

## Half Termly Curriculum Map

### Autumn 1 – Music Extravaganza

SKILLS FOCUS	Week 1 (Settling week) W.B - 6.9.21	Week 2 W.B - 13.9.21	Week 3 W.B - 20.9.21	Week 4 W.B - 27.9.21	Week 5 W.B - 4.10.21	Week 6 W.B - 11.10.21	Week 7 W.B - 18.10.21
<b>Personal, Social and Emotional Development</b>	<p>Select and use activities with help when needed.</p> <p>Introduce new routines to children. Adults to support with selecting activities and modelling use of activities.</p>	<p>Select and use activities with help when needed.</p> <p>Adults to continue supporting with selecting activities and modelling use of activities.</p>	<p>Select and use activities with help when needed.</p> <p>Outdoor areas to continue to open gradually, with adults supporting children to select and use resources correctly within each area.</p>	<p>Play with one or more other children, extending and elaborating play ideas.</p> <p>Adults to model simple games/actions that involve more than 1 person e.g. being animals at the zoo, encouraging children to think about how it can be developed and to invite other children to play.</p>	<p>Play with one or more other children, extending and elaborating play ideas.</p>	<p>Play with one or more other children, extending and elaborating play ideas.</p>	<p>Help to find solutions to conflicts and rivalries.</p>
<b>Communication and Language</b>	<p>Listens with interest to the noises adults make when they read stories.</p> <p>Introduce new routines, including quality story times.</p>	<p>Use a wider range of vocabulary</p> <p>Adults to use correct and consistent names for resources while introducing them to children.</p>	<p>Sing a large repertoire of songs.</p> <p>Introduce focus songs alongside other nursery rhymes. Use the song spoons as prompts.</p>	<p>Use a wider range of vocabulary.</p> <p>Ensure that children are experiencing at least 3 quality story times a day with new vocabulary being discussed and repeated.</p>	<p>Sing a large repertoire of songs.</p> <p>Continue to ensure that children are encouraged to join in with a wide range of songs.</p>	<p>Understand why questions.</p> <p>At the end of storytime, ask children 'why' questions relating to the story, modelling appropriate answers.</p>	<p>Sing a large repertoire of songs.</p> <p>Fabulous finish - record children performing a range of songs that they have learnt this half term.</p>
<b>Scarf</b>	<p>Me and My Relationships</p> <p>Marvellous me</p>	<p>Me and My Relationships</p> <p>Marvellous me</p>	<p>Me and My Relationships</p> <p>Marvellous me</p>	<p>Me and My Relationships</p> <p>Im special</p>	<p>Me and My Relationships</p> <p>Im special</p>	<p>Me and My Relationships</p> <p>People who are special to me</p>	<p>Me and My Relationships</p> <p>People who are special to me</p>
<b>My PB Focus Healthy Me..</b>	Curiosity	Curiosity	Curiosity	Imagination	Imagination	Reflection	Reflection
<b>Physical Development</b>	<p>Shows control in holding and using jugs to pour, hammers, books and mark-making tools.</p> <p>Model to children how to use the mark making area, including how to use mark making tools.</p>	<p>Use large-muscle movements to wave flags and streamers, paint and make marks.</p> <p>Open outdoor stage area. Introduce music and dancing with ribbons. Adults to model large movements.</p>	<p>Use large-muscle movements to wave flags and streamers, paint and make marks.</p> <p>Open outdoor mark-making areas. Introduce large-scale drawing on chalkboard.</p>	<p>Continue to develop their movement, balancing, riding and ball skills.</p> <p>Allow small groups of children to enter the outdoor area beyond the fence. Allow play with bikes and scooters.</p>	<p>Go up steps or climb using alternative feet.</p> <p>Set up small obstacle courses for children to explore in small groups beyond the fence. Ensure stepping stones are included.</p>	<p>Continue to develop their movement, balancing, riding and ball skills.</p> <p>In small group games and during outdoor play (beyond the fence) focus on ball skills such as rolling, throwing and catching.</p>	<p>Skip, hop, stand on one leg and hold a pose.</p> <p>Fabulous finish - include a sticky kids routine in the showtime performance, enabling children to practise these balancing skills.</p>
<b>Phonics</b>	Introduce carpet spaces and carpet times, explaining expectations of behaviour when on the carpet.	Focus on speaking and listening skills e.g. circle time, listening moments. Link to RE and SCARF.	BLAST	BLAST	BLAST	BLAST	BLAST

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<b>Literacy</b>	<p>Has some favourite stories, rhymes, songs, poems or jingles.</p> <p>Adults to model how we use our singing spoons, encouraging singing opportunities art carpet time and during continuous provision.</p>	<p><b>Understand that :</b> <b>We read from left to right and top to bottom</b> Create Talk for writing storyboard for Twinkle Twinkle little star, ensuring pictures are in order of Right to left, Top to bottom.</p>	<p><b>Understand that print has meaning.</b> Ensure a wide variety of fact and fiction books are introduced to the children.</p>	<p><b>Understand that :</b> <b>We read from left to right and top to bottom</b> Create Talk for writing storyboard for Incy Wincy Spider, ensuring pictures are in order of Right to left, Top to bottom.</p>	<p><b>Understand the names of different parts of a book.</b> When sharing stories, adults should model labelling parts e.g. lets look at the front cover, lets read the blurb.</p>	<p><b>Understand that :</b> <b>We read from left to right and top to bottom</b> Create Talk for reading board for BaaBaa black sheep, ensuring pictures are in order of Right to left, Top to bottom.</p>	<p><b>Understand that: Print has meaning.</b> <b>Names of different body parts.</b></p>
<b>Mathematics</b>	<p><b>Recites some number names in sequence.</b></p> <p>Adults to model use of maths area, focusing on counting items.</p>	<p><b>Recite numbers past 5.</b> Activities involving reciting numbers to 5 and beyond e.g. number rockets, songs, counting objects while modelling play in maths area.</p>	<p><b>Talk about and explore 2D and 3D shapes.</b> Focus on 4 basic 2D shapes (square, triangle, rectangle, circle) with sorting and naming activities.</p>	<p><b>Say one number for each item in order.</b> Encourage children to build towers and count how high they can build.</p>	<p><b>Talk about and explore 2D and 3D shapes.</b> In small groups introduce simple shape games such as Incy Wincy Spider game and shape snap.</p>	<p><b>Say one number for each item in order.</b></p>	<p><b>Say one number for each item in order.</b></p>
<b>Understanding the World</b>	<p>Enjoys playing with small-world models such as a farm, a garage, or a train track.</p> <p>Train track small world.</p>	<p><b>Take part in simple pretend play using objects to represent something else.</b> Train tracks small world. Use blocks to build stations, houses et.</p>	<p><b>Begin to develop stories with small world equipment.</b> Dolls house small world. Link to RE.</p>	<p><b>Take part in simple pretend play using objects to represent something else.</b></p>	<p><b>Explore different materials freely to develop ideas about how to use them and what to make.</b> 2D shape pictures</p>	<p><b>Begin to develop complex stories with small world equipment.</b> Small world farm. Link to Baa baa black sheep focus song.</p>	<p><b>Explore different materials freely to develop ideas about how to use them and what to make</b></p>
<b>Expressive Arts and Design</b>	<p>Experiments with blocks, colours and marks.</p> <p>Access to free painting for children to mix colours and create pictures.</p>	<p><b>Explore collections of materials with similar or different properties.</b> Colour sorting objects.</p>	<p><b>Explore collections of materials with similar or different properties.</b> Yellow creations for Rainbow display board.</p>	<p><b>Continue to develop positive attitudes about the differences between people.</b></p>	<p><b>Continue to develop positive attitudes about the differences between people.</b></p>	<p><b>Continue to develop positive attitudes about the differences between people.</b></p>	<p><b>Explore collections of materials with similar or different properties.</b></p>
<b>RE</b>		<b>Family</b>	<b>Friends</b>	<b>Family and Friends</b>	<b>Jesus</b>	<b>Jesus</b>	<b>Moses</b>
<b>Outdoors</b>	<p>Teach children how to use recourses in one area. Once children are following rules. Open another area. Continue until all areas are open.</p>	<p>Teach children how to use recourses in one area. Once children are following rules. Open another area. Continue until all areas are open.</p>	<p>Teach children how to use recourses in one area. Once children are following rules. Open another area. Continue until all areas are open.</p>	<p>Teach children how to use recourses in one area. Once children are following rules. Open another area. Continue until all areas are open.</p>	<p>Teach children how to use recourses in one area. Once children are following rules. Open another area. Continue until all areas are open.</p>	<p>Teach children how to use recourses in one area. Once children are following rules. Open another area. Continue until all areas are open.</p>	<p>Teach children how to use recourses in one area. Once children are following rules. Open another area. Continue until all areas are open.</p>
<b>Educational Visits/Visitors/Special Events</b>					Mental Health Day 10.10.20		Fabulous finish - Share videos of children performing nursery rhymes.

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Parental Involvement		Tapestry - Share photos of your family.	Tapestry - This week we have been looking at the colour yellow- how many yellow things can you find at home?	Tapestry - this week our focus song has been incy wincy spider. Can you go on a bug hunt to see what you an find?	Tapestry - this week weve been talking about shapes. While out and about, can you see any shapes?	Tapestry - Farm theme - can you make your own farm animal at home?	
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