

## Half Termly Curriculum Map

### Summer 1 –Animals around me Does a Kangaroo have a Mother too?

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
<b>Personal, Social and Emotional Development</b>	<p>I can safely explore emotions beyond my normal range through play and stories.</p> <p>Welcome new children/welcome children back and re-settle them after Easter holidays. Use stories to explore different emotions e.g. sometimes I feel sunny. Ask the children how they are feeling today.</p>	<p>I am beginning to show 'effortful control'. Eg. Waiting for a turn or resisting the impulse to grab what they want, push their way to the front etc.</p> <p>All children to take part in a circle time talking about their favourite animals. Encourage the children to wait for their turn to talk. Use a teddy to pass around the circle to support with children understanding who's turn to talk it is.</p>	<p>I am growing in independence and reject help. Sometimes leads to frustration and tantrums.</p> <p>All staff to be consistent in self-care expectations e.g. attempting to put on own wellies/shoes, helping with putting coats on, stacking own tuck plates etc.</p>	<p>I can safely explore emotions beyond my normal range through play and stories.</p> <p>In small groups, talk about how the children are feeling today. Model different emotion faces and encourage children to practise these in front of the mirror.</p> <p>Provide emotion themed colouring sheets for children. Talk about what emotion each picture presents.</p>	<p>I am beginning to show 'effortful control'. Eg. Waiting for a turn or resisting the impulse to grab what they want, push their way to the front etc.</p> <p>Trip to the field to have a special picnic tuck. Emphasise rules and expectations for leaving nursery. Encourage children to line up nicely. Encourage children to remember the rules throughout the trip.</p>
<b>Communication and Language</b>	<p>I can generally focus on an activity of my choice and find it difficult to be directed by an adult.</p> <p>Ensure to provide a large variety of activities for while children are setting in. Begin to re-introduce short carpet times which are adult led.</p>	<p>I can understand simple questions about 'who', 'what' and 'where'.</p> <p>Talk to the children about the story focus - Does a Kangaroo... . Ask them questions such as what animal is this? Who is it's Mummy? Where do they live?</p>	<p>I can listen to other peoples talk with interest, but can easily be distracted by other things.</p> <p>Ensure high quality interactions with children at all times, modelling appropriate language and communication.</p>	<p>I can develop pretend play e.g. putting the baby to sleep. Making a cup of tea.</p> <p>Focus on play in the home corner. Adults to model cooking, cleaning and looking after baby. Talk with children about who does these things at home. Remind children of the focus song while making pretend drinks.</p>	<p>I can identify familiar objects and properties for practitioners when they are described. E.g. Katie's coat. Blue car.</p> <p>Go on a treasure hunt around the room. Ask children to find individual items e.g. a red pen, a blue block etc</p>
<b>WellComm focus</b>  <b>Key Vocabulary</b>	<p>5.9 Understanding what things are for</p> <p>Objects What do we use a ____ for? What do we use to eat? Etc...</p>	<p>5.10 Using simple plurals/plural forms</p> <p>One, lots of, plural,</p>	<p>5A Understanding and responding correctly to questions requiring a yes/no answer</p> <p>Yes, no,</p>	<p>5B Understanding who</p> <p>Who, who's, naming words e.g. hat, coat</p>	<p>5C Sorting things that go together and being able to name the category</p> <p>Vocabulary will vary depending on activity e.g. food, transport, clothing</p>
<b>Physical Development.</b>	<p>I can develop manipulation and control.</p> <p>Animal themed playdough mats with animal cutters. Encourage children to use different movements to make different textures e.g. pinch playdough to make a lions mane. Roll playdough to make a snake.</p>	<p>I can walk, run, jump and climb.</p> <p>Provide obstacle courses in the garden and encourage children to play simon says style games e.g. lets all run, lets all march, lets all jump etc.</p>	<p>I can show an increasing desire to be independent, such as wanting to dress or undress.</p> <p>All staff to be consistent in self-care expectations e.g. attempting to put on own socks and shoes, helping with putting coats on, stacking own tuck plates etc.</p>	<p>I can sit on a push along wheeled toy, use a scooter or ride a tricycle.</p> <p>Encourage children to pay on bikes, scooters out in the garden. Encourage them to use appropriate movements for each item e.g. scooting or pedalling.</p>	<p>I can develop manipulation and control.</p> <p>Under the sea themed playdough mats with sea creature cutters. Encourage children to use different movements to make different textures e.g. roll into sticks to make jellyfish legs. Pinch like a crab.</p>
<b>Literacy</b>	<p>I enjoy sharing books with an adult.</p> <p>Introduce new story focus - 'Does a Kangaroo have a Mother too?'. Ensure it is available for children to access along with a variety of animal themed stories.</p>	<p>I have favourite books and seek them out to share with another adult/friend.</p> <p>Ensure lots of familiar stories in the reading area, including the focus story. When waiting to go home/after the register, encourage</p>	<p>I enjoy drawing freely.</p> <p>Plain paper with a variety of mark-making resources e.g. pens, pencils and crayons. Introduce some handwriting patterns and</p>	<p>I enjoy sharing books with an adult.</p> <p>Ensure daily, adult-led story times for children to sit on the carpet and share a story. Praise children who sit nicely and encourage them to move their names to the rainbow.</p>	<p>I enjoy drawing freely.</p> <p>Using turtle outlines, encourage children to freely design patterns onto the turtles.</p>

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		children to look at a book independantly.	model to the children how we use them.		
<b>Rhyme of the week</b>	1,2,3,4,5 once I caught a fish alive.	<b>The wheels on the bus</b>	<b>If you're happy and you know it</b>	<b>I'm a little teapot</b>	<b>I had a tiny turtle</b>
<b>Mathematics</b>	<b>I show counting like behaviour such as making sounds, pointing or saying some numbers in sequence.</b> 1,2,3,4,5 once I caught a fish alive themed activity. Encourage children to 'count' the fish as they play. Model correct counting behaviour.	<b>I can compare sizes, weights etc using gestures and language - 'bigger/littler/smaller'.</b> Create a jungle themed small world tray, providing animals of a range of sizes. Model the language of size and encourage children to find big/medium/small and repeat some size vocabulary.	<b>I can compare sizes, weights etc using gestures and language - 'heavy' and 'light'.</b> On a 1-1 basis or in small groups, provide children with a variety of heavy and light objects. Model appropriate language and encourage children to talk about the objects using vocabulary such as heavy and light.	<b>I show counting like behaviour such as making sounds, pointing or saying some numbers in sequence.</b>  During carpet time, sing a variety of number rhymes with the children. E.g. 5 little ducks, 5 Little Monkeys, 1,2,3,4,5 once I caught a fish alive.	<b>I show counting like behaviour such as making sounds, pointing or saying some numbers in sequence.</b>  Place a variety of sea creatures/turtles in the water area. Model counting the creatures as they are caught in the net. Relate to our tiny turtle song.
<b>Understanding the World</b>	<b>I can explore and respond to different natural phenomena in the setting.</b>  Choose children to complete weather chart. Encourage them to look out of the window and choose the most appropriate weather picture.	<b>I can explore and respond to different natural phenomena in the setting.</b>  Go outside in the garden and talk about what we need. Do we need rain coats? Why/why not? Do we need sun hats? Why/why not? Ask other weather related questions to encourage children to take notice of the weather.	<b>I can explore natural materials inside and outside.</b>  Create a sensory tray full of leaves, pine cones, logs, sticks, shells etc and magnifying glasses. Add in small dinosaurs for children to use their imaginations on what to do with the natural resources.	<b>I can explore natural materials inside and outside.</b>  Work together to plant seeds in the garden. Talk about what will happen to our seeds. Refer back to the mothers day plants if children remember. Encourage children to use their hands to fill the pots and talk about what they feel.	<b>I can explore and respond to different natural phenomena I the setting and on trips.</b>  Take a trip to the school field to have a picnic tuck. While on the school field, talk about the weather. What does it feel like? Windy? Rainy? Sunny? Relate back to the mornings weather chart.
<b>Expressive Arts and Design</b>	<b>I enjoy and take part in action songs.</b>  Ensure daily singing of 'song of the week'. Use song basket for other familiar songs.	<b>I join in with some songs and rhymes.</b>  Encourage children to join in with new focus song. Use cushions/crates/soft play materials to create their own bus to sing the songs on.	<b>I can explore different materials, using all senses to investigate, manipulate and play with different materials.</b>  Create gloop in a sensory tray. Encourage children to explore using their hands. Provide scrapers, spoons and bowls for children who are more reluctant to explore with their hands.	<b>I can explore different materials, using all senses to investigate, manipulate and play with different materials.</b>  Create a sensory tray with a variety of objects with different colours and textures e.g. pom poms, feathers, materials, paper. Add magnifying glasses for children to look closely and different pots for children to create their own ideas of how to use the resources.	<b>I can explore different materials, using all senses to investigate, manipulate and play with different materials.</b>  Under the sea/tiny turtle themed small world tray. Provide a range of materials for the children to explore e.g. cellophane water, crepe paper seaweed, big and small rocks/shells.
<b>CoEL</b>	<b>Show high levels of interest and Fascination.</b>	<b>Finding out and exploring.</b>	<b>Playing with what they know.</b>	<b>Being willing to have a go.</b>	<b>Keep trying when difficulties occur.</b>