

Half Termly Curriculum Map

Summer 1 – Amazing Animals

We're Going on a Bear Hunt

SKILLS FOCUS	Week 1 W.B – 20.04.26	Week 2 W.B – 27.04.26	Week 3 W.B – 04.05.26	Week 4 W.B - 11.05.26	Week 5 W.B – 18.05.26
Personal, Social and Emotional Development	<p>I can increasingly follow rules, understanding why they are important.</p> <p>Re-cap boundaries and routines after the Easter break. Hold a circle time for children to discuss the rules and why we have them.</p>	<p>I do not always need an adult to remind them of rules.</p> <p>Ensure high expectations throughout the setting, using the rainbow system to praise those children sticking to rules.</p> <p>Have circle time to discuss rules and what we can do if another child is not following the rules.</p>	<p>I can talk with others to resolve conflict.</p> <p>Train tracks on the carpet. Remind children of the 4 to an area rule and encourage them to ensure this rule is followed, resolving any conflict between themselves.</p>	<p>I can talk about their feelings using words like happy, sad, angry or worried.</p> <p>Circle time to discuss mood and why children are feeling that way.</p> <p>Mood sorting activity - children to place pictures/objects onto the corresponding emotion face and explain their feelings.</p>	<p>I can increasingly follow rules, understanding why they are important.</p> <p>Take a trip to the school field. Remind children of the rules before leaving and discuss the importance of following these.</p> <p>Tiny turtle themed story tray. Encourage children to use the resources appropriately to sing the song.</p>
Communication and Language	<p>I can use longer sentences of 4-6 words.</p> <p>Zoo animal themed story tray. Encourage children to talk about the animals using longer sentences. Ask children if they have been to the zoo before and encourage them to speak about their experiences.</p>	<p>I can use a wider range of Vocabulary.</p> <p>Bear Hunt themed story tray. Encourage children to repeat vocabulary from the book as they play.</p>	<p>I can sing a large repertoire of songs.</p> <p>Song spoons with all the songs of the week learnt so far. Encourage children to perform these to the class in small groups and during independent play.</p>	<p>I can use longer sentences of 4-6 words.</p> <p>Bear Hunt themed story tray. Encourage children to re-tell the story using longer sentences and phrases from the story.</p>	<p>I can use a wider range of vocabulary.</p> <p>Spend time in the reading area, looking at different local attraction leaflets with the children. Encourage them to name the different attractions and talk about their experiences with it.</p>
WellComm focus Key Vocabulary	<p>7.9 Understanding and using pronouns his and her</p> <p>'his' and 'her', boy and girl</p>	<p>7.10 Linking sentences using because</p> <p>'because' 'because it has...' 'because it is...'</p>	<p>7A Talk about things that have happened: news time</p> <p>Past tense: e.g. played, went, feelings,</p>	<p>7B Understanding pronouns: they and their</p> <p>They, their, his, her, his is, they are</p>	<p>Assessment</p> <p>Half termly assessment this week.</p>
Scarf	Being my Best	Being my Best	Being my Best	Being my Best	Being my Best
Physical Development – fine motor	<p>I can use a comfortable grip with good control when holding pens and pencils.</p> <p>All children to attempt weekly name writing in their name writing books.</p> <p>Mark-making practice using shaving foam, glitter, flour etc and wooden pencils.</p> <p>Fine motor focus - Minibeast threading.</p>	<p>I can use one-handed tools and equipment.</p> <p>Provide a wide range of activities on the creative table which require a dominant hand e.g. cutting skills, painting.</p> <p>Fine motor focus - Use tweezers to decorate the bear outlines with brown/black pompoms.</p>	<p>I can use a comfortable grip with good control when holding pens and pencils.</p> <p>Provide a wide range of activities on the creative table which require a dominant hand e.g. cutting skills, painting.</p> <p>Fine motor focus - Threading on boards with threading pens</p>	<p>I can use a comfortable grip with good control when holding pens and pencils.</p> <p>WOW book entry. Children to use comfortable grip with good control when drawing something from the story of 'We're going on a bear hunt'.</p> <p>Fine motor focus - Self-care/latch boards.</p>	<p>I can use one-handed tools and equipment.</p> <p>Mark-making practice using shaving foam, glitter, flour etc and wooden pencils.</p> <p>Fine motor focus - snake outline with tweezers and gems to place</p>

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					'scales' back onto the snakes body.
Physical Development	<p>Continue to develop their movement, balancing, riding and ball skills.</p> <p>Ball skills practice. Encourage children to attempt to throw the ball into the small basket ball hoop. Provide buckets for children to throw the ball in to</p>	<p>Go up steps and stairs, or climb up apparatus, using alternate feet.</p> <p>Stepping stones within obstacle courses in the garden. Encourage children to step on and off of them, encouraging them to use alternative feet.</p>	<p>Continue to develop their movement, balancing, riding and ball skills.</p> <p>Ball skills practise. Provide footballs and encourage the children to dribble the ball between cones. Draw a goal on the floor for children to kick their ball in to.</p>	<p>Go up steps and stairs, or climb up apparatus, using alternate feet.</p> <p>Stand up bikes. Demonstrate to children how to push down alternative feet to move the pedals. Explain that we have to do left foot, right foot, left foot etc.</p>	<p>Continue to develop their movement, balancing, riding and ball skills.</p> <p>Provide 3 bikes in the garden - 2 with pedals and 1 balance bike. Encourage children to use the pedals on the bike rather than scooting with their feet.</p>
Healthy Movers	Ball games - pass, throw and catch the ball.	Jungle Journey - See HM booklet. Link to Dear Zoo	Ball games - dribble and kick the ball.	Whatever the Weather - See HM booklet	Pop the Bubbles - See HM booklet
Phonics	Nursery RWI	Nursery RWI	Nursery RWI	Nursery RWI	Nursery RWI
Literacy	<p>I understand that print can have different purposes.</p> <p>Introduce the story of 'We're going on a Bear Hunt'. Explain that is a fiction which means it is a story. Introduce some non-fiction books about animals and discuss the purpose of those books.</p> <p>Throughout the whole half term: I can write some or all of my name Daily name writing for school starting children who are not yet able to write own name.</p> <p>I can write some letters accurately Weekly name writing for school starting children who can write their name, with a focus on correct formation.</p>	<p>I can develop phonological awareness so I can count or clap syllables in words.</p> <p>During transitional times of the session, call children's names and clap the syllables. When changing to another activity, e.g. tidy up time, adults to clap the syllables in the word as they announce it to the class.</p>	<p>I can develop phonological awareness so I can spot and suggest rhymes.</p> <p>Play simple rhyming games with the children. Call children to play silly soup, explaining that we can only add objects that rhyme.</p>	<p>I can write some letters accurately.</p> <p>WOW book entry. Drawing something from the story. Adults to scribe what children say about the story of We're Going on a Bear Hunt. Name writing on the WOW page.</p>	<p>I understand that print can have different purposes.</p> <p>Place leaflets for different local attractions in the reading area. Speak to children about where they have been/where they would like to visit. Explain that this is non-fiction. It's about real life, to encourage you to visit.</p>
Rhyme of the week	1,2,3,4,5 once I caught a fish alive.	The wheels on the bus	If you're happy and you know it	I'm a little teapot	I had a tiny turtle.
Mathematics	I am beginning to describe a sequence of events, real or fictional, using words such as 'first', 'then...'	I can understand position through words alone for example, "The bag is under the table," with no pointing.	I can compare quantities using language: 'more than', 'fewer than'.	Talk about and explore 2D and 3D shapes (for example, circles, rectangles, triangles and cuboids)	Talk about and explore 2D and 3D shapes (for example, circles, rectangles, triangles and cuboids)

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	Sequencing. Children to practice sequencing Nursery Rhymes, daily routines and familiar stories.	Positional Language. Children to understand the positions: on, under, in, out, in front of and behind.	More and fewer. Children to compare groups of objects, focussing on the comparisons 'more than' and 'fewer than'.	using informal and mathematical language: 'sides', 'corners'; 'straight', 'flat', 'round'. 2D shapes. Children will be able to recognise and talk about these 2D shapes - circle, triangle, rectangle.	using informal and mathematical language: 'sides', 'corners'; 'straight', 'flat', 'round'. 3D shapes. Children will be able to recognise and talk about these 3D shapes - Cubes, cuboids, cylinders and spheres.
Maths rhyme	5 Little Men in a flying saucer	Humpty Dumpty	One elephant went out to play	Ring a roses	London Bridge
Understanding the World	I can talk about the forces that I can feel. Ensure that children are completing the weather chart during carpet time. Encourage children to think about how they know what the weather is. What does the sun feel like when it shines on them? What does rain feel like? Wind? Straw activity with small objects such as feathers and pompoms. What happens when we blow the straw? What happens if we suck it?	Explore collections of materials with similar and/or different properties. Children to make pictures from the story using a range of materials e.g. brown tissue paper for the mud, grey felt for the cave, green crepe paper for the grass. Adults to talk to children about the different colours, textures and sizes of the resources.	I can talk about the forces that I can feel. Magnetic tracing boards. What happens when we hold the magnetic pens against the balls inside the maze? Why does that happen? Gloop outside with combs and tubs. What happens if we push the comb? What happens if we pull it? Is the gloop easy or difficult to move? What happens if we lift the gloop high. Why?	I can plant seeds and care for growing plants. Plant cress seeds on to cotton wool. Speak with the children about what plants need to grow.	I can plant seeds and care for growing plants. Look at our plants and review how well they are doing with our care. Are plants without appropriate needs growing well?
Expressive Arts and Design	I can listen with increased attention to sounds. In small groups, play sound lotto games encouraging the children to listen carefully and identify the sound that they have heard.	Join different materials and explore different textures. Children to use a variety of resources to create zoo animals for our Dear Zoo themed wall display. Adults to talk to children about what they are using and why.	Join different materials and explore different textures. Use a variety of recycling materials for children to make their own junk modelling animals.	I can sing the pitch of a tune sung by another person. Encourage children to listen to and copy different voice sounds made by the adult. Build this into a song, encouraging children to sing in the same pitch - sometimes high, sometimes low etc.	I can listen with increased attention to sounds. Write dance. Encourage children to listen to music and move appropriately based upon speed/mood/type of sound etc.
RE	Story time - The Tortoise and the Hare.	Story time - The Crocodile and the Priest.	Story Time - Bilal and the beautiful butterfly.	Story time - The Gold giving Serpent	Story Time - Best friends
Educational Visits/Visitors/Special Events	Bear hunt bare foot trail.				Bring your favourite teddy bear to school for the day.
Parental Involvement					

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