

## Rainbow class Curriculum map 'Awesome Authors!' Spring 2

In Early Years learning there is an emphasis and importance of learning through play. We plan for progression in all areas, through progressive challenges in our provision and our interactions with the children. We weave our curriculum through everything we do throughout the day and our learning can be both planned and spontaneous following the interests and lead of our children. All areas of the EYFS curriculum will always be found in our continuous provision resources, enhancements and open-ended activities. It is our passion to provide a broad and adventurous curriculum through choice-based play where the children are actively encouraged to be the instigators; developing their critical thinking skills to support the acquisition of new information integrating it in their play.

### Communication and language

The children understand how to listen carefully and why listening is important. They will begin to use a wider range of vocabulary.

They will be able to sing a large repertoire of songs, know many rhymes and be able to talk about familiar books.

**Activities:** Singing songs and action rhymes, listening stories daily and sharing books throughout the provision, asking questions about stories, following cooking instructions, speaking in different ways; performing to an audience and at circle times.

### Personal, Social and Emotional Development

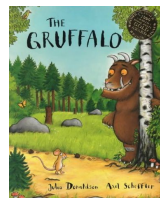
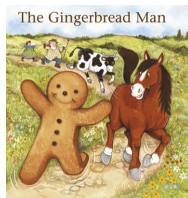
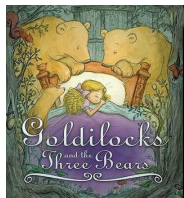
The children will be familiar with the class routines and expectations. We will work on playing in a group cooperatively, sharing and turn taking. We are familiar with the school values to support our play and can refer to them if needed. They will be encouraged to be independent learners; asking for help when they need it.

**Activities** Using the 'Zones of Regulation', listening and attention at circle times, engaging in role play, taking turn games, ensuring we 'Choose it, Use it and Put it away!'. Talk about how we celebrate different festivals in our homes; Nowruz and Easter.

### Physical Development

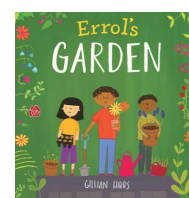
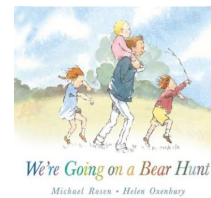
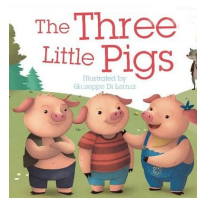
The children will explore gross and fine motor movements in a variety of ways throughout the setting. They will revise and refine the fundamental movement skills they have already acquired such as walking, jumping, running, hopping, skipping and climbing alongside balancing, riding and ball skills. The children will be learning to use one-handed tools and equipment, such as scissors and hammers. They will be developing a comfortable grip with good control when holding pens and pencils and show a preference for a dominant hand.

**Activities:** free exploration using the climbing frames, bikes, cars, slides and wooden blocks, ball skills, parachute games and team races, dancing with ribbons and mark making; painting, drawing using big chalks.



### Themes for adventure this term!

Traditional tales  
Story structure  
Story maps  
Planting seeds



### Dates for parents

New term begins Monday 19th February 2024.  
Nowruz 22nd March.  
Easter 1st April.

### Enrichment

Taking on a role; acting out the traditional tales.  
Planting sunflower seeds.  
Going on an Easter egg hunt!

### Trips and visits

Visit the Outdoor Learning Area to observe the seasonal changes.

## Expressive Arts and Design

### Mark Making/Drawing:

Establish a comfortable pencil grip that enables flexibility and dexterity to make a range of marks, forming some of the letters in their name. Know that marks can have meaning.

Draw a self-portrait.

### Colour:

Know the names of light colours and dark colours.

Know how colours can be changed using light and dark colours.

Know how colours can be changed by mixing them.

### Painting:

Artist study – examine Sol LeWitt's monochrome etchings.

### Printing:

Have a go to create a monoprint.

### Materials:

Know that materials can feel different. Know some words to describe materials.

### 3D Work:

Know what transient art is. (Placing and arranging will be offered in continuous provision).

### Cutting Skills:

Know how to safely pass scissors to another person.

Know how to use scissors to make snips in paper.

### Songs and Rhyme Knowledge

Listening to stories.

Listening to and discuss a variety of genre of music.

Discussing how music makes us feel.

Use our bodies as an instrument.

### Performing familiar stories

Taking on a role, acting out a familiar story.

## Literacy

We will be learning to copy different marks and develop a comfortable pencil grip. We will explore mark making in a variety of different ways – shaving foam, glitter, sand, paint, flour, jelly, mashed potatoes and much more!

Phonics- we will begin to explore Set 1 Speed Sounds from Read Write Inc. phonics programme; introducing the children to sounds written with one letter, we will also be learning how to form these letters.

We will continue to discriminate sounds, learning rhymes and repeated refrains, using instruments. We will learn songs and use musical instruments to create a simple beat. We will develop a love of stories through listening to them in a range of ways, re-enacting with puppets and in our role play, broadening our vocabulary and understanding of new words.

## Mathematics

The children will be able to recite numbers past 10. They will be able to count claps and jumps and represent numbers with their fingers and through marks as well. They will explore the cardinal principle and understand that the last number reached when counting a small set of objects tells you how many there are in total. They will be able to link quantity to numerals. They will be able to measure and weigh different objects/ingredients in a variety of ways. The children will spot patterns in the environment and explore these throughout the setting.

**Activities** 'Marvellous Maths Monday', recognising numbers and shapes throughout the environment, singing number songs, reading number stories, organising different objects, weighing ingredients for playdough, messy play and cooking activities, following instructions, working from a timetable, talking about what is happening next, comparing objects weight and size, spotting patterns on clothing and throughout the provision, continuing a pattern and more!

## Understanding the World

Know the members of their immediate family and the relationship to them and name and describe people who are familiar to them.

Know that you can find out information from different sources e.g., internet, books.

Know and talk about the special things in their own lives.

Know how to respect and take care of school resources.

Know how to show respect and care for the natural environment and all living things.

Learn about the lifecycle of a plant; plant a seed and care for it, providing the necessary things (warm, sunlight, water and food) to help it grow healthy and strong.

Know that features of their immediate environment can be represented with objects and on paper e.g., classroom maps, maps around school, seating maps, Outdoor Learning Area map.

Know that the environment where they live can change through the seasons. Describe what they see, hear, and feel outside.

Explore the natural world around them by taking part in forest school sessions and Outdoor Learning opportunities.

## Religious Education focus

Know the story of Easter.

Know that God creates new life.

Know that new plants and creatures are precious, and learn how to look after them.

Learn about Nowruz, the Persian spring festival.