Honeybees

Half Termly Curriculum Map

Autumn 2 – Music Extravaganza

SKILLS FOCUS	Week 1 W.B – 2.11.26 Halloween theme	Week 2 W.B – 9.11.26 Bonfire night theme Nursery Rhyme week	Week 3 W.B – 16.11.26	Week 4 W.B – 23.11.26	Week 5 W.B – 30.11.26	Week 6 W.B – 7.12.26 Christmas theme	Week 7 W.B – 14.12.26 Christmas theme
Personal, Social and Emotional Development	**I can express my preferences and decisions.** At story time, ask the children what book they would like. Offer 2 choices and encourage all children to have a try at choosing one.	**I can express my preferences and decisions.** When making firework pictures, enable a choice of colours and techniques for children to choose from.	**I can use engagement to achieve a goal e.g. point to their cup to show that they want a drink.** Provide choices to the children throughout the morning e.g. would you like blocks or duplo? Would you like trains or cars? Encourage children to choose either verbally or by pointing.	**I can establish my sense of self.** Emotions pictures and mirrors. Children to choose what emotion they feel like. Adults to model emotive faces.	**I can express preferences and decisions.** Letters to santa. Provide children with a toy catalogue and allow them to choose what they would like to cut out.	**I can establish my sense of self.** Looking at pictures of Christmas preparations at home. Share with friends.	**I can use engagement to achieve a goal e.g. point to their cup to show that they want a drink.** During Christingle session, encourage children to select their resources and engage with adults to choose them.
Communication and Language	**I enjoy singing, music and toys that make sounds.** Introduce the song 'pat a cake'. Encourage children to join in with the actions.	**I turn towards familiar sounds, am sometimes startled by loud noises and can locate the source of a familiar voice for comfort.** Create 'fireworks' sounds in a variety of ways. Bang wooden blocks together, rustle carrier bags etc. Ensure an adult is available to support children if required.	**I enjoy singing, music and toys that make sounds.** Ensure lots of opportunities for children to sing. Ensure constant access to the song basket, modelling how we use this at carpet time.	**I enjoy singing, music and toys that make sounds.** Noisy toys such as puzzle cubes and sound puzzles.	**I can babble, using sounds such as 'baba' or 'mamma'.** Play 'copy cat' style attachment games e.g. sit with children 1-1 and make actions – stick tongue out, blink eyes, nod head etc. Introduce sounds and encourage children to copy them. If children create actions or sounds, adults to copy theirs back.	**I enjoy singing, music and toys that make sounds.** Nursery Christmas song-a-long practices. Encourage all children to get involved.	**I can babble, using sounds such as 'baba' or 'mamma'.** Sit in a circle and allow children to discuss what may happen at Christmas. Model simple sentences and encourage eye contact and turn-taking during conversations
WEllComm Vocab	**4.5** **Understanding more complex instructions** Bossy vocabulary Wash, brush, get What did you do?	**4.6** **Understanding and using 'doing' words (verbs)in simple sentences** Doing words such as…Drink, wash, play, sleep, run, hop	**4.7** **Using in and on at the simplest level** In, on, under, behind	**4.8** **Adding 'ing' to describe an action** Action words such as, jumping, running, clapping	**4.9** **Understanding and using pronouns: 'I', 'you' and 'we'** I, you, we	**4.10** **Learning big and little** Big, little	**Assessment week**
Physical Development	**I can crawl in different ways and directions.** Obstacle courses requiring the children to crawl. Use large boxes, tunnels and hoops to crawl through.	**Pass things from one hand to the other. Let go of things by handing to another person or dropping them.** Children to sit in a circle and pass an object around. E.g. Toy pig. Pass around and	**Enjoy moving when outdoors and inside.** Active carpet times with dancing and action songs. Ensure all children join in with the activities.	**Crawl in different ways and directions.** Make dens using tents/blankets. Encourage the children to crawl in and out of the den.	**Enjoy moving when outdoors and inside.** Range of activities outside e.g. obstacle courses, ball skills, bikes and scooters.	**Pass things from one hand to the other. Let go of things by handing to another person or dropping them.** Bean bag games. Model to children passing bean bags to each other, from one	**Enjoy moving when outdoors and inside.** Christmas party. Provide party music, encouraging children to dance to the music.

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		make pig noises when it is your turn.				hand to another, dropping into a bucket etc.	
Literacy	**I can say some of the words in songs and rhymes.** Ensure normal routines and expectations remain after the half term break. After the register, sing familiar songs, using the song bag as visual prompts. Encourage all children to join in.	**Pay attention and respond to the pictures or words when reading.** Read the 'Bonfire night' story to the children. Emphasise words that children may understand through their own experiences e.g. firework. Leave the story available for children to look through independently.	**Sing songs and say rhymes independently e.g. singing while playing.** Provide resources to current focus song in the water tray and on the playdough table. E.g. 5 little ducks in the water tray, duck cutters in the playdough.	**Pay attention and respond to the pictures or words when reading.** Cosy reading dens made from tents/blankets, with cushions and books inside.	**Pay attention and respond to the pictures or words when reading.** Allow one child each story time to choose the book that is going to be read.	**Say some of the words in songs and rhymes.** Nursery Christmas sing a long. Encourage all children to take part in the rehearsals ready for the performance next week.	**Pay attention and respond to the pictures or words when reading.** Read Christmas stories to the children. Emphasise parts that children may relate to e.g. putting up a Christmas tree. Leave the story available for children to look through independently.
Rhyme of the week	**Pat a cake**	**Pat a cake**	**Wheels on the bus**	**Wheels on the bus**	**Hickory dickory Dock**	**Hickory Dickory Dock**	**Christmas songs**
Mathematics	**I count in every day context, sometimes skipping numbers.** Birthday cake with candles in the home corner. Children to try and count the candles.	**I can take part in finger rhymes with numbers.** Sing some number rhymes with the children e.g. 5 little ducks. Show the numbers on your fingers and count each finger.	**I can react to changes of amounts in a group of up to 3 items.** During play in the home-corner, adults to put 3 pieces of food on a plate. Pretend to eat one, take it away and ask what has happened.	**I can take part in finger rhymes with numbers.** Sing some number rhymes with the children e.g. 1,2,3,4,5 once I caught a fish alive. Show the numbers on your fingers and count each finger.	**I count in every day context, sometimes skipping numbers.** Fish in the water. Encourage children to catch the fish and count how many they have caught.	**I can react to changes of amounts in a group of up to 3 items.** Christmas themed sensory tray. Ensure there are 3 of a variety of objects e.g. 3 snowmen, 3 decorations, 3 pieces of tinsel. Show this to the children then remove 1 item from a group and ask the children what has happened.	**I count in every day context, sometimes skipping numbers.** Children to use stampers with coloured paints to create patterns on paper hats ready for their Christmas party. Encourage children to count the number of prints they have in each colour.
Understanding the World	**I can explore natural materials, indoors and outside.** Sensory tray with pumpkin shells, flesh and seeds. Encourage children to talk about what they can see and feel.	**Repeat actions that have an effect.** Create firework pictures in a variety of ways e.g. chalks, paint splats, toilet tube stamping.	**Explore natural materials, indoors and outside.** Autumn themed sensory tray indoors with different coloured leaves, pine cones, conkers etc.	**Repeat actions that have an effect.** Leaf printing. Use both paint and crayons to make autumn pictures. Talk about the patterns being made.	**Repeat actions that have an effect.** Mark making with glitter.	**Explore materials with different properties.** Christmas themed sensory tray. Talk about the properties of the objects e.g. hard, soft, big, small.	**Explore natural materials, indoors and outside.** Winter themed sensory tray with shredded paper as snow, cotton wool balls as snowballs and small wintery figures.
Expressive Arts and Design	**I can respond emotionally and physically to music when it changes.**	**I can make rhythmical and repetitive sounds.** Create 'fireworks' sounds in a variety of ways. Bang wooden blocks together, rustle	**I can join in with songs and rhymes, making some sounds.** Ensure lots of opportunities for	**I can join in with songs and rhymes, making some sounds.** Ensure daily practices of our Christmas performance songs.	**I can make rhythmical and repetitive sounds.** Use instruments to make music. Adults to model different rhythms	**I can enjoy and take part in action songs.** Nursery Christmas song-a-long.	**I can respond emotionally and physically to music when it changes.** Christmas party. Provide a range of Christmas music for children to dance to.

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	Use the Write Dance cd and scarves to encourage movement to music with different tempos and tones. Model language such as fast, slow, big, small.	carrier bags etc. After modelling, allow children to explore this themselves, adding it rhythms when suitable.	children to sing. Ensure constant access to the song basket, modelling how we use this at carpet time.	Join Bumblebees for children to practice together.	and encourage children to copy.		Talk about the movements as you make them e.g. fast or slow.
CoEL	**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**
Sustainability links	Link to their classroom and outdoor environment. Talk about how they could keep it healthy e.g. keeping it tidy, clean, turning the lights off, putting rubbish in the bin.						
Events		World Nursery Rhyme Week					