

# Honeybees

## Half Termly Curriculum Map

### Autumn 1

SKILLS FOCUS	Week 1 (Settling week) W.B - 1.9.25 (children return 4 <sup>th</sup> )	Week 2 W.B – 8.09.25	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 – 6.10.25	Week 7 W.B - 13.10.25	Week 8 W.B - 20.10.25
Personal, Social and Emotional Development	<b>I can find ways to calm myself through being calmed and comforted by my key person.</b> Adults to support with settling children into the setting and beginning to introduce routines.	<b>I can find ways to calm myself through being calmed and comforted by my key person.</b> Adults to support with settling children into the setting and beginning to introduce routines.	<b>I can find ways to calm myself through being calmed and comforted by my key person.</b> Adults to continue to support with settling children into the setting and continue to ensure a daily routine.	<b>I can find ways of managing transitions for example from my parent to my key person.</b>  Adults to use toys/objects that will help children settle. Encourage children to go and find these special things when arriving at the setting.	<b>I can find ways of managing transitions for example from my parent to my key person.</b>  Adults to support children with transitions between indoors and out. Ensure support is given when required.	<b>I can engage with others through gestures, gaze and talk.</b>  Ensure all children receive high quality interactions from adults. Model conversation turn taking and friendly behaviour.	<b>I can engage with others through gestures, gaze and talk.</b>  Encourage children to play at the same activity, modelling appropriate interactions.  Small world farm tray.	<b>I can engage with others through gestures, gaze and talk.</b>  Encourage children to play at the same activity, modelling appropriate interactions.  Small world garage and cars.
Communication and Language	<b>I can make sounds to get attention in different ways e.g. crying when unhappy, laughing, cooing or babbling when happy.</b>  Adults to show empathy when children are expressing emotions while settling. 'I understand that you are sad' when children are crying etc.	<b>I can make sounds to get attention in different ways e.g. crying when unhappy, laughing, cooing or babbling when happy.</b>  Adults to show empathy when children are expressing emotions while settling. 'I understand that you are sad' when children are crying etc.	<b>I can recognise and be calmed by a familiar and friendly voice.</b>  Adults to form strong relationships with children by providing comfort and positive experiences.	<b>I can recognise and be calmed by a familiar and friendly voice.</b>  Adults to continue to form strong relationships with children by providing comfort and positive experiences.	<b>I can make sounds to get attention in different ways e.g. crying when unhappy, laughing, cooing or babbling when happy.</b> Adults to ensure they are 'emotionally available' to children. Especially during transitional times of the day.	<b>I can gaze at faces, copying facial expressions and movement like sticking out my tongue. Make eye contact for longer.</b>  All adults to ensure they demonstrate friendly, welcoming facial expressions and make eye contact with children.	<b>I can gaze at faces, copying facial expressions and movement like sticking out my tongue. Make eye contact for longer.</b>  Adults to model facial expressions to children e.g. happy or sad faces. Practice pulling funny faces together.	<b>I can babble, using sounds such as 'baba' or 'mamma'.</b>  All adults to ensure that language is modelled throughout all activities. Prompt children to 'join in' with conversations.
WellComm focus  Key vocabulary	<b>Assessment week</b>	<b>Assessment week</b>	<b>Re-cap different elements from level 3.</b>	<b>4.1 Remembering two things at a time</b>  Pass, give, go Adapt vocabulary based on activities	<b>4.2 Understanding simple describing words in sentences</b>  Opposite, items (vary depending on activity)	<b>4.3 Understanding that 'no' plus an object is an early negative</b>  No, not, what's missing?	<b>4.4 Learning talk through play</b>  Vocabulary will vary depending on activity	<b>Assessment week.</b>  Half term assessments this week.
Physical Development	<b>I enjoy moving when outdoors and inside.</b>  Encourage exploration of the indoor area. Ensure children are moving around the room independently.	<b>I enjoy moving when outdoors and inside.</b>  Encourage exploration of the indoor area. Ensure children are moving around the room independently.	<b>I enjoy moving when outdoors and inside.</b>  Encourage exploration of the outside area. Ensure children are moving around the room independently.	<b>I can sit without support.</b>  During carpet times, encourage children to sit on the carpet rather than the supported chairs/sofas.	<b>I can sit without support.</b>  At story time, encourage children to sit independently instead of leaning against objects.	<b>I can walk independently.</b>  Ensure all children are able to independently access all areas of the setting.	<b>I enjoy moving when outdoors and inside.</b>  Dancing with ribbons to encourage movement both indoors and outdoors.	<b>I enjoy moving when outdoors and inside.</b> Play games of musical statues, to practice movement and stopping.

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Literacy	<b>I enjoy songs and rhymes, tuning in and paying attention.</b>  Introduce the song Twinkle, Twinkle, Little Star. Sing regularly to ensure the children are familiar and tuned in.	<b>I enjoy songs and rhymes, tuning in and paying attention.</b>  Introduce the song Twinkle, Twinkle, Little Star. Sing regularly to ensure the children are familiar and tuned in.	<b>I can copy finger movements and other gestures.</b>  Introduce the song Incy Wincy Spider. Use finger movements and actions alongside the songs.	<b>I enjoy sharing books with an adult.</b>  Introduce storytime to the children. Encourage children to sit appropriately and listen.  Read stories on a 1-1 basis or in small groups.	<b>I enjoy songs and rhymes, tuning in and paying attention.</b>  Introduce the song Row Row Row your boat alongside other nursery rhymes.	<b>I can join in with songs and rhymes, copying sounds, rhythms, tunes and tempo.</b>  Continue singing the song Row row row your boat. Ensure daily song time where children are encouraged to join in.	<b>I enjoy sharing books with an adult.</b>  Ensure daily storytimes for the children. Encourage children to sit appropriately and listen.  Read stories on a 1-1 basis or in small groups.	<b>I can join in with songs and rhymes, copying sounds, rhythms, tunes and tempo.</b>  Join Bumblebees for a songtime session. Sing songs learnt so far and encourage all children to join in .
Focus Rhyme	Twinkle twinkle	Twinkle Twinkle	Incy Wincy Spider	Incy Wincy Spider	Row Row Row your boat	Row Row Row your boat	Baa Baa black sheep	Baa Baa black sheep
Mathematics	<b>I can combine objects like stacking blocks and cups. Put objects inside others and take them out again.</b>  Ensure stacking cups are available for children to access.	<b>I can combine objects like stacking blocks and cups. Put objects inside others and take them out again.</b>  Ensure stacking cups are available for children to access.	<b>I can demonstrate counting like behaviour such as making sounds, pointing or saying some numbers in sequence.</b>  Incy Wincy spider sensory tray. Model to children how we count the spiders/bugs.	<b>I can complete inset puzzles.</b>  Minibeast/insect themed inset puzzles including noisy puzzles.	<b>I can combine objects like stacking blocks and cups. Put objects inside others and take them out again.</b>  Colouring sorting small toys e.g. coloured dinosaurs into coloured pots.	<b>I can demonstrate counting like behaviour such as making sounds, pointing or saying some numbers in sequence.</b>  Boats in the water tray. Encourage children to count how many there are.	<b>I can complete inset puzzles.</b>  Animal/farm themed inset puzzles.	<b>I can demonstrate counting like behaviour such as making sounds, pointing or saying some numbers in sequence.</b>  Train track small world with several trains. Adults to model counting the train carriages.
Understanding the World	<b>I repeat actions that have an effect.</b> Ball runs and ramps. Model cause and effect – what happens when they place cars at the top.	<b>I repeat actions that have an effect.</b> Toy cars and car ramps. Model cause and effect – what happens when they place cars at the top.	<b>I explore materials with different properties.</b> Incy Wincy spider sensory tray. Include materials such as cotton wool, string spiderwebs, fluffy green grass.	<b>I repeat actions that have an effect.</b> Interactive toys that react when buttons are pressed e.g. noisy keys, toy laptops and noisy puzzles.	<b>I repeat actions that have an effect.</b> Blowing bubbles. Adults to show children how to blow through the hoop then hold the stick for children to try.	<b>I can explore materials with different properties.</b>  Large boat themed roleplay tray with different materials e.g. soft blue material for the ocean, green crepe paper strips for sea weed etc.	<b>I can repeat actions that have an effect</b> Interactive toys that react when buttons are pressed e.g. foot piano, toy saxophone.	<b>I can explore materials with different properties.</b> Shaving foam sensory tray outdoors with toy spiders.
Expressive Arts and Design	<b>I show attention to sounds and music.</b> Introduce nursery rhymes to the children. Focus on the song 'Twinkle twinkle little star'.	<b>I show attention to sounds and music.</b> Introduce nursery rhymes to the children. Focus on the song 'Twinkle twinkle little star'.	<b>I move and dance to music.</b>  Sticky kids cd. Ensure music with a variety of tempos to enable a variety of differentiated movements.	<b>I can explore my voice and I enjoy making sounds.</b>  Animal themed small world tray. Model animal sounds to children and see if they can copy/make noises independently.	<b>I anticipate phrases and actions in songs and rhymes e.g. 'peepo'.</b>  Adults to model the game 'peepo' using a small blanket. Ensure a small blanket is available with a doll for children to copy.	<b>I anticipate phrases and actions in songs and rhymes e.g. 'peepo'</b>  Practice using actions to the songs we learn. Ask children to 'get their hands ready' for each song, before showing them.	<b>I can move and dance to music.</b>  Dancing with ribbons. Ensure music with a variety of tempos to enable a variety of differentiated movements.	<b>I can explore a range of sound makers and instruments and explore them in different ways.</b>  Model appropriate use of instruments in the music area. Use these during carpet time with songs such as 'shake and stop'.
CoEL	Finding out and exploring	Finding out and exploring	Finding out and exploring	Playing with what they know	Playing with what they know.	Being willing to have a go	Being willing to have a go.	Being involved and concentrating

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Educational Visits/Visitors/Special Events	4th and 5th September inset days							Fabulous finish – Share videos of children performing nursery rhymes.
Parental Involvement	Welcome on Tapestry							

