



Half Termly Curriculum Map

Spring 2– Hop into Spring



| SKILLS FOCUS | Week 1- The Very Hungry Caterpillar | Week 2- The Very Hungry Caterpillar | Week 3 – Mad About Mini Beasts | Week 4 – Titch | Week 5 – Jack and the Beanstalk | Week 6- Easter |
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| Personal, Social and Emotional Development | I am beginning to accept the needs of others and am beginning to share. I can play in a group, extending and elaborating play ideas. I am confident to talk to other children when playing, and will communicate freely about own home and community. | I am beginning to tolerate delay when needs are not immediately met, and understands wishes may not always be met. I can seek out others and invite others into my play. I can show confidence in asking adults for help. | I am aware of my own feelings, and knows that some actions and words can hurt others' feelings. I can keep play going by responding to what others say. I enjoy the responsibility of carrying out small tasks. | I am beginning to accept the needs of others and am beginning to share. I can play with my friends, suggesting ideas and taking their ideas on board. I am more outgoing towards unfamiliar people and more confident in new social situations. | I am beginning to tolerate delay when needs are not immediately met, and understands wishes may not always be met. I can play in a group, extending and elaborating play ideas. I can show confidence in asking adults for help. | 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. I enjoy the responsibility of carrying out small tasks. |
| Communication and Language | I can listen to others in a small group. I know what objects are used for. I can use a range of tenses accurately. | I can listen to stories and talk about them. I can listen to and follow simple instructions. I can question why things happen and give simple explanations. | I can focus and do for a short time. I know what objects are used for. I can use words that are focused on objects and people that are important to me. | I can follow simple directions. I understand some 'why' and 'how' questions. I can use a range of tenses accurately. | I can join in with repeated refrains and anticipate key events and phrases in rhymes and stories. I can listen to and follow simple instructions I am building up a vocabulary that reflects my experiences. | I can focus and do for a short time. I am beginning to understand some prepositions such as 'under', 'on top', 'behind' by carrying out an action or selecting correct picture. I can use my voice to express myself using intonation, rhythm and phrasing. |
| Physical Development | I can talk about the effects of activity on my body. I can copy some letters, e.g. letters from their name' | I know that I need to wash my hands. I can move in different ways with confidence. | I know that equipment has to be used safely. I can use one-handed tools with good control. | I know that I need to wash my hands. I can stand on one foot when shown. | I can dress with some help. I can draw lines and circles using gross motor movements. | I can run skilfully and move successfully, changing speed or direction to avoid obstacles. |
| Literacy | I can listen to, join in and talk about stories and poems. I can give meaning to marks as I draw, paint and write. I can copy some letters, e.g. letters from their name' (PD-MH 30-50) Fiction: The Very Hungry Caterpillar Non-Fiction: Life Cycles | I am aware of the way stories are structured. I can sometimes give meaning to marks as I draw and paint Fiction: The Very Hungry Caterpillar Non-Fiction: Life cycles Nursery Rhymes: Butterfly song | I can look at books on my own. I can handle books carefully. I can give meaning to marks as I draw, paint and write. Fiction: Mad About Minibeasts. Non-Fiction: Plants and growing Nursery Rhymes : Mary, Mary Quite Contrary | I can talk about what might happen at the end of a story. I can ascribe meanings to marks that they see in different places. Fiction: Titch Non-Fiction-Plants and growing Nursery rhymes: | I can describe the setting, events and characters in a story. I can give meaning to marks as I draw, paint and write. Fiction: Jack and the Beanstalk Non-Fiction: Plant lifecycles Nursery rhymes: | I can show an interest in print and illustrations I can use one-handed tools with good control. (PD-MH 30-50) I can copy some letters, e.g. letters from their name' (PD-MH 30-50) Fiction: Easter Story Non-Fiction: Nursery rhymes: |
| Mathematics | I can say numbers in order to 10. I can show an awareness of similarities of shapes in the environment. | I know that not only objects, but anything can be counted, including steps, claps or jumps. | I can separate a group of three or four objects in different ways and recognise that the total is the same. | I am beginning to represent numbers using fingers, marks on paper or pictures. | I can show an interest in shapes in the environment. I am beginning to talk about the shapes of everyday objects, e.g. 'round' and 'tall'. | I can sometimes match numeral and quantity correctly. |
| Understanding the World | I can talk about and comment on aspects of my familiar world I know some of the things that make them unique, and can talk about some of the similarities and differences in relation to friends or family. | I can show care and concern for living things. I can talk about changes over time. | I can talk about why things happen and how things work I can show care and concern for living things. | I know how to operate simple equipment. | I can talk about and comment on aspects of my familiar world. I can talk about changes over time. | I can show an interest in technological toys with knobs or pulleys, or real objects such as cameras or mobile phones. |



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| Expressive Arts and Design | I can explore colours and how they can be changed. | I can dance in response to music. | I can use various construction materials. | I imitate what adults do when they are not there. | I can engage in role play, using props to support my play. | I understand that I can use lines to enclose a space, and then begin to use these shapes to represent objects. |
| Outdoors and Activities | Gardening Area- Plant a range of seeds with the children including vegetables, flowers and herbs. Pasta threading Caterpillars Number Ordering Caterpillars Butterfly Symmetrical Paintings | Minibeast Hunt Building Bug Hotel Cocoons/ Den Building Drawing and describing Minibeasts. Paper plate minibeasts | Minibeast Hunt Large scale painting- Wiggly worms Large scale spider webs- string and crates. Minibeast Pebble Painting. Move Like Minibeasts. Cutting and sticking Minibeast pictures | Gardening and planting seeds - Beanstalks and Cress Eggshells Sequence pictures of lifecycle of plants Flower fingerprint painting Celery printing flowers Measuring and size ordering Comparing quantities and capacity | Giant footprints to count Building a castle for the Giant Investigate changes to our beanstalks and cress eggs Story retelling touch tray Shiny objects talk about and describe textures Draw pictures and describe characters Flower Shop Beanstalk gems counting game Size ordering leaves Counting beans and matching numbers Sounds on beans Making initial sound soup for the Giant Build a castle in the clouds- megablocks in shaving foam | Egg Hunt Making Easter Cards Counting Eggs Making Easter Nests Designing Easter Eggs Egg chalks Easter Egg shop Easter Bunny large scale collage |
| Educational Visits/Visitors | | World Book Day | | | | Field- Easter Egg Hunt Easter Eggstravaganza judging |
| Parental Involvement | Changes in the garden/ outdoors. | Sharing favourite stories. | Minibeast hunt. | Changes in the garden/ outdoors | Easter Eggstravaganza | Easter experiences |