



## Half Termly Curriculum Map

### Spring 1 – Animal Antics



| SKILLS FOCUS                                      | Week 1-<br>Pets<br>Dear Zoo   | Week 2-<br>Birds<br>A Busy Day for Birds   | Week 3 –<br>The Farm<br>The Three Little Pigs  | Week 4 –<br>The Farm<br>What the Ladybird Heard  | Week 5 –<br>Jungle Animals<br>Animal Boogie  | Week 6-<br>Jungle Animals<br>Animal Boogie   |
|---|---|--|--|--|--|--|
| <b>Personal, Social and Emotional Development</b> | I am more outgoing towards unfamiliar people and more confident in new social situations.<br>I am confident to talk to other children when playing, and will communicate freely about own home and community.<br>I can change my behaviour to different events, social situations and changes in routine. | I can seek out others and invite others into my play.<br>I can change my behaviour to different events, social situations and changes in routine.<br>I enjoy the responsibility of carrying out small tasks.   | I am beginning to tolerate delay when needs are not immediately met, and understands wishes may not always be met.<br>I can keep play going by responding to what others say.<br>I can seek out others and invite others into my play. | I am aware of my own feelings, and knows that some actions and words can hurt others' feelings.<br>I can play with my friends, suggesting ideas and taking their ideas on board.   | I can keep play going by responding to what others say.<br>I am beginning to accept the needs of others and am beginning to share.<br>I can show confidence in asking adults for help.   | I can play in a group, extending and elaborating play ideas.<br>I can show confidence in asking adults for help.<br>I am confident to talk to other children when playing, and will communicate freely about own home and community. |
| <b>Communication and Language</b>                 | I can focus and do for a short time.<br>I can a range of tenses accurately.<br>I know what objects are used for.  | I understand some 'why' and 'how' questions.<br>I can use words that are focused on objects and people that are important to me.<br>I can listen to others in a small group.   | I am building up a vocabulary that reflects my experiences.<br>I can listen to and follow simple instructions<br>I can listen to stories and talk about them.  | I can use talk to pretend.<br>I know what objects are used for.<br>I am beginning to understand some prepositions such as 'under', 'on top', 'behind' by carrying out an action or selecting correct picture.<br>I can follow simple directions. | I can use my voice to express myself using intonation, rhythm and phrasing.<br>I can listen to and follow simple instructions<br>I can join in with repeated refrains and anticipate key events and phrases in rhymes and stories. | I can question why things happen and give simple explanations.<br>I can listen to and follow simple instructions<br>I can join in with repeated refrains and anticipate key events and phrases in rhymes and stories.                |
| <b>Physical Development</b>                       | I can use one-handed tools with good control.<br>I know that equipment has to be used safely.   | I can draw lines and circles using gross motor movements.<br>I am able to attend to my toileting needs.<br>I know that I need to wash my hands.  | I can run skilfully and move successfully, changing speed or direction to avoid obstacles.<br>I know that equipment has to be used safely.   | I can catch a large ball.<br>I know that equipment has to be used safely.  | I can copy some letters, e.g. letters from their name'<br>I can talk about the effects of activity on my body.   | I can move in different ways with confidence.  |
| <b>Literacy</b>                                   | I can handle books carefully.<br>I can look at books on my own.<br>I can sometimes give meaning to marks as I draw and paint<br>Fiction: Dear Zoo<br>Non-Fiction: Pets  | I enjoy rhyming activities, showing an awareness of rhyme and alliteration.<br>I can draw lines and circles using gross motor movements. (PD-MH 30-50)<br>Fiction: A Busy Day for Birds<br>Non-Fiction: Birds<br>Nursery Rhymes: 2 Little Dickie Birds.<br>5 Little Ducks. | I can show an interest in print and illustrations<br>I am aware of the way stories are structured.<br>Fiction: The Three Little Pigs<br>Non-Fiction: Farm Animals<br>Nursery Rhymes :Old McDonald,                                     | I can talk about what might happen at the end of a story.<br>I can use one-handed tools with good control. (PD-MH 30-50)<br>Fiction: What the Ladybid Heard<br>Non-Fiction-Farm Machinery<br>Nursery rhymes: One Brown Cow                       | I can recognise some familiar words, signs and logos.<br>I can copy some letters, e.g. letters from their name' (PD-MH 30-50)<br>Fiction: Animal Boogie<br>Non-Fiction: Jungle Animals<br>Nursery rhymes: Down in the Jungle       | I can listen to, join in and talk about stories and poems.<br>I can ascribe meanings to marks that they see in different places.<br>Fiction: Animal Boogie<br>Non-Fiction: Big Cats<br>Nursery rhymes: Animal Boogie                 |
| <b>Mathematics</b>                                | I know that numbers identify how many objects are in a set.   | I can separate a group of three or four objects in different ways and  | I can say numbers in order to 10.  | I can show an awareness of similarities of shapes in the environment.  | I can sometimes match numeral and quantity correctly.  | I am beginning to talk about the shapes of everyday objects, e.g. 'round' and 'tall'.  |



## Half Termly Curriculum Map

### Spring 1 – Animal Antics



|                                    |   |   |  |   |   |  |
|------------------------------------|---|---|--|---|---|--|
|                                    |   | recognise that the total is the same.   |  |   |   |  |
| <b>Understanding the World</b>     | I can remember and talks about significant events in their own experience.<br>I can talk about changes over time. | I can show care and concern for living things.<br>I can show an interest in different occupations and ways of life. | I can talk about and comment on aspects of my familiar world<br>I can talk about why things happen and how things work | I can show an interest in technological toys with knobs or pulleys, or real objects such as cameras or mobile phones. | I can show care and concern for living things.                    | I can talk about and comment on aspects of my familiar world |
| <b>Expressive Arts and Design</b>  | I can engage in role play, using props to support my play.  | I can explore sounds and learns how sounds can be changed.<br>I can use movement to express my feelings.            | I imitate what adults do when they are not there.  | I understand that I can use lines to enclose a space, and then begin to use these shapes to represent objects.        | I am beginning to move rhythmically.                              | I can explore colour and how colour can be changed.          |
| <b>Outdoors</b>                    | Dark cosy dens.   | Bird Feeders.   | Building Houses made from different materials.   | Treasure Maps<br>Large scale farm building.   | Zoo animal small world.<br>Animal Markings and patterns painting. | Animal footprint painting.<br>Safari Hunt.                   |
| <b>Educational Visits/Visitors</b> | Animal Rescue   |   |  |   |   |  |
| <b>Parental Involvement</b>        | What Pets do you have at home.  | Bird sightings.   | Wildlife out and about.  | Name writing.   | Counting – how many teddies.                                      | Talk about any Journeys that you have been on and transport. |