

## Half Termly Curriculum Map

Summer 1 – Amazing Animals

The Very Hungry Caterpillar

SKILLS FOCUS	Week 1 W.B – 25.04.22	Week 2 W.B – 02.05.22	Week 3 W.B – 07.05.22	Week 4 W.B - 14.05.22	Week 5 W.B – 21.05.22
<b>Personal, Social and Emotional Development</b>	<p>Increasingly follow rules, understanding why they are important.</p> <p>Circle time introducing the arrival of the caterpillars. Talk about rules e.g. touching the pot, removing the lid and what may happen if we do this.</p>	<p>Do not always need an adult to remind them of rules.</p> <p>High expectations throughout the setting, using the rainbow system to praise those children sticking to rules.</p>	<p>Talk about their feelings using words like happy, sad, angry or worried.</p> <p>Mood sorting activity – children to place pictures/objects onto the corresponding emotion face and explain their feelings.</p>	<p>Play with one or more other children, extending and elaborating play ideas.</p> <p>Begin to work alongside other children in the class and develop new friendships.</p>	<p>Increasingly follow rules, understanding why they are important.</p> <p>Trip to the field to release the butterflies. Emphasise rules and expectations for leaving nursery.</p>
<b>Communication and Language</b>	<p>Use a wider range of Vocabulary.</p> <p>Introduce the caterpillars and talk about the stages it might go through, based upon the language used in the class story.</p>	<p>Sing a large repertoire of songs.</p> <p>Song spoons with all the songs of the week learnt so far.</p> <p>Use longer sentences of four to six words.</p> <p>Sorting healthy and unhealthy foods. Discuss our likes and dislikes.</p>	<p>Use longer sentences of four to six words.</p> <p>Look at photos of the changes to the caterpillars so far. Discuss the differences and predict what might happen next.</p>	<p>Sing a large repertoire of songs.</p> <p>Theatre in the music area with puppets from familiar songs.</p> <p>Talk about the days of the week, children to order the days of the week using the story to support.</p>	<p>Use a wider range of vocabulary.</p> <p>Create a butterfly life cycle chart. Encourage children to use the correct vocabulary to explain the cycle.</p>
<b>Scarf</b>	Being my Best	Being my Best	Being my Best	Being my Best	Being my Best
<b>My PB Focus Healthy Me..</b>	Honesty	Honesty	Self-Belief	Self-Belief	Courage
<b>Physical Development – fine motor</b>	<p>Use a comfortable grip with good control when holding pens and pencils.</p> <p>Name writing.</p> <p>Fine motor focus - Threading ribbon in numbers</p> <p>Dough disco</p>	<p>Be increasingly independent as they get dressed and undressed e.g. doing up zips.</p> <p>Independence to be promoted throughout all self-care activities, including zipping up coats when needed.</p> <p>Fine motor focus - Tweezers and pom poms onto fruit</p> <p>Dough disco</p>	<p>Show a preference for a dominant hand.</p> <p>Cutting and sticking activities. Monitor children's preference and precision with each hand.</p> <p>Fine motor focus - Threading on boards with pens</p> <p>Dough disco</p>	<p>Use a comfortable grip with good control when holding pens and pencils.</p> <p>WOW book entry. Drawing something from the story.</p> <p>Fine motor focus - Pegs and colour wheel - colour matching</p> <p>Dough disco</p>	<p>Show a preference for a dominant hand.</p> <p>Activities requiring good hand control e.g. threading, using pegs and tweezers.</p> <p>Fine motor focus - peg board patterns</p> <p>Dough disco</p>
<b>Physical Development - Healthy Movers</b>	<p>Continue to develop their movement, balancing, riding and ball skills.</p> <p>See alternative plan.</p>	<p>Continue to develop their movement, balancing, riding and ball skills.</p> <p>See alternative plan.</p>	<p>Continue to develop their movement, balancing, riding and ball skills.</p> <p>See alternative plan.</p>	<p>Continue to develop their movement, balancing, riding and ball skills.</p> <p>See alternative plan.</p>	<p>Continue to develop their movement, balancing, riding and ball skills.</p> <p>See alternative plan.</p>
<b>Phonics</b>	Nursery RWI	Nursery RWI	Nursery RWI	Nursery RWI	Nursery RWI

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<b>Literacy</b>	<p>Understand that print can have different purposes.</p> <p>Introduce the story of The Very Hungry Caterpillar. Introduce some non-fiction books about caterpillars/bugs and discuss their purpose.</p> <p><b>Throughout the whole half term: I can write some or all of my name</b> Name writing activities each week</p>	<p>Engage in extended conversations about stories, learning new vocabulary.</p> <p>Create Very Hungry Caterpillar story board. Model appropriate vocabulary, talking in full sentences.</p>	<p>Understand the names of different parts of a book.</p> <p>Highlight the parts of a book before reading – spine, covers, blurb, title, author etc.</p>	<p>Engage in extended conversations about stories, learning new vocabulary.</p> <p>WOW book entry. Drawing something from the story. Adults to scribe what children say about the story. Name writing on the WOW page.</p>	<p>Understand that we read English text from left to right and from top to bottom.</p> <p>Looking at the story, children to retell the story. Can the children order the fruits from the story and talk through the story as they complete the task.</p>
<b>Rhyme of the week</b>	Tommy thumb	There's a worm at the bottom of the garden.	Little Peter Rabbit	Five little speckled frogs	Two little dicky birds.
<b>Mathematics</b>	<p>Link Numeral and amounts e.g. showing the right number of objects to match the numeral, up to 5.</p> <p>Hungry caterpillar playdough mats.</p> <p>Using the fruits in the story match to the correct number e.g. 1 apple link to number 1, 4 strawberries to number 4.</p>	<p>Extend and create ABAB patterns.</p> <p>Creating pattern caterpillars. Light green and dark green paint stamps, Grapes and strawberries. Tweezers and pompoms etc.</p>	<p>Make comparisons between objects relating to size, length, weight and capacity.</p> <p>Photos of the caterpillars changes from the first day until present day. Compare sizes.</p> <p>Size comparisons of fruits (buy fruits from the story and order, children can taste them at the end of the week).</p>	<p>Compare quantities using language: more than or fewer than.</p> <p>Weighing scales and small objects e.g. coloured insects, mini gems.</p> <p>Have two different amounts of caterpillars in pots and compare quantities – which pot has more/less. Ensure children are using correct mathematical language.</p>	<p>Extend and create ABAB patterns.</p> <p>Create patterns using fine motor skills e.g. threading, tower building, pompoms and tweezers.</p>
<b>Understanding the World</b>	<p>Begin to understand the need to respect and care for the natural environment and all living things.</p> <p>Circle time introducing the arrival of the caterpillars. Talk about how we can care for the caterpillars, what they need, what should we do if we found a caterpillar outside.</p>	<p>Plant seeds and care for growing plants.</p> <p>Talk about the required elements of growing a plant. Compare to the caterpillar requirements. Plant seeds and place in a variety of conditions – with sunlight/without. With water/without etc.</p>	<p>Begin to understand the need to respect and care for the natural environment and all living things.</p> <p>Look at the stage the caterpillars are at. Use language from the story. Do we think this would have happened if we didn't care for them appropriately? What may have happened?</p>	<p>Plant seeds and care for growing plants.</p> <p>Look at our plants and review how well they are doing with our care. Are plants without appropriate needs growing well?</p>	<p>Understand the key features of the lifecycle of a plant and an animal.</p> <p>Create a caterpillar-butterfly cycle chart and a seed-flower chart. Encourage children to talk through the different stages.</p>
<b>Expressive Arts and Design</b>	<p>Listen with increased attention to sounds.</p> <p>Sound lotto games.</p> <p>Write dance – whole class</p> <p>Make pictures of minibeasts using natural resources.</p>	<p>Remember and sing entire songs.</p> <p>Song spoons with all the songs of the week learnt so far.</p>	<p>Sing the pitch of a tone sung by another person.</p> <p>Using the rhymes of the weeks we have previously learnt children to sing in small groups, adapting their voice and tone to match the song.</p>	<p>Remember and sing entire songs.</p> <p>Theatre in the music area with puppets from familiar songs.</p>	<p>Listen with increased attention to sounds.</p> <p>Write dance. Encourage children to listen to music and move appropriately based upon speed/mood/type of sound etc.</p>

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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
Outdoor Learning	Magnifying glasses, and clipboards to go on a bug hunt.	Using natural materials to build our own homes for bugs.	Hide minibeast cards around the field. Encourage children to hunt them down then sit together to sort the bugs into categories.	Exploring shadows. Show children how to make a shadow caterpillar and butterfly. What other shadows can we make?	Butterfly release. Where do they fly to? What will they eat? Where do they sleep? Live? Explore?
Home Learning	Literacy - Name writing, phonic activity. Fine motor - threading pasta, cheerios' or similar onto spaghetti Maths - Counting out natural objects to 5 EAD - Make pictures of minibeasts using natural resources.	L- retell the story hungry caterpillar. FM - finger gym activities M - Shape hunt	L - Name writing, pictures or themselves and talk about what makes them special. FM - Playdough (dough disco) M - Number hunt UW - Talk about any changes in our environment (Flowers, animals etc)	L - sharing stories. Name practise. FM - Peg socks onto a washing line M - counting natural objects and matching to numeral.	L- Talk about what has happened to the caterpillars this half term. Talking about their lifecycle. FM - Practise our cutting skills using child safe scissors. M - making patterns using natural objects.
Educational Visits/Visitors/Special Events	Introduce our caterpillars to the class				Release our caterpillars
Parental Involvement					

