



## Half Termly Curriculum Map

### Summer One- On The Go



SKILLS FOCUS	Week 1- The Wheels on the Bus	Week 2- Wheels on the Bus- Animal Movements	Week 3 – Amazing Machines -Land, Air and Sea	Week 4 – Amazing Machines- Emergency vehicles	Week 5 – Amazing Machines- Emergency vehicles
<b>Personal, Social and Emotional Development</b>	I can share with others. I can invite others to play with me. I can choose resources confidently.	I can express my own interests. I can confidently talk about my needs, want and interests. I can play with my friends.	I can ask for help. I can be kind to others. I can take in turns with others.	I can talk about my play. I can form positive relationships. I can talk about my feelings. I can adapt to changes in my routines.	I am happy to receive praise when I am doing something well. I can play co-operatively. I can understand and follow the rules.
<b>Communication and Language</b>	I can focus on an activity for a short period of time. I am beginning to understand 'why' and 'how' questions. I am beginning to use more complex sentences, using 'and' and 'because'.	I can listen to stories with increasing attention and talk about them. I can respond to instructions involving a two-part sequence. I am extending vocabulary by grouping and naming, exploring the meaning and sounds of new words.	I can listen and do for a short time. I can understand prepositions such as 'under', 'on top', 'behind' by carrying out an action or selecting a picture. I can use talk to pretend and make believe.	I can maintain attention, concentrate and sit quietly during an appropriate activity. I am beginning to understand 'why' and 'how' questions. I am beginning to use more complex sentences, using 'and' and 'because'.	I can maintain attention, concentrate and sit quietly during an appropriate activity. I can listen to and respond to ideas expressed by others in conversation. I can learn and use new vocabulary linked to my learning experiences.
<b>Physical Development</b>	I can hold a pencil near the point between the first two fingers and thumb and use it with good control. I can show some understanding of good practices with regards to exercise.	I can move in different ways with confidence. I can experiment with different ways of moving. I can talk about what happens to my body during different activities.	I can copy some of the letters from my name. I can show a preference for dominant hand. I am beginning to form recognisable letters. I can stay dry and clean throughout the day.	I can move in different ways with confidence. I can tell an adult when I am hungry or tired.	I can hold a pencil near the point between the first two fingers and thumb and use it with good control. I can dress with help.
<b>Literacy</b>	I can join in with rhyming and rhythmic activities. I can sometimes give meaning to the marks that I make.  Fiction: The Wheels on the Bus Non-Fiction: Animals Nursery Rhyme: The wheels on the bus	I know that print carries meaning and, in English, is read from left to right. I can give meaning to the marks that I see in different places.  Fiction: The Wheels on the Bus- Safari Non-Fiction: Jungle Animals Nursery Rhymes: The Wheels on the bus	I can look at books independently and handle them carefully. I can copy some letters from my name. (PD-MH 30-50) I can write my name  Fiction: Amazing Machines. Non-Fiction: Vehicles Nursery Rhymes:	I can describe the main setting, events and characters in stories. I can hear and say the initial sound in words.  Fiction: Amazing Machines-Police Cars Non-Fiction-People who help us. Nursery rhymes: Heads, Shoulders, Knees and Toes.	I can continue a rhyming string. I can give meaning to the marks that I make.  Fiction: Amazing Machines- Fire Engine Non-Fiction: People who help us. Nursery rhymes: Here we go round the mulberry bush.
<b>Mathematics</b>	I can compare two groups of objects and recognise when two groups are the same.	I can show an interest in numbers in the environment.	I can use positional Language.	I can recognise numbers 1-5. I can count actions or objects which cannot be moved.	I can show interest in shapes through construction and talking about shapes and arrangements.
<b>Understanding the World</b>	I can show an interest in the lives of people that are special to me	I can talk about special times that I have had.	I can look closely at similarities and differences	I can use ICT to interact with age-appropriate computer software.	I can talk about some of the things that I have observed.
<b>Expressive Arts and Design</b>	I can sing a few familiar songs.	I can manipulate materials to achieve a planned effect.	I am developing preferences for forms of expression.	I can explore how sounds can be changed.	I can engage in imaginative role play based on my experiences.



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<b>Outdoors and Activities</b>	Add actions to song- Makaton Bus numbers- adding passengers- noticing when there are the same on the top as there are at the bottom. Our experiences of different transport. Building tracks outside. Numbered bikes and parking spaces. Draw a vehicle.	Making a bus outside with different animals on Move like different animals Animal Puppets and Animal Sounds Baking animal biscuits Bus route pencil control.	Land, Sea and Air Sorting activity. Counting cars Vehicle construction- large scale Mobilo construction Design sheets for vehicles. Name Writing.	PCSO visit Police car painting Use cardboard boxes as police cars Writing- Draw a police car/ ambulance/ fire engine.	Fire person visit Building ladders Rescue missions outdoors-save the cat from the tree Label a fire engine.
<b>Educational Visits/Visitors</b>				Police Car- police person	Fire Engine- fire person
<b>Parental Involvement</b>	Summer safety	What vehicles can you spot.	Your journey to Nursery.	Counting Cars	Half term fun