

## Half Termly Curriculum Map

### Spring 1 – Amazing Animals

SKILLS FOCUS	Week 1 W.B - 5.1.21	Week 2 W.B - 10.1.21	Week 3 W.B - 17.1.22	Week 4 W.B - 24.1.21	Week 5 W.B - 31.1.22	Week 6 W.B - 7.2.22	Week 7 W.B - 14.2.22
<b>Personal, Social and Emotional Development</b>	<b>I can build constructive and respectful relationships.</b>  Talk about rules and routines after Christmas break. Reinforce 4 in an area and respect to property.	<b>I can think about the perspectives of others</b> Circle time to promote speaking and listening. Get children to share their friend's responses rather than their own. Speaking and listening games in small groups. Taking in turns.	<b>I can show resilience and perseverance in the face of challenge</b> Encourage children to be independent and ask when they need help. Encourage children to look at working walls, asking peers and adults when they need help. Children to show resilience when challenges are set.	<b>I can identify and moderate their own feelings socially and emotionally.</b>  Children to adapt to new social situations, going on the trip. Ensuring good behaviour and respect for others.	<b>I can express my feelings and consider the feelings of others</b>  Talk about the facts of animals that children have learnt in Literacy. Listen to each other's ideas. Using home learning as a prompt.	<b>I can see myself as a valuable individual</b>  Talk about their favourite things to do with their families at home. Link to talking about half term.	<b>I can see myself as a valuable individual</b>  Talk about their favourite things to do with their families at home. Link to talking about half term.
<b>Communication and Language</b>	<b>I can articulate my ideas and thoughts in well-formed sentences</b>  Talk in partners, small groups and I whole class about their experiences of Christmas. Use walk and talk, circle time to support children's speaking and listening.	<b>I can retell the story, once I have developed a deep familiarity with the text; some as exact repetition and some in their own words.</b>  Children to retell the story of the monkey puzzle. Perform to each other's class. Encourage children to join in and to become more confident with language and talking in clear sentences.	<b>I can retell the story, once I have developed a deep familiarity with the text; some as exact repetition and some in their own words.</b>  Children to retell the story of the monkey puzzle. Perform to each other's class. Encourage children to join in and to become more confident with language and talking in clear sentences.	<b>I can retell the story, once I have developed a deep familiarity with the text; some as exact repetition and some in their own words.</b>  Children to retell the story of the monkey puzzle. Perform to each other's class. Encourage children to join in and to become more confident with language and talking in clear sentences.	<b>I can articulate my ideas and thoughts in well-formed sentences.</b>  Talk about their experience of going to the Zoo. Encourage children to speak in sentences. Extend sentence by adding more detail of what they say, what they did.	<b>I can use new vocabulary throughout the day</b>  Memory game – Children to think of an animal 'I am going to the zoo to see a....' Children to listen and remember the animals before.	<b>I can use new vocabulary throughout the day</b>  Alphabet game – Give children a letter of the alphabet to think of. Go around the circle and share ideas.
<b>SCARF</b>	Valuing difference	Valuing difference	Valuing difference	Valuing difference	Valuing difference	Valuing difference	Valuing difference
<b>My PB Focus Social Me</b>	<b>Gratitude</b>	<b>Gratitude</b>	<b>Gratitude</b>	<b>Gratitude</b>	<b>Empathy</b>	<b>Empathy</b>	<b>Empathy</b>
<b>Physical Development - Fine motor skills</b>	<b>I can develop the foundations of handwriting skills which is fast, accurate and efficient</b>  Fine motor skill activities during continuous provision.	<b>I can develop the foundations of handwriting skills which is fast, accurate and efficient</b>  Fine motor skill activities during continuous provision.	<b>I can develop the foundations of handwriting skills which is fast, accurate and efficient</b>  Fine motor skill activities during continuous provision.	<b>I can develop the foundations of handwriting skills which is fast, accurate and efficient</b>  Fine motor skill activities during continuous provision.	<b>I can develop the foundations of handwriting skills which is fast, accurate and efficient</b>  Fine motor skill activities during continuous provision.	<b>I can develop the foundations of handwriting skills which is fast, accurate and efficient</b>  Fine motor skill activities during continuous provision.	<b>I can develop the foundations of handwriting skills which is fast, accurate and efficient</b>  Fine motor skill activities during continuous provision.
<b>Physical Development – Dance</b>	<b>I can negotiate space when moving around the hall.</b>  Play a range of different games that involve moving around the space and avoiding	<b>I can imagine different ways of moving in PE – high, low, fast and slow.</b>  Use their imagination to move around like different animals. E.g., Farm animals, Sea animals, Zoo	<b>I can move freely and with pleasure and confidence in a range of ways in time to music.</b>  In time to music, children to move around to the speed of the music.	<b>I can experiment with different ways of moving with music involving different body parts and equipment.</b>  Using scarves children create different shapes and patterns that go in time with music.	<b>I can change speeds and body shapes with a smooth transition in time to music.</b>  Listening to music, in pairs can children think of their own ways to move to the music using their body and change when the tempo	<b>I can complete small simple sequences with music.</b>	<b>I can perform as small dance sequence to my peers with confidence.</b>

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	other children.	animals or animals you would find at home.			of the music changes.		
<b>Phonics – RWI</b>	<b>RWI groups as on other plan.</b>	<b>RWI groups as on other plan.</b>	<b>RWI groups as on other plan.</b>	<b>RWI groups as on other plan.</b>	<b>RWI groups as on other plan.</b>	<b>RWI groups as on other plan.</b>	<b>RWI assessments</b>
<b>Literacy – Reading</b>	<b>I can engage in story-times</b>	<b>I can use new vocabulary through the day</b>	<b>I can retell the story, once I have developed a deep familiarity with the text; some as exact repetition and some in their own words.</b>	<b>I can retell the story, once I have developed a deep familiarity with the text; some as exact repetition and some in their own words.</b>	<b>I can engage in non-fiction books.</b>	<b>I can listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.</b>	<b>I can engage in non-fiction books.</b>
<b>Literacy</b> <b>Key Text: A fish who could wish</b>	<b>I can write a recount</b>  Children to talk about their experiences from Christmas. Use Tapestry as a basis for discussion. Write what presents they got. HA to write simple sentences.  Name writing for assessment to put in books for progress.	<b>I can retell the story, once I have developed a deep familiarity with the text; some as exact repetition and some in their own words.</b>  <b>Skill: I can form lower case and capital letters correctly.</b>  Talk about the characters in the story. Retell with confidence.  Write a wish in book.	<b>I can describe events in some detail.</b>  <b>Skill: Write short sentences with words with known letter sound correspondences using capital letter and full stop.</b>  Talk about what happens in the beginning, middle and ending of the story. Draw pictures to match their talking. Scribe their talking.  Sequence the story in the correct order	<b>I can write a simple story</b>  <b>Skill: I can use and apply phonics</b>  Write the story of the 'The fish who could wish'  LA – Initials sounds, forming letters  MA - CVC words  HA – Simple sentence	<b>I can write an instruction text</b>  <b>Skill: I can connect one idea or action to another using a range of connectives.</b>  Build an animal home. Talk about its purpose. Write a set of instructions on how you made it.	<b>I can write facts about an animal.</b>  <b>Skill: I can engage in non-fiction books.</b>  Fact file – Choose an animal of child's choice to write a fact file about. Children use technology to support research.	<b>I can write a recount</b>  Write a recount of the trip to the zoo.  <b>WOW BOOKS</b>
<b>Mathematics</b>  <b>Numberblocks link</b> <a href="https://www.ncetm.org.uk/resources/52060">https://www.ncetm.org.uk/resources/52060</a>	<b>Introduce Zero</b>  <b>Comparing numbers to 5</b>  <b>I can compare numbers.</b>  <b>I can link the number symbol (numeral) to the cardinal value</b>  Number rhymes back from 5 to 0.  Have lose parts and labelled pots including 0 to 5. for children to sort objects into.  Practise holding up fingers showing a given number.  Watch Number blocks –	<b>Comparing numbers to 5</b>  <b>I can compare numbers.</b>  Children continue to understand comparing numbers, one quantity can be more than, the same as or fewer than another quantity.  Provide opportunities do compare numbers, in snack. Encourage children to talk about difference in numbers. More, less, the same.	<b>Composition of 4 and 5</b>  <b>I can explore the composition of numbers</b>  <b>I can subitise</b>  Bonds to 4 or 5 – shake double sided counters and children to count how many of each colour. Put this into part part whole model.  Digging deeper for HA – Hidden bonds.  In construction area give two colours of lego. Children build a tower of 5. How many different towers can you build.	<b>Tapestry observations</b>  <b>Compare Mass</b>  <b>I can compare length, weight and capacity.</b>  Prompt children to use the language of heavy, heavier than, heaviest, light, lighter than, lightest to compare items starting with items which have an obvious difference in weight.  Compare Capacity  Prompt them to use the language of tall, thin, narrow, wide and shallow. Cooking to support with weighing and measuring.  Provide a set of balance	<b>6, 7, 8</b>  <b>I can link the number symbol (numeral) with its cardinal number value.</b>  Continue to apply the counting principles when counting to 6, 7 and 8. Using ten frames ask children to count 6,7,8.  Series 2 episode 1, 2 and 3 throughout the week  <b>Making pairs</b>  Encourage the children to match animals to create the Noah's Ark procession.  Pictures of animals and an ark. Children to put animals	<b>Combining two groups</b>  <b>I can find the total of items in two groups by counting the total.</b>  Make dominos which have a total of up to 8.  Children to turn these over and find the total of the two sides. Children to record this in their own way.	<b>Length, height and time</b>  <b>I can use every day language related to time. I can order two or three objects by length or height.</b>  Provide animals children to measure these using rulers or cubes. (Tapestry)  Sequence their day, (Books)

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Educational Visits/Visitors/Special Events			Teddy Bears Picnic to support Maths	Trip to Zoo.	Chinese new year	Story and rhyme workshop	Aspire inset – Friday 18 <sup>th</sup>
Parental Involvement						Open afternoon to celebrate work	
Outdoor learning		Egg box – Treasure box – Search for different items to put in treasure box. Colours, leaves, smells, textures.	Using natural materials – What can you make? Children to use own imagination to create different things using materials	Clay animals - making different animals using the materials outside.	Animal homes – Make animals homes linked to Literacy – Whole class.	Den building	Camp fire – marshmallows –whole class

