

## Half Termly Curriculum Map

### Autumn 1 2025 – Music Extravaganza

SKILLS FOCUS	Week 1 (Settling week) W.B -1.9.25 (children return 4 <sup>th</sup> )	Week 2 W.B – 8.9.25	Week 3 W.B - 15.9.25	Week 4 W.B - 22.9.25	Week 5 W.B - 29.9.25	Week 6 W.B - 06.10.25	Week 7 W.B - 13.10.25	Week 8 W.B - 20.10.25
<b>Personal, Social and Emotional Development</b>	<b>I can select and use activities with help when needed.</b> Introduce new routines to children. Adults to support with selecting activities and modelling use of activities. Begin introducing 4 children in an area and classroom expectations.	<b>I can select and use activities with help when needed.</b> Introduce new routines to children. Adults to support with selecting activities and modelling use of activities. Begin introducing 4 children in an area and classroom expectations.	<b>I can select and use activities with help when needed.</b> Adults to continue supporting the children with selecting activities and modelling use of activities. Encourage and support with making new friends. Teach ‘take, play and put away’.	<b>I can select and use activities with help when needed.</b> Support to choose activities both inside and outside. Remind children of behaviour expectations. Introduce our timetable to support with routine. Teach ‘take, play and put away’.	<b>I can play with one or more other children, extending and elaborating play ideas.</b> Adults to model simple games and actions that involve more than 1 person. Encourage children to think about how they can share and play together e.g. sharing a puzzle, playing cooperatively in the construction.	<b>I can play with one or more other children, extending and elaborating play ideas.</b> Encourage the children to play with new friends. Provide games and puzzles to support friendships.  Circle time discussions on what makes a good friend.	<b>I can play with one or more other children, extending and elaborating play ideas.</b> Model how to play in the home corner or any area which requires it. Support for children who need it with creating friendships and working cooperatively.	<b>I can help to find solutions to conflicts and rivalries.</b> Support children to build secure and positive relationships with their peers. Continue to reinforce behavioural expectations, using the rainbow/sunshine to support.
<b>Communication and Language</b>	<b>I can find it difficult to pay attention to more than 1 thing at a time.</b> Introduce new routines, including quality story times. Circle times around stories and based on stories read in class and their favourite stories at home.  Use the story and song spoons to sing a variety of rhymes.  Talk about ourselves – circle time.	<b>I can find it difficult to pay attention to more than 1 thing at a time.</b> Introduce new routines, including quality story times. Circle times around stories and based on stories read in class and their favourite stories at home.  Use the story and song spoons to sing a variety of rhymes.  Talk about ourselves – circle time.	<b>I can use a wider range of vocabulary</b> Adults to use correct and consistent names for resources while introducing them to children.  Continue to talk about ourselves using ‘I’ talk about likes and dislikes. Talk about our families.	<b>I can sing a large repertoire of songs.</b> Continue to sing Twinkle, twinkle little star alongside other nursery rhymes. Use the song spoons as prompts.  Continue to use story map to support with the song.	<b>I can use a wider range of vocabulary.</b> Talk about our families and why they are special to us. Discuss different types of families. Read stories to support this.	<b>I can sing a large repertoire of songs.</b> Encourage children to sing for their own enjoyment, using the stage outside, song spoons, instruments. Perform to the class or in small groups.	<b>I can use a wider range of vocabulary.</b> At the end of story time, ask children questions relating to the story, modelling appropriate answers and ensuring the use of relevant vocabulary.	<b>I can sing a large repertoire of songs.</b> Fabulous finish – record children performing a range of songs that they have learnt this half term. Add instruments if appropriate.
<b>WellComm focus</b>  <b>Key Vocabulary</b>	<b>Initial Assessments this week.</b>	<b>Initial Assessments this week</b>	<b>Focus on section 5.</b>	<b>6.1 Understanding &amp; using pronouns: he and she</b>  He, she , boy, girl, he’s, she’s, he is, she	<b>6.2 Understanding behind and in front</b>  Behind, in front, in, on, under, between, next to	<b>6.3 Understanding the negative form</b>  No, not, isn’t, can’t, don’t. Action words e.g jumping, skipping. Who...?	<b>6.4 Understanding functions of body parts</b>  Part: Eyes, ears, arms, legs, hands. Use: clap, wave, see, hear.	<b>Assessment week</b>  Half term assessment this week
<b>Scarf</b>	Me and My Relationships Marvellous me	Me and My Relationships Marvellous me	Me and My Relationships Marvellous me	Me and My Relationships Marvellous me	Me and My Relationships I’m special	Me and My Relationships I’m special	Me and My Relationships People who are special to me	Me and My Relationships People who are special to me
<b>Physical Development (gross motor)</b>	<b>I can continue to develop my movement, balancing, riding and ball skills.</b>  Provide bikes and scooters in the garden for children to explore. Encourage them to ride them appropriately.	<b>I can continue to develop my movement, balancing, riding and ball skills.</b>  Provide bikes in the garden for children to explore. Encourage them to ride them appropriately.	<b>I can use large-muscle movements to wave flags and streamers, paint and make marks.</b> Write dance as they come in and in small groups outside with chalks and paints.  Use the outdoor area to practise dance movements	<b>I can use large-muscle movements to wave flags and streamers, paint and make marks.</b> Continue to use outdoor areas including the stage to perform songs and use ribbons to dance.	<b>I can continue to develop my movement, balancing, riding and ball skills.</b> Movements to the song incy wincy spider – Down the drainpipe, move like a spider. Climbing the drainpipe. Use resources outside to support for climbing and balancing. Complete in small groups	<b>I can go up steps or climb using alternative feet.</b> Set up small obstacle courses for children to explore in small groups beyond the fence. Ensure stepping stones are included.	<b>Continue to develop their movement, balancing, riding and ball skills.</b> In small groups and during outdoor play focus on ball skills such as rolling, throwing and catching.	<b>I can go up steps or climb using alternative feet.</b>  Play games of musical statues, Simon Says etc to practise balancing on one leg, as they would when climbing stairs.

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			alongside our focus song and other nursery rhymes.					
Healthy Movers	<b>Write Dance</b> Model to the children how we complete Write Dance movements with ribbons, ready for them to practise this in the mornings upon entering the setting.	<b>Write Dance</b> Model to the children how we complete Write Dance movements with ribbons, ready for them to practise this in the mornings upon entering the setting.	<b>Aiming High</b>  See Healthy Movers folder.	<b>Colour themed parachute games.</b>  Encourage children to notice and respond to their colours around the parachute. Put different coloured balls on the parachute, roll to different colours etc.	<b>We are Brilliant</b>  See Healthy Movers folder	<b>Farm animals.</b>  Games and activities relating to farm animals. Work on listening skills, ensuring all children stop when the stop signal is displayed.	<b>Listening games.</b>  Games that encourage the children to listen and respond appropriately e.g. parachute and stop/go games.	<b>Choo choo</b>  See Healthy Movers folder
Physical development (fine motor)	<b>I can show control in holding and using jugs to pour, hammers, books and mark-making tools.</b>  Model to children how to use the mark making area, including how to use mark making tools. Create pictures to add to our WOW display board.  <b>Write dance.</b>	<b>I can show control in holding and using jugs to pour, hammers, books and mark-making tools.</b>  Model to children how to use the mark making area, including how to use mark making tools. Create pictures to add to our WOW display board.  <b>Write dance.</b>	<b>I can start to eat independently and use a knife and fork.</b>  Model to children how we play in the home corner. Use the knives and forks and model how to use them properly.	<b>I can show control in holding and using jugs to pour, hammers, books and mark-making tools.</b>  Set up name writing books and encourage all children to provide their first entry.	<b>I can start to eat independently and use a knife and fork.</b>  During tuck time make sure all children are using their cutlery appropriately to eat with.	<b>I can show control in holding and using jugs to pour, hammers, books and mark-making tools.</b>  Spend time with the children at tuck time. Encourage them to pour their own drinks, modelling when to stop.	<b>I can start to eat independently and use a knife and fork.</b>  Knives and forks in the play dough area. Encourage children to make food and cut it using the knives and forks.	<b>I can show control in holding and using jugs to pour, hammers, books and mark-making tools.</b>  Model children how to correctly play in the sand. Demonstrate using the rake and spade correctly.
Fine motor table	Shape sorting	Shape sorting	Puzzles	Fastening boards	Large peg boards	Clasp and lock boards	Threading onto string	Handwriting pattern boards
Rhyme of the week	Twinkle twinkle little star	Twinkle twinkle little star	Incy Wincy Spider	Baa baa black sheep	Mary had a little lamb	Mary had a little lamb	Pat a cake	Pat a cake
Literacy	<b>I understand that print has meaning.</b> Introduce the song Twinkle, Twinkle, Little Star. Practise to ensure children know the words and can sing the song correctly. Talk through the song and draw pictures on the board to show this.  Decorate their own star.  Encouraging singing opportunities during carpet time and during continuous provision through circle times.	<b>I understand that print has meaning.</b> Introduce the song Twinkle, Twinkle, Little Star. Practise to ensure children know the words and can sing the song correctly. Talk through the song and draw pictures on the board to show this. Decorate their own star.  Encouraging singing opportunities during carpet time and during continuous provision through circle times.	<b>I understand that print has meaning.</b> Continue to sing Twinkle, twinkle little star alongside other nursery rhymes. Children to sing at the front and gain confidence in singing.  During story times read a variety of fact and fiction books and introduce vocabulary of fiction and non-fiction to children.  <b>Design a star with handwriting patterns.</b>	<b>I understand that:</b> <b>We read from left to right and top to bottom</b> <b>Work as a class to create</b> <b>Talk for writing storyboard for Incy Wincy Spider, ensuring pictures are in order of left to right, Top to bottom.</b> <b>Model how to use the story map to support with singing the song.</b>  <b>Name writing evidence</b>	<b>I understand that we read from left to right and top to bottom</b> Introduce the song Incy Wincy Spider. As a class create Talk for writing storyboard for Incy Wincy Spider.  Use instruments to create sounds to go with the song.  Focus on correct pronunciation of words.  <b>Name recognition.</b>	<b>I understand the names of different parts of a book.</b> Continue to sing the song incy wincy spider Use pictures to sequence the story of incy wincy spider (4 pictures).  When sharing stories, adults should model labelling parts e.g. let’s look at the front cover, lets read the blurb.  <b>Picture sequencing</b>	<b>I understand that we read from left to right and top to bottom</b> Introduce the song Baa, Baa, Black Sheep. Create Talk for reading board for Baa, Baa black sheep, ensuring pictures are in order of Right to left, Top to bottom. Children to create their own sheep using a variety of handwriting patterns to make the wool.  <b>WOW Book entry</b> – sheep. Add children’s speech and name writing evidence.	<b>I understand the names of different parts of a book.</b> Continue to sing the song Baa, Baa, Black Sheep. Add vocabulary to our talk for writing board.  When sharing stories, adults should model labelling parts e.g. let’s look at the front cover, lets read the blurb.  <b>Use stick puppets to support in singing the song.</b>
Mathematics	Introduction to carpet times using number songs.	<b>Colours!</b> Recognise the colours red, blue, yellow, green, purple.	<b>Colours!</b> Children identify coloured objects and say if an object is the correct colour or not.	<b>Matching</b> Recognise matching items.	<b>Matching</b> Recognise matching items.	<b>Sorting</b> Sort by size Sort by colour	<b>Sorting</b> Sorting – What do you notice? Sorting – Guess my rule	<b>Consolidation</b> Activities to consolidate learning for colours, sorting and matching.

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Maths focus song		1,2,3,4,5 once I caught a fish alive.	1 potato, 2 potato, 3 potato, 4.	5 speckled frogs	5 Little Ducks	5 Currant buns	5 sausages	Re-cap songs learnt so far.
Understanding the World	<p>I can explore collections of materials with similar or different properties.</p> <p>Adults to model how to use the creative area. Focus on painting resources one day and collage making the other</p>	<p>I can explore collections of materials with similar or different properties.</p> <p>Make a handprint to add to our class tree – art display – use our favourite colour and talk about why we like this colour. Support children by showing them how to correctly use area.</p>	<p>I can explore collections of materials with similar or different properties.</p> <p>Make our own bumblebees to go on display. Talk about the materials used (children can choose from a variety of materials)</p>	<p>I can continue to develop positive attitudes about the differences between people.</p> <p>Looking at photos from home, talking about different family members. Celebrate all kinds of families.</p> <p>Children to paint their self-portraits. Talk about the colour of their eyes/hair etc...</p>	<p>I can continue to develop positive attitudes about the differences between people.</p> <p>Face themed playdough mats, mirrors, buttons and other resources to make faces with. Continue to talk about our families and look at differences in our families. Continue to celebrate all kinds of families.</p>	<p>I can explore collections of materials with similar or different properties.</p> <p>Make resources for our display linked to focus song. Children to use a range of materials and talk about their properties e.g. textures/colours.</p>	<p>I can talk about what I see using a wide range of vocabulary.</p> <p>Children to use the construction and block play to create their own scenes to role play the song of Baa, Baa Black Sheep. Encourage them to talk about their experiences of sheep e.g. visiting a farm on when out on a walk.</p>	<p>I can talk about what I see using a wide range of vocabulary.</p> <p>Provide a range of materials inside and outside for children to explore. Talk about and extend vocabulary of what the children notice.</p>
Expressive Arts and Design	<p>I can begin to develop complex stories with small world equipment.</p> <p>Train track small world support children to work in small groups (up to 4 children) on the tuff tray area.</p>	<p>I can begin to develop complex stories with small world equipment.</p> <p>Train track small world support children to work in small groups (up to 4 children) on the tuff tray area.</p>	<p>I can take part in simple pretend play using objects to represent something else.</p> <p>Space rocket with stars and glitter. Encourage 4 to an area and talk through expectations of sharing.</p>	<p>I can use all my senses in hands on exploration of natural resources.</p> <p>Tuff tray with natural calming resources linked to Twinkl, twinkl little star. Include twinkle lights, stars with scents on them, different textured stars. Children to use eyes, ears, nose and hands to explore.</p> <p>Shaving foam, gloop and glitter outside.</p>	<p>I can take part in simple pretend play using objects to represent something else.</p> <p>Children to create their own spiders to go with our song. Practise cutting the materials.</p>	<p>I can begin to develop complex stories with small world equipment.</p> <p>Dolls house small world. Use to tell stories from home lives. Talk about different families</p>	<p>I can take part in simple pretend play using objects to represent something else.</p> <p>Small world farm. Link to Baa baa black sheep focus song. Use cotton wool balls as sheep, pink corks as pigs etc.</p>	<p>I can use all my senses in hands on exploration of natural resources.</p> <p>Small world farm set using cereal and natural resources. Block play, construction to build and create own farms.</p>
RE	<p><b>Not an RE focus - C&amp;L</b></p> <p>Talk about ourselves and what makes us special.</p>	<p>Not an RE focus - C&amp;L</p> <p>Talk about ourselves and what makes us special.</p>	Family	Friends	Family and Friends	Jesus	Jesus	Moses
Home Learning		Photo of ourselves and our families to add to our display	Share photos of your family. Talk about different types of families.	Sing a variety of nursery rhymes at home. Share videos of your child singing their favourite rhyme.	This week our focus song has been incy wincy spider. Can you go on a bug hunt to see what you can find?	This week we have been talking about shapes. While out and about, can you see any shapes?	Farm theme – can you make your own farm animal at home? Be as creative as you like.	Gross motor skills games Simon Says etc...
Educational Visits/Visitors/Special Events	3rd September inset day							Fabulous finish – Share videos of children performing nursery rhymes.
Parental Involvement	Welcome on Tapestry							

