

Half Termly Curriculum Map

Autumn 2 – Music Extravaganza

SKILLS FOCUS	Week 1 W.B – 03.11.25 Guy Fawkes	Week 2 W.B - 10.11.25 Remembrance day	Week 3 W.B - 17.11.25	Week 4 W.B - 24.11.25	Week 5 W.B – 1.12.25	Week 6 W.B - 8.12.25	Week 7 W.B - 15.12.25
Personal, Social and Emotional Development	I can select and use activities and resources, with help when needed. Children to be reminded of boundaries and routines after the half term break. Ensure lots of praise and use of the rainbow system to promote positive behaviours.	I can play with one or more other children, extending and elaborating play ideas. Set up a small world tray representing the song '5 Little Speckled frogs'. Encourage children to work together to act out the song and extend their play using their own ideas.	I can help find solutions to conflicts and rivalries, for example, accepting that not everyone likes the same. Children to select activities and give reasons for their choices. If children disagree with the choice, adults to model how to manage this e.g. first we can play cars THEN we can play with trains.	I can play with one or more other children, extending and elaborating play ideas. Role play and small world resources to enable storytelling and imaginative play with other children.	I can help find solutions to conflicts and rivalries, for example, accepting that not everyone likes the same. Adults to support with rules and boundaries. Ensure consistent use of rainbow system between all staff members. Model and support children with resolving conflict and developing relationships with their peers.	I can help find solutions to conflicts and rivalries, for example, accepting that not everyone likes the same. Children to support each other in their nativity performances, remembering and following boundaries and appropriately encouraging others to do the same.	I can play with one or more other children, extending and elaborating play ideas. Small lego available for children to play with. Encourage them to share the resources and work together to create a model.
Communication and Language	I enjoy listening to longer stories and can remember much of what happens. Children to settle back into nursery with relaxing and engaging story times.	I enjoy listening to longer stories and can remember much of what happens. Children to share stories with each other and join in with class stories.	I can understand a question or instruction that has two parts. Give the children clear instructions. Play games such as Simon says e.g. Simon says touch your head and then your toes.	I can understand 'why' questions. Read stories to the children and ask them simple 'why' questions relating to it. E.g. Why did baby bear feel sad? Why did Goldilocks eat the porridge?	I can understand a question or instruction that has two parts. In small groups, play treasure hunt games. Ensure the requested item has 2 parts e.g. a blue block or a big bear.	I can sing a large repertoire of songs. Children to learn Christmas songs for their Christmas sing along. Children to use the stage outside to talk with their peers.	I can understand 'why' questions. Circle time asking how the children are feeling about Christmas. Ask them 'why' they feel that way.
Scarf	Valuing difference	Valuing difference	Valuing difference	Valuing difference	Valuing difference	Valuing difference	Valuing difference
Physical Development (gross motor)	I am increasingly able to use and remember sequences and patterns of movement which are related to music and rhyme. Write dance activities throughout the week. Link bonfire night.	I am increasingly able to use and remember sequences and patterns of movement which are related to music and rhyme. Link to songs this week – number rhymes. Can children create movements to these songs to support with remembering the songs.	I can make healthy choices about food, drink, activity and tooth brushing. Ensure daily tooth brushing. Talk about the importance of brushing our teeth. Why do we do it? What would happen if we didn't?	I can make healthy choices about food, drink, activity and tooth brushing. Circle time about our favourite foods. Which are healthy and which are treats?	I can skip, hop/stand on one leg and hold a pose. Provide a hopscotch on the floor outside. Teach children how to hop and jump across it correctly.	I can make healthy choices about food, drink, activity and tooth brushing. Laminated reindeer print outs with marker pens to make the teeth dirty and brushes to clean them. Discuss the importance of tooth brushing.	I can skip, hop/stand on one leg and hold a pose. Play party games such as musical statues and Simon says. Encouraging children to balance, hop and stand on one leg.
Physical development (fine motor)	I can use a comfortable grip with good control when holding pencils. Variety of activities encouraging children to practise their pencil grip and control – handwriting patterns in flour/glitter, wooden pencils and handwriting patters, magnetic boards.	I can use a comfortable grip with good control when holding pencils. Name writing books.	I can use a comfortable grip with good control. Children to make marks independently and give reasons for their marks – add to our mark making wall.	I can use a comfortable grip with good control. Provide children with activities requiring them to use their scissor skills. Model how to hold and use scissors correctly.	I can use a comfortable grip with good control when holding pencils. Draw a picture to go with their letter to Father Christmas. WOW write.	I can use a comfortable grip with good control when holding pencils. Children to make Christmas cards. Children to have a try at writing their name in their card.	I can use a comfortable grip with good control when holding pencils. Children to make marks to represent the Christmas celebrations that they have participated in at home, so far.
Healthy Movers	Wiggle and Weave – see Healthy Movers sheet.	Simple dance routines for children to copy. Encourage them to think about the matching their	Smiley Brush Brush - see Healthy Movers sheet.	Munch Crunch 5 a day - see Healthy Movers sheet.	Simple obstacle courses which encourage balancing skills.	Yum Yum - see Healthy Movers sheet.	Pick up packets - see Healthy Movers sheet.

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		moves to the music e.g. speed.					
Fine motor table	Wooden handwriting pattern boards and wooden pencils	Peg boards	Cheerios onto pipe cleaners	Threading activities	Pegging socks onto a washing line	Buttons onto Christmas pictures with tweezers	Christmas threading
WellComm Key vocb	6.5 Paying sociably and learning to share Share, together, play, please, thank you. Support children in sharing and playing together	6.6 Developing expressive language And, because plurals, action words, e.g. sitting, standing	6.7 Understanding and using verbs in the past tense Ate, played, jumped, etc... What happened? What did you make? What did you do?	6.8 Generating ideas about the function of objects Objects and their uses. e.g. ball, throw, catch. Flies, butterfly, bird, aeroplane	6.9 Understanding why questions Why, because, emotions. E.g. happy, sad.	6.10 Learning to remember and then say the names of three things List, can you remember? I've got...	Half termly assessment this week.
Literacy Number songs as a focus rhyme	I can write some of my name. Children to draw representations of the five little ducks. Talk about the marks they have given. E.g., ducks, pond, trees etc... Encourage children to write their names on their pictures using their name templates.	I understand page sequencing Children to share a range of stories and talk about the sequence. Look at the sequence of the song 5 little speckled frogs. As a class create a story map sequencing the pictures together.	I understand print can have different purposes. Look at a range of books, including fiction and non-fiction books. Use the seasons and weather to support this as well as children's interests. Story map of the song five currant buns.	I understand page sequencing Children to learn the song 1, 2, 3, 4, 5 Once I Caught a Fish Alive. Sequence the story.	I can make marks. I can use a comfortable grip with good control when holding pencils. Children to write their letters to Father Christmas. WOW write.	I can write some or all of my name. Children to write some or all of their name in their Christmas cards. Support children with representing and writing some letters in their name.	I can write some or all of my name. Children to practise their name in lots of different ways throughout the week. -Glitter names -In sand -In shaving foam -Crayons, whiteboards, pens, pencils
Rhyme of the week	5 Little Ducks	5 speckled Frogs	5 Currant Buns	1,2,3,4,5 once I caught a fish alive.	5 Little Elves	Christmas pudding	We wish you a merry christmas
Mathematics	I can say 1 number name for each item, in order. I can show finger numbers up to 5. Children to learn about number 1. Subitising, counting and recognising numeral 1.	I can develop fast recognition of up to 3 objects without having to count them individually. Children to engage in activities that require subitising to 2 e.g. subitising dice patterns for 2, recognising 2 even if they are different sizes and recognising 2 dots in different arrangements.	I can say 1 number name for each item, in order. I can show finger numbers up to 5. Children to learn about number 2. Subitising, counting and recognising numeral 2.	I can extend and create ABAB patterns – stick, leaf, stick, leaf. Children to engage in pattern creating activities involving colours, outdoor objects and movements.	I can notice and correct an error in a repeating pattern. Children to engage in activities requiring them to notice the pattern in a pre-existing model before adding to it correctly. Create these using colours and natural objects. Pattern making out of Christmas tree baubles/decorations.	I can say 1 number name for each item, in order. I know that the final number reached when counting a small set of objects tells you how many there are in a set. Children to take part in a range of counting activities (up to 2) to consolidate their learning from earlier in the term. Ensure that children provide 1 number per object when counting.	I can extend and create ABAB patterns – stick, leaf, stick, leaf. Children to take part in a range of pattern activities to consolidate their learning from earlier in the term. Children to use stampers with coloured paints to create repeating ABAB patterns on paper hats ready for their Christmas party.
Maths Rhyme of the week	1 finger, 1 thumb	1, 2, Buckle my shoe	2 little dickie birds	Head shoulders knees and toes	Zoom zoom zoom.	Re-cap maths songs from this half term.	Re-cap maths songs from this half term.
Understanding the World	I can use all my senses in hands on exploration of natural materials. Tuff tray with natural resources linked to the five little ducks' song. Talk about what they can see, hear, smell and see.	I can explore different materials freely. Children to use the small world and construction sets to make scenes for the five little speckled frogs. Use these scenes to sing the song/act out the song with their friends.	I can explore how things work. Create ramps and ball runs for the children to explore. What happens if the hill is steeper? Bigger? Smaller? Etc. Why?	I can explore different materials freely. To support the learning of the weeks focus song, children to explore a variety of materials with the intention to create their own fish.	Use all senses in hands on exploration of natural materials. Winter themed tuff tray, using some natural resources, including white pebbles, large Christmas decorations and tinsel.	I can explore how things work. Encourage children to try using different construction sets to see how they join together and how they work.	I can talk about what I see, using a wide vocabulary. Children to participate in the Christingle making workshop in the hall. Children to talk about the different resources they are using.

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Expressive Arts and Design	I can join different materials and explore textures. Children to create a variety of fireworks pictures throughout the week. Children also to choose how to represent the focus song on our topic board.	I can make imaginative small worlds with blocks and constructions. Toy frogs in the block area. Encourage children to make their own ponds to recreate the song '5 speckled frogs'.	I can join different materials and explore textures. Provide a wide range of materials for children to explore and create with.	I can sing a large repertoire of songs. Children to begin to learn songs for the Christmas play.	I can sing a large repertoire of songs. Christmas play - 1 morning. Continue to learn songs throughout the week. Children to use instruments to go alongside their songs.	I can develop my own ideas and then decide which materials to use to express them. Children to make and paint their own Christmas decorations.	I can join different materials and explore different textures. Snow themed sensory tray using shredded paper and winter animals.
RE	What is Christmas?	What is Christmas?	What is Christmas?	What is Christmas?	What is Christmas?	What is Christmas?	What is Christmas?
Home Learning							

