

Willow Class's Term 1 Curriculum Map

Marvellous Me

English	❖ Topic related stories as a stimulus for discussion, writing, play and creative activities such as 'Oliver's Vegetables', 'You Choose..' and 'Lucy's Picture'. ❖ Drawing club: Use stories, traditional tales and animation clips as a stimulus for talk, mark making and exploring their imagination eg 'Three Little Pigs', 'Not now Bernard', 'The Colour Monster'. ❖ Rhyme Time: Language development and to complement Phase 2 phonics through use of Nursery Rhymes ❖ Little Wandle Autumn 1 - Phonic Sounds: satpinmdgock ck eurhbfl Tricky words: is I the ❖ Hear initial sounds, oral blending - cvc words. ❖ Name recognition and writing; marking making and saying what their marks mean; writing initial sounds and independent labels. ❖ Respect for books eg careful page turning
Maths	❖ Key times of the day - routine and language ❖ Positional language and where things belong ❖ Sorting, matching, comparing different shapes, sizes, colours, ❖ Comparing amounts - more than, fewer than ❖ full and empty/ taller and shorter / longer and shorter. ❖ Making simple repeated patterns ❖ Subitising amounts 1-3 ❖ Start counting with 1-1 correspondence ❖ Composition within numbers 1-3
Communication and Language	❖ Share stories and share facts about me ❖ Talk about familiar experiences, passions and goals. ❖ Practise talk routines eg greeting and response, question and answer

	❖ Listen, sustain attention and take turns to speak ❖ Use my voice in different ways - intonation, volume, projection ❖ Rhyme and alliteration
Personal, Social and Emotional Development	❖ Routines and rules ❖ Being Me in my world ❖ Developing personal hygiene ❖ Building relationships ❖ Emotions ❖ Diversity: We are all unique ❖ Oral health: Good tooth brushing
Physical Development	❖ Gross Motor: ❖ Make symmetrical movements; watch then copy actions; explore different ways of moving ❖ Co-operation games eg parachute ❖ Jungle Journey Programme ❖ Strengthen wrists and fingers through Fine Motor Activities: Snipping paper with easi-grip scissors; Roll, pound, pull, squeeze playdough; Manipulating large construction materials; ❖ Practise using cutlery with lunch. ❖ Name writing and letter formation - monitoring correct pencil grip ❖ Dough Disco
Understanding the World	❖ My family; Recognising similarities and differences when comparing families; What makes a family - extended family, school community. ❖ My body - healthy eating; my senses; my feelings ❖ My home, my school and where I live. ❖ Explore my school - draw a map of what I see. ❖ Explore the outdoor environment and local area - walk to the Church, Village and Park. ❖ My age, my birthday and past birthday celebrations.

	❖ Explore the world around us noticing change caused by seasons and weather. ❖ Changes to materials through real life experiences
Expressive Art and Design	❖ Join in with familiar songs; call and response to encourage children to echo phrases ❖ Encourage singing, dancing and use of percussion instruments in their play ❖ Listen and identify some simple instruments ❖ Join in role-play and use available objects as props ❖ Featured Artist - Pablo Picasso. Indp drawings of themselves; use of mirrors and guided self-portraits ❖ Build using construction equipment ❖ Have opportunities for the children to create together ❖ Respond creatively to stories eg 'Marvellous Me', 'The 3 Little Pigs', 'Lucy's Picture, Leafman
Religious Education	❖ To know the word 'God' is a name. ❖ Who are Christians? ❖ What is the Bible? ❖ The Christian story of The Creation ❖ The Story of Noah; The story of Joseph ❖ Harvest Festival