

Half Termly Curriculum Map

Spring 1 - Animals

SKILLS FOCUS	Week 1 W.B - 7.1.19	Week 2 W.B - 14.1.19	Week 3 W.B - 21.1.19	Week 4 W.B - 28.1.19	Week 5 W.B - 4.2.19	Week 6 W.B - 11.2.19
Personal, Social and Emotional Development	<p>I am aware of my own feelings and I know that some actions and words can hurt others' feelings.</p> <p>I can initiate conversations, attend to and take accounts of what others say.</p>	<p>I try to comfort a child when I realise I have upset them</p> <p>I am confident to speak to others about own needs, wants, interests and opinions.</p>	<p>I am aware of boundaries set and the behavioural expectations of the setting.</p> <p>I can explain my own knowledge and understanding and ask appropriate questions of others.</p>	<p>I am beginning to be able to negotiate and solve problems without aggression.</p> <p>I can express my own preferences and opinions.</p>	<p>I can take steps to resolve conflicts with other children eg find compromise</p> <p>I am confident to try new activities and say why I like some activities more than others.</p>	<p>I can talk about the consequences of behaviour.</p> <p>I can play co-operatively, taking turns with others.</p>
Communication and Language	<p>I can maintain attention, concentrates and sits quietly during appropriate activity.</p> <p>I am able to follow a story without pictures or props.</p> <p>I can extend vocabulary, especially by grouping and naming, exploring the meaning and sounds of new words.</p>	<p>I can maintain attention, concentrates and sits quietly during appropriate activity.</p> <p>I can respond to instructions involving a two part sequence.</p> <p>I can use talk to organise, sequence and clarify thinking and ideas.</p>	<p>I can listen and do for a short span.</p> <p>I understand humour.</p> <p>I can link statements and stick to a main theme or intention.</p>	<p>I can listen and do for a short span.</p> <p>I can listen and respond to ideas expressed by others in conversation or discussion.</p> <p>I can introduce a storyline or narrative into my play.</p>	<p>I can listen attentively in a range of situations.</p> <p>I can use language to imagine recreate roles and experiences in play situations.</p>	<p>I can listen attentively in a range of situations.</p> <p>I can follow instructions involving several ideas or actions.</p> <p>I can express myself effectively, showing awareness of the listeners.</p>
Physical Development Dance	<p>Body Management - Dance Action rhymes, and rhythms</p> <p>I can experiment with different ways of moving.</p> <p>Use we are going on a bear hunt to support different movements.</p> <p>Begin to learn new movements to music.</p> <p>Personal objectives I can use my imagination</p> <p>I eat a healthy range of foodstuffs and understand</p>	<p>Body Management - Dance Action rhymes, and rhythms</p> <p>I can experiment with different ways of moving.</p> <p>Use we are going on a bear hunt to support different movements.</p> <p>Begin to learn new movements to music.</p> <p>Personal objectives I can use my imagination</p> <p>I understand that good practices with regard to exercise, eating, sleeping and hygiene can</p>	<p>Body Management - Dance Action rhymes, and rhythms</p> <p>I can negotiate space when playing with other children.</p> <p>Use we are going on a bear hunt to support different movements.</p> <p>Begin to learn new movements to music.</p> <p>Personal objectives I can use my imagination</p> <p>I understand the need for safety when tackling new challenges and</p>	<p>Body Management - Dance Action rhymes, and rhythms</p> <p>I can negotiate space when playing with other children.</p> <p>Begin to use put different moves together to make a dance. Use music to Dance in time</p> <p>Personal objectives I can use my imagination</p> <p>I understand how to transport and store equipment safely.</p>	<p>Body Management - Dance Action rhymes, and rhythms</p> <p>I show good control and co-ordination in large and small movements.</p> <p>Begin to use put different moves together to make a dance. Use music to Dance in time</p> <p>Personal objectives I can use my imagination</p> <p>I practice some appropriate safety measures without direct supervision.</p>	<p>Body Management - Dance Action rhymes, and rhythms</p> <p>I show good control and co-ordination in large and small movements.</p> <p>Perform Dances to rest of the school.</p> <p>Personal objectives I can use my imagination</p> <p>I can manage my own basic hygiene and personal needs successfully, including</p>

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	the need for variety in food.	contribute to good health.	consider and manage some risks.			dressing and going to the toilet independently.
Literacy	<p>R - I can continue a rhyming string.</p> <p>W - I can use some clearly identifiable letters to communicate meaning, representing some sounds correctly and in sequence.</p> <p>PD - I am beginning to form recognisable letters.</p> <p>Animal poems. Children to learn poems. Rhyme string.</p>	<p>R - I can segment the sounds in simple words</p> <p>W - I can hear and say the initial sound in words.</p> <p>PD - I am beginning to form recognisable letters.</p> <p>Story - Retell story from story map of class choice. Dear Zoo, Monkey Puzzle, A fish who could wish.</p>	<p>R - I can blend sounds together and know which letters represent some of them. I am beginning to read words and simple sentences.</p> <p>W - I can segment the sounds in simple words and blend them together.</p> <p>Fact file - Choose a animal of child's choice to write a fact file about. Children use technology to support research.</p>	<p>R/W - I can link sounds to letters, naming and sounding the letters of the alphabet.</p> <p>PD - I use a pencil and holds it effectively to form recognisable letters, most of which are correctly formed.</p> <p>Write alphabet animals. Children to think of an animal for different letters of the alphabet.</p>	<p>R - I use vocabulary and forms of speech that are increasingly influenced by my experiences of books.</p> <p>I enjoy an increasing range of books.</p> <p>PD - I use a pencil and holds it effectively to form recognisable letters, most of which are correctly formed.</p> <p>Story - The bear hunt - Linked to PE. Story sequence and write story.</p>	<p>R - I know that information can be retrieved from books and computers.</p> <p>W - I can write my own name and other things such as labels, captions.</p> <p>PD - I use a pencil and holds it effectively to form recognisable letters, most of which are correctly formed.</p> <p>Recount - Write a recount about experience that children have to finish topic.</p>
Mathematics	<p>I can select the correct numeral to represent 1 to 5, then 1 to 10 objects.</p> <p>I can record, using marks that they can interpret and explain.</p>	<p>I can estimate how many objects I can see and check by counting them.</p> <p>I use everyday language related to time. I can measure short periods of time in simple ways.</p> <p>I can record using marks I can interpret and explain.</p>	<p>I can use the language of 'more' and 'fewer' to compare two sets of objects.</p> <p>I can say the number that is one more than a given number.</p> <p>I can record using marks I can interpret and explain.</p>	<p>I can find the total number of items in two groups by counting all of them.</p> <p>In practical activities and discussion, I am beginning to use the vocabulary involved in adding and subtracting.</p> <p>I can record using marks I can interpret and explain.</p>	<p>I am beginning to use mathematical names for 'solid' 3D shapes and 'flat' 2D shapes, and mathematical terms to describe shapes.</p> <p>I can select a particular named shape.</p> <p>I can record using marks I can interpret and explain.</p>	<p>I can find one more or one less from a group of up to five objects, then ten objects.</p> <p>I am beginning to use everyday language related to money.</p> <p>I can record using marks I can interpret and explain.</p>
Understanding the World	<p>I enjoy joining in with family customs and routines. (PC)</p> <p>Talk about what our families did at Christmas.</p>	<p>I know that other children don't always enjoy the same things, and I am sensitive to this. (PC)</p> <p>Work together to create something together.</p>	<p>I can use ICT to retrieve information. (T)</p> <p>Use ipads and interactive whiteboard to research an animal of your choice.</p>	<p>I can select and use technology for specific purposes. (T)</p> <p>Use ipads and interactive whiteboard to research an animal of your choice.</p>	<p>I can look closely at similarities, differences, patterns and change. (TW)</p> <p>Notice changes in the environment and record in your own ways.</p>	<p>I can talk about features of my own environment. (TW)</p> <p>Walk around our school building and the junior school building. Make comparisons.</p>

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Expressive Arts and Design	<p>I can experiment to create different textures.</p> <p>I understand that different media can be combined to create new effects.</p> <p>Pictures of animals using a range of materials.</p>	<p>I can manipulate materials to achieve a planned effect. (EMM)</p> <p>I can choose particular colours to use for a purpose. (BI)</p> <p>Children to use the model air or clay to make a mini beast</p>	<p>I can construct with a purpose in mind, using a variety of resources.</p> <p>I can select tools and techniques needed to shape, assemble and join materials I am using. (EMM)</p> <p>Houses for animals/minibeasts</p>	<p>I can select appropriate resources and adapt my work where necessary. (EMM)</p>	<p>I can use simple tools and techniques competently and appropriately. (EMM)</p> <p>Explore different paint techniques. Link to camouflage and animal skins.</p>	<p>I play cooperatively as part of a group to develop and act out a narrative. (BI)</p> <p>Use masks and fabric to create your own narratives.</p>
Music	<p>Charanga - my stories - session 1</p> <p>I can build a repertoire of songs.</p>	<p>Charanga - my stories - session 2</p> <p>I can build a repertoire of songs. I can explore different sounds of instruments.</p>	<p>Charanga - my stories - session 3</p> <p>I can build a repertoire of songs. I can explore different sounds of instruments.</p>	<p>Charanga - my stories - session 4</p> <p>I can explore different sounds of instruments.</p>	<p>Charanga - my stories - session 5</p> <p>I can explore different sounds of instruments.</p> <p>I can sing songs, make music and dance, and experiment with ways of changing them.</p>	<p>Charanga - my stories - session 6</p> <p>I can explore different sounds of instruments. I can sing songs, make music and dance, and experiment with ways of changing them.</p>
Educational Visits/Visitors/Special Events			Early Excellence Day 3 - Friday 25th	First Aid Twilight Wednesday 30th	CAMS reviews	Monitoring Day 12 th Feb
Parental Involvement	Home Learning Tasks - Weekly on Tapestry	Invite parents in to share work this term this term				

