing them.	L - This week we have been learning new sounds. Have a try at reading them at home and writing them, using the rhyme to support. Use a paintbrush and water to write them on the floor or fence of your garden.	L - This week we have been learning new sounds. Have a try at reading them at home and writing them, using the rhyme to support.	L- This week we have been re-capping the sounds that we have already learnt. Challenge yourself to see how many sounds you can read and write without support. We cant wait to find out how you got on!	L - This week we have been learning how to blend our sounds. Have a try at playing I-spy around your home but only using 'Fred talk'. Some examples are: I spy with my little eye, a c-a-t. D-o-g. C-u-p. S-o-ck.		
<b>Educational Visits/Visitors/Special Events</b>					Sports Day			
<b>Parental Involvement</b>								

