

## Half Termly Curriculum Map

### Spring 2 – Once upon a time

SKILLS FOCUS	Week 1 W.B - 28.2.22	Week 2 W.B - 7.3.22	Week 3 W.B - 14.3.22	Week 4 W.B - 21.3.22	Week 5 W.B - 28.3.22	Week 6 W.B - 4.4.21
<b>Personal, Social and Emotional Development</b>	Develop their sense of responsibility and members of a community. Reinforce school rules. Continue with tuck monitors, line leaders etc Group activities and circle time to reinforce a community feeling.	I can play with one or more other children extending and elaborating play ideas. Children to use a Goldilocks themed tray to role play the story alongside other children.	Help to find solutions to conflicts and rivalries. Talk through the rules, reinforce the rainbow. Praise children sharing. Model how to overcome conflicts and support where needed.	Show more confidence in new social situations. Children to join the whole school in a visit to the planetarium.	Help to find solutions to conflicts and rivalries. Continue to support children in free flow activities and outside area to solve conflicts and rivalries.	Show more confidence in new social situations. Children to adapt to new social situations by joining the school assembly for Easter Extravaganza.
<b>Communication and Language</b>	Develop their communication but may continue to have problems with irregular tenses and plurals. Talk about their half term holiday, what did they do? Who did they see? Did they have fun? Focus on past tense. Use tapestry as a support	Develop their communication but may have problems saying some sounds r, j, th, ch and sh. Activities linked to syllables and vocabulary to support and extend language. Peg board syllables.	I know many rhymes, be able to talk about familiar books and be able to tell a long story. Puppet theatre to re-tell the story of Goldilocks and the Three Bears.	I can use multisyllabic words such as pterodactyl and planetarium or hippopotamus.  Children to draw a picture and talk about the planetarium visit.  Before the visit talk about what we may see.	Understand 'why' questions. Retell the story of Little Red Riding Hood using small world resources. Adult to ask 'why would Goldilocks go?' 'How did the wolf get in?' 'Why did Grandma have big eyes?'	Develop their communication but may still struggle with irregular tenses and plurals.  Talk about what the children may be doing over the Easter break.  Look back on home learning for the half term and discuss as a 'show and tell' activity.
<b>Scarf</b>	Rights and responsibilities	Rights and responsibilities	Rights and responsibilities	Rights and responsibilities	Rights and responsibilities	Rights and responsibilities
<b>My PB Focus Healthy Me..</b>	Gratitude	Gratitude	Empathy	Empathy	Respect	Respect
<b>Physical Development – fine motor</b>	I can use a comfortable grip with some control. Handwriting patterns in glitter, shaving foam etc.	I can choose the right resources to carry out my own plan. Children to practise name writing and handwriting patterns in a variety of ways (glitter, shaving foam, whiteboards, pencils, paints etc).	I can use a comfortable grip with some control. Children to practise name writing and handwriting patterns in a variety of ways (glitter, shaving foam, whiteboards, pencils, paints etc).	I can choose the right resources to carry out my own plan. Planting for Mother's Day. Children to choose what they need to plant e.g., a trowel, soil, water, seeds etc.	I can use a comfortable grip with some control. Draw pictures of their choice and discuss. Handwriting patterns.	I can choose the right resources to carry out my own plan. Easter activities linked to fine motor (pencil control, handwriting patterns, egg designs etc)
<b>Physical Development - Healthy Movers</b>	I can use large muscle movements to wave flags and streamers, paint and make marks.  See alternative plan.	I can match developing physical skills to activities in the setting e.g. crawl, walk, run most suitable?  See alternative plan.	I can match developing physical skills to activities in the setting e.g. crawl, walk, run most suitable?  See alternative plan.	I can start taking part in group activities which they make up themselves. See alternative plan.	I can collaborate with others to manage large items such as moving along a plank and carrying large blocks. See alternative plan.	I can start taking part in group activities which they make up themselves. See alternative plan.
<b>Phonics</b>	Rhyme and Rhythm	Rhythm and Rhyme	Alliteration	Alliteration	Voice Sounds	Voice Sounds
<b>Literacy</b>	Goldilocks and the Three Bears  I can engage in extended conversations about stories, learning new vocabulary.	Goldilocks and the Three Bears  I can engage in extended conversations about stories, learning new vocabulary.	Goldilocks and the Three Bears  I can engage in extended conversations about stories, learning new vocabulary.	Little Red Riding Hood  I can develop phonological awareness so they can: - spot and suggest rhymes.	Little Red Riding Hood  I can write come letters accurately I can engage in extended conversations about stories, learning new vocabulary.	Little Red Riding Hood

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	Learn the story of Goldilocks and the Three Bears, using the story board to support. A variety of activities to support this throughout the week.  <b><u>Throughout the whole half term:</u> I can write some or all of my name</b> Name writing activities each week	Talk about the story and re-tell the story using story puppets and masks to support. Role play being a specific character focusing on the language.	Retell the story of Goldilocks and the Three Bears using a story board to support.  Children to give meaning to marks by drawing pictures or writing key sounds.	<b>-count or clap syllables in words.</b>  Learn the story of Little Red Riding Hood, using the story board to support. A variety of activities to support this throughout the week. (Sequencing, puppets, Story stones, pictures, paintings)	<b><u>WOW BOOK WEEK</u></b>  Re-tell the story of Little Red Riding Hood. Children to mark make and draw pictures of their choice of character. Adult to scribe what children say about the story/characters.	<b>I can recognise words with the same initial sound, such as money and mother</b>  Initial sound bingo games.  Initial sound flower activity – matching the pictures to the initial sound to make a flower.
<b>Rhyme of the week</b>	1, 2, 3, 4, 5 Once I Caught A Fish Alive	Baa Baa black sheep	When Goldilocks came to the house of the bears	Sing A Song of Sixpence	Ring a Ring a Roses	Pat a cake, pat a cake bakers man
<b>Mathematics</b>	<b>I can solve real life mathematical problems with numbers up to 5.</b> Porridge making, up to 5 scoops of porridge. Children to measure, weigh and count accurately. Makes different sized bowls of porridge and discuss.	<b>I can make comparisons between objects relating to size and length.</b> Size ordering a range of objects from our story. The chairs, the bears, the porridge bowls. Children to use language bigger, biggest, smaller, smallest.	<b>Solve real world mathematical problems with numbers up to 5.</b> Teddy bear counting and mathematical problems such as “can you find me 4 bears? 5 bears?” Find one more/one less.	<b>Experiment with own symbols and marks as well as numerals.</b> Create a number bridge. Children to represent the numbers in their own way.	<b>I can experiment with my own and marks as well as numbers.</b>	<b>I can understand position through words alone. For example, “The bag is under the table” – no pointing.</b>
<b>Understanding the World</b>	<b>Talk about what they see, using a wide range of vocabulary.</b> Pictures of a variety of types of bears. Adults to model the correct bear names and encourage discussion regarding similarities and differences.	<b>Begin to make sense of their own life stories and family history.</b> Family photos to discuss during circle times	<b>Begin to make sense of their own life stories and family history.</b> Baby photos of us, children to talk about who they think it is. Give reasons for their choices.	<b>Explore how things work</b> Talk about how plants grow and what they need to grow. Grow cress in the classroom to link with our Mother's Day planting.	<b>Talk about what they see, using a wide range of vocabulary.</b> Go on a walk outside (like in Little Red Riding Hood) Discuss what we see, hear, smell and feel.	<b>Talk about what they see, using a wide range of vocabulary.</b>
<b>Expressive Arts and Design</b>	<b>Begin to develop complex stories using small world equipment.</b>  Use the small world to support in story telling of Goldilocks and the Three Bears.	<b>I can show different emotions in their drawings and paintings, like happiness, sadness, fear etc...</b>  Pictures of characters in the story Goldilocks and the three bears and talk about how they are feeling.	<b>I can use drawing to represent ideas like movement or loud noise.</b>  Explore the sounds of musical instruments. Add instruments into our story telling. E.g. chimes when baby bear cries, thundering drums when walking up the stairs or when daddy bear talks.	<b>I can explore colour and colour mixing.</b>  Children to decorate a Mothers' Day plant pot.	<b>Create closed shapes with continuous lines and begin to use these marks to represent objects.</b>	<b>I can explore colour and colour mixing.</b>  Create pictures based on our topic. Children to chose colours for a particular purpose and give reasons for their choice e.g. green for the grass.
<b>RE</b>	<b>What is Easter?</b> <b>Signs of Spring</b>	<b>What is Easter?</b> <b>Spring into life</b>	<b>What is Easter?</b> <b>Easter, a Christian celebration</b>	<b>What is Easter?</b> <b>Easter continued</b>	<b>What is Easter?</b> <b>Easter continued</b>	<b>What is Easter?</b> <b>Easter continued</b>
<b>Outdoor Learning</b>	Collect sticks and leaves and make something related to the story. The three bears, house, goldilocks etc.	Children to create and follow a map to find large trees, medium trees and small trees and other	Clay models using sticks and items collected in the outdoor area to make the three bears.	Barefoot trail of walking through the forest: Grass, mud, sticks, sand.	Magnifying glasses and a game of eye spy	Hoops what can you find in your hoop. Swap hoops and discuss –

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		objects (Small, medium and large) Linking to our class story.				focus on language long leaves, small leaves, thick sticks, tiny sticks.
<b>Home Learning</b>	Add family photos to Tapestry Add class story to Tapestry for children to learn at home (share videos)	Add baby photos of the children to Tapestry Counting a range of objects - look for numbers in our environment	Create your own teddy bears picnic at home.	Shape hunt at home and local environment.	Eye spy with initial sounds.	Name writing.
<b>Educational Visits/Visitors/Special Events</b>	World book day (Thursday)		Teddy Bears Picnic	Planetarium visit		
<b>Parental Involvement</b>					Parents in - share a story with our child (story café)	

