



Half Termly Curriculum Map

Spring 1 – Whatever the Weather



SKILLS FOCUS	Week 1- We're Going on a Bear Hunt	Week 2- We're Going on a Bear Hunt	Week 3 – Snow Bears	Week 4 – Rosie's Hat	Week 5- Someone Bigger	Week 6 – Someone Bigger
Personal, Social and Emotional Development	I am more outgoing towards unfamiliar people and more confident in new social situations. I am confident to talk to other children when playing, and will communicate freely about own home and community. I can change my behaviour to different events, social situations and changes in routine. <i>Children are supported as they settle back into routines.</i> <i>Children have plentiful opportunities to talk about and share their experiences from over Christmas.</i>	I can seek out others and invite others into my play. I can change my behaviour to different events, social situations and changes in routine. I enjoy the responsibility of carrying out small tasks. <i>Children are given opportunities to help with routines throughout each day.</i>	I am beginning to tolerate delay when needs are not immediately met, and understands wishes may not always be met. I can keep play going by responding to what others say. I can seek out others and invite others into my play. <i>Children play turn taking games and negotiation is modelled in play by adults.</i>	I am aware of my own feelings, and knows that some actions and words can hurt others' feelings. I can play with my friends, suggesting ideas and taking their ideas on board. <i>Adults play alongside children, developing ideas and ensuring that all children's ideas are incorporated into play.</i> <i>The children have a circle time to discuss how we treat others.</i>	I can keep play going by responding to what others say. I am beginning to accept the needs of others and am beginning to share. I can show confidence in asking adults for help. <i>Children talk about the story and how the boy in the story felt.</i>	I can play in a group, extending and elaborating play ideas. I can show confidence in asking adults for help. I am confident to talk to other children when playing, and will communicate freely about own home and community. <i>Adults play alongside children, developing ideas and ensuring that all children's ideas are incorporated into play.</i>
Communication and Language	I can focus and do for a short time. I can a range of tenses accurately. I know what objects are used for. I can join in with repeated refrains and anticipate key events and phrases in rhymes and stories. <i>Children to learn the story and use repeated refrains from the story to make a storyboard.</i>	I am building up a vocabulary that reflects my experiences. I can listen to stories and talk about them. I am beginning to understand some prepositions such as 'under', 'on top', 'behind' by carrying out an action or selecting correct picture. I can follow simple directions <i>Children retell stories in their play using props and practising positional language from the story using a 'Bear Hunt' tuff tray.</i>	I can use talk to pretend. I know what objects are used for. I can listen to and follow simple instructions <i>Children use a range of creative materials to create pictures of arctic animals.</i> <i>Children listen to and follow instructions to make melted snowman biscuits.</i>	I can use my voice to express myself using intonation, rhythm and phrasing. I can listen to and follow simple instructions <i>Children to listen to and follow instructions to make their own 'hats' using a variety of materials.</i>	I can question why things happen and give simple explanations. I can listen to and follow simple instructions I can join in with repeated refrains and anticipate key events and phrases in rhymes and stories. <i>Children make links to the story in their play.</i> <i>Children listen to and follow instructions to make their own hats.</i>	I understand some 'why' and 'how' questions. I can use words that are focused on objects and people that are important to me. I can listen to others in a small group. <i>Children are asked questions about the story as they reflect on what happens.</i> <i>Children are asked a range of questions in their play to develop their language.</i>
Physical Development	I can use one-handed tools with good control. I know that equipment has to be used safely. <i>Children to explore using a range of tools to create paintings and representations of the key scenes from the story.</i>	I can move in different ways with confidence. <i>Children retell the Bear Hunt Story using a range of ways of moving.</i> <i>Children move 'over', 'under' and through different apparatus.</i>	I can run skilfully and move successfully, changing speed or direction to avoid obstacles. I know that equipment has to be used safely. <i>Children use a range of low level climbing apparatus to explore landing safely.</i> <i>Children play movement games to move around and avoid 'icebergs.</i>	I can draw lines and circles using gross motor movements. I am able to attend to my toileting needs. I know that I need to wash my hands. <i>Children to design their own hats, giving meaning to their marks.</i> <i>Children use ribbons to create large scale movements in the wind.</i>	I can copy some letters, e.g. letters from their name' I can talk about the effects of activity on my body. <i>Children write their names independently and focus on their pencil grip.</i> <i>Children talk about and reflect on how they feel after being active.</i>	I can use one-handed tools with good control. <i>Children explore using scissors with control to make kites independently.</i>
Literacy	I can handle books carefully. I can look at books on my own.	I can show an interest in print and illustrations I am aware of the way stories are structured.	I can show an interest in print and illustrations I am aware of the way stories are structured.	I can talk about what might happen at the end of a story. I can use one-handed tools with good control. (PD-MH 30-50)	I can recognise some familiar words, signs and logos.	I can listen to, join in and talk about stories and poems. I can ascribe meanings to marks that they see in different places.



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	<p>I can show a good understanding in the way that stories are structured. Fiction: We're Going on a Bear Hunt Non-Fiction: Weather, Winter Time Nursery Rhyme- We're going on a bear hunt <i>Children learn the story and become confident in retelling the story. They make story boards to support their storytelling.</i></p>	<p>Fiction: We're Going on a Bear Hunt. Non-fiction: In the Woods Nursery Rhyme: If you go down to the woods today. <i>Children will look at a range of books and discuss the ones that they like best. Children will use storyboards and props to retell the story. Children write their names independently focusing on pencil grip and control.</i></p>	<p>Fiction: Snow Bears Non Fiction: Arctic Animals Nursery Rhymes: Winter's Here Now <i>Children talk about the story 'snow bears' and the animals that may live in the snow. They answer questions about the story.</i></p>	<p>Fiction: Rosie's Hat Non Fiction: Wind Nursery Rhyme: How's the weather <i>Children answer questions about the story and talk about what happens to the hat. Reflect on the journey that the hat has been on and the different weather that it has seen. Children design their own hats.</i></p>	<p>I can copy some letters, e.g. letters from their name' (PD-MH 30-50) Fiction: Someone Bigger Non-Fiction- Things that fly Nursery rhyme- Size songs- Big and Small <i>Children look at and recognise familiar logos making links to where they have seen them before.</i></p>	<p>Fiction: Someone Bigger Non-fiction- Weather Nursery Rhyme- The Grand Old Duke of York. Children sequence parts of the story to make a story board.</p>
Mathematics	<p>I know that numbers identify how many objects are in a set. <i>Children count a range of wellies and wet weather gear for the family to wear 'on the bear hunt'.</i></p>	<p>I can say numbers in order to 10. I can point to objects and label them with a number. <i>Children will count out objects to match to numbers on the dice.</i></p>	<p>I can separate a group of three or four objects in different ways and recognise that the total is the same. <i>Children use compare bears to make groups of 'snow bears' to 5. We use icebergs to separate the objects to explore how the total is still the same.</i></p>	<p>I can sometimes match numeral and quantity correctly. I am able to recognise some numbers to 5 and count out objects to match. <i>Children count out hats for teddy bears. They practise counting and matcing the right amount of hats to a given amount of bears, knowing to stop when they reach the total.</i></p>	<p>I am beginning to talk about the shapes of everyday objects, e.g. 'round' and 'tall'. <i>Children talk about and compare the size of themselves and their peers, placing themselves in size order.</i></p>	<p>I can notice and talk about patterns. I can copy a pattern. <i>Children copy and make their own patterns for kites. They use two colours to make a repeating pattern.</i></p>
Understanding the World	<p>I can remember and talks about significant events in their own experience. I can talk about the weather and how it changes over time. <i>Children share their experiences from over Christmas through Tapestry. Children make links to the story and talk about the changing weather.</i></p>	<p>I can talk about and comment on aspects of my familiar world. <i>Children will monitor the weather each day and use the weather board to record the weather.</i></p>	<p>I can show care and concern for living things. <i>Children talk about animals that live in the snow and what they have to keep them safe and warm.</i></p>	<p>I can talk about things I have observed. <i>Children talk about the weather that they see in the story and their own experiences.</i></p>	<p>I can talk about why things happen and how things work. <i>Children talk about and discuss how kites work and what makes them fly. They test their own kites to see if they fly and problem solve to be able to make their kite fly.</i></p>	<p>I can talk about and comment on aspects of my familiar world. <i>Children talk about the animals in the story and make links back to other animals that we have looked at recently. We talk about where each animal would live.</i></p>
Expressive Arts and Design	<p>I can engage in role play, using props to support my play. <i>Children retell the story outside on a large scale, recreating scenes from the story.</i></p>	<p>I can explore sounds and learns how sounds can be changed. I can use movement to express my feelings. <i>Children will use musical instruments alongside the story.</i></p>	<p>I understand that I can use lines to enclose a space, and then begin to use these shapes to represent objects. <i>Children use small world play to build homes and enclosures for animals.</i></p>	<p>I am beginning to move rhythmically. <i>Children move to music and respond to music through dance.</i></p>	<p>I can use a variety of tools for a purpose. I can combine materials to make. <i>Children use a variety of tools to create kites, showing good control.</i></p>	<p>I can explore colour and how colour can be changed. <i>Children make patterns .Children explore how colours can be mixed together and how the change as they make symmetrical kites.</i></p>
Outdoors	Dark caves,	Large scale Bear Hunt route for retelling the story.	Fake snow with hidden snowflakes	Rescue the hat from the tree	Windy day boxes- ribbons	Kite making
Educational Visits/Visitors						
Parental Involvement	Walks in the Winter		Make Snowy pictures		Make Kites	Size order 5 toys from smallest to biggest



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