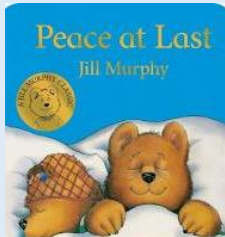
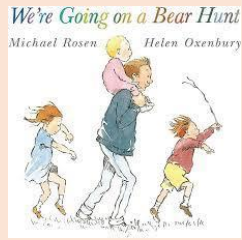
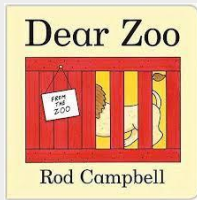
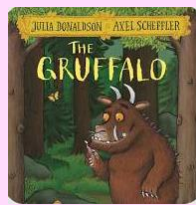


Curriculum Overview – Butterfly Class – Autumn 2 – Once Upon a Time



Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7
Key Texts  Firework night (5 th)	Key Texts  Remembrance (11) Diwali (8 th)	Key Texts 	Key Texts 	Key Texts  Hannukah (5 th)	Key Texts 	Key Texts 
Other texts * Room on the Broom * 10 Little Monsters * Mrs Blackhat	Other Texts * It's Diwali * Each, Peach, Pear, Plum * Whatever next	Other Texts * The Tiger who Came to Tea * I am a Tiger	Other Texts * Monstersaurus * We're going to find the monster	Other Texts * 8 candles to Light * Poo in the Zoo * The Great Pet Sale	Other Texts * The Gruffalo's Child * Laura's Star	Other Texts * The Christmas Story * Mog's Christmas Calamity
Nursery Rhymes & Songs 5 Little Pumpkins	Nursery Rhymes & Songs Baa Baa Black Sheep Zoom zoom zoom	Nursery Rhymes & Songs Rock a bye baby	Nursery Rhymes & Songs The Bear Went Over the Mountain	Nursery Rhymes & Songs Donkey Donkey don't you stop	Nursery Rhymes & Songs	Nursery Rhymes & Songs * Jingle bells * We wish you a merry Christmas * Christmas Pudding

Communication and Language

- Can sit and look at the child or adult who is talking during small group activity
- Shows an understanding of the text being read to them using pictures
- Understands 'where' and 'what' questions
- Understands and often uses colour, number and time related words
- Uses longer sentences of 4-6 words
- Can say likes and dislikes
- Beginning to use connectives
- Beginning to use prepositions



Planned Provision

Listening, Attention and Understanding

- Story Sacks at carpet time for key text each week
- Onomatopia firework sounds and words. Cornerstones fireworks video
- Tunnel enhancement in garden (vocab through, behind, over, in front)
- Gong on a bear hunt (over, under, through)
- Carpet time hoops and limbo (prepositions)
- Painting patterns and pattern mark making table (stripy, zig-zag, wavy, line, circle)
- 'Where' and 'what' comprehension questions at story times
- Whole class bucket time phases 1

Speaking

- Story Sack resources, book and small world in self-selection cupboard for children to retell stories
- Primary coloured small parts & art (e.g. cotton reel threading, compare bears, paint) Vocab primary colours, pattern, repeat
- Dear Zoo describe different animals developing adjectives (jumpy, scary, grumpy) children act out faces
- Big bear hunt in the garden with teddy in the playhouse. Prepositions and repeated refrains
- Learn and perform Nativity assembly and songs

Core Vocabulary

Under, over, through, inside, outside, yesterday, tomorrow, where, what, like

Personal Social and Emotional Development



- Knows the feelings happy, sad, angry or worried
- Understands and follows Nursery rules and routines
- Is able to join in a larger group session for a short length of time
- Knows why rules are important and increasingly follow them without adult prompt
- Select and uses activities and resources, with help when needed
- Can be increasingly independent in meeting own care needs
- Interacts with others (associative play)
- Notices and asks questions about differences e.g. skin colour, hair type

Planned Provision

Self Regulation

- o Bubble game. Blow bubbles into middle of circle calling a child's name to pop them each time
- o Introduce Learning Heroes
- o Introduce MIND 'move way' conflict avoidance

Building Relationships

- o Circle time – talking object games: making a silly potion/sandwich/which pet would you choose etc
- o Turn-taking games (2-4 players) Keyworkers select box games based on children's interest

Managing self

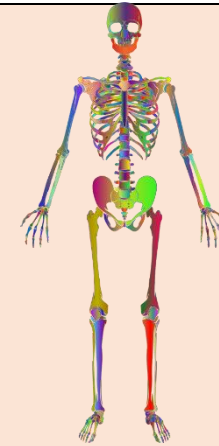
- o Golden Rules
- o Building independence through backwards chaining toileting / changing routines
- o Putting on own wellies and coats
- o Pouring water into and drinking from an open cup
- o Using safety knives to cut fruit at snack time
- o Helping with 'jobs' e.g. tidy up time, putting lunches away

Core Vocabulary

Rules, same, different, happy, sad

Physical Development

- Can run in a straight line, move backwards and forwards, jump with 2 feet together and skip using alternate feet
- Can move into free space avoiding obstacles and other people
- Rides scooters and trikes
- Uses large muscle movements to make lines and circles e.g. with paint, chalk, streamers, dance
- Can line up and queue with adult support
- Can use one handed tools and equipment e.g. make snips in paper with scissors, use tongs
- Can thread a sequence of large beads
- Can use a safety knife to cut foods
- Can pick up and manipulate small objects like gravel or tiny bits of chalk



Planned Provision

Gross Motor

- o Tunnels and hoops in garden. Limbo (adult led) in garden
- o Introduce slack line, big blocks and planks in the garden
- o Keyworker assisted big block & balance spot building pathways in garden
- o Scooters and ride-ons in garden
- o Painting and drawing on big vertical and big horizontal surfaces in garden
- o Gross motor movement dance e.g. Squiggle while you wiggle, 5 a day, Jumpstart Johnny

Fine Motor

- o Potion mixing in mud kitchen. Provide coloured waters, caldron, stick 'wands' flour, sand, fircones and other natural materials for potion making
- o Cutting out poppy shape and pinch/sprinkle glitter to make poppy for big class display for remembrance day
- o Cutting lightly cooked spaghetti in sensory tray with child scissors
- o Big pumpkins in tuff tray– banging in golf tees with hammers. Then scooping out and sensory play with flesh and seeds
- o Making sandwiches – spreading butter/marmite and cutting cucumber/bread. Make for tigers' tea party
- o Making thumb pot divas where appropriate use clay/sparkles/tealight. Children take diva's to temple for Diwali
- o Enhanced provision: Tuff tray: Making caterpillar holes in paper leaves and/or fruit shapes using hand held hole punches
- o Cutting out animals for Dear Zoo book making activity (see template)
- o Xmas Present wrapping play in tuff tray. Small boxes, wrapping paper, tape & scissors.
- o Xmas crafts

Core vocabulary

Cut, scissors, knife, jump, forwards, backwards, circle, line

Literacy

- Joins in with rhymes, songs and poems
- Repeats words and phrases from familiar stories
- Recognises their own name in print
- Begins to navigate apps and websites using digital media using icons
- Knows that there are sounds in the words that we say



Planned Provision

Comprehension

- Class stories, model looking at front cover and following text left to right as reading using big books
- Share stories with repeated refrains and encourage children to join in (bear hunt, tickle a tiger, peace at last)
- Learn Autumn 2 nursery rhymes and retrieval N1 rhymes using song bag.

Reading

- Story sacks for each weekly key text
- Share rhyming stories (room on the broom, 10 little monsters)
- Share stories with rhythm & repeated refrains (going on a bear hunt) Stamp out rhythm
- Monster Phonics aspects 2 & 3 (instrumental sounds and body percussion)
- Never Tickle a Tiger, Tiger who came to Tea, I am a Tiger – alliteration and beginning to hear sounds in words
- Receiving a letter from the zoo
- Use iPad to launch Monster Phonics and Phonics Songs apps

Writing

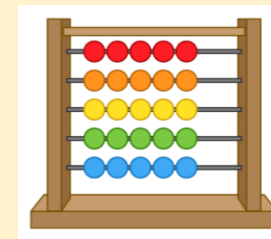
- Assess children's name recognition at self-registration: start tracing name cards if appropriate (ball & stick formation)
- Light box and chalk pen drawing
- Encourage 'writing' on pictures etc (giving meaning to marks) Model writing children's names and labels/annotations on work
- Writing a letter to the Zoo.
- Writing names in Christmas Cards & Christmas lists and crafts
- Add writing opportunities to role-play area and garden

Core vocabulary

Name, song

Mathematics

- Give an adult 1, 2, or 3 objects when asked
- Touches or points to objects when counting
- Recite number names to 10 in order
- Knows numerals represent amounts
- Can predict what comes next in an ABAB pattern
- Can identify patterns around them (eg stripes, spots, zig zags)
- Makes comparisons between objects relating to size (big, little)



Planned Provision

Number

- Assess early maths skills (to say the number names in order to 10)
- Number of the Week and Charlie and the Numbers 1-5 weeks 1-5
- Number of the week practice counting out 1,2,3 objects (weeks 1-3)
- Number of the week pattern focus weeks 6&7
- Counting down songs (e.g. 5 little pumpkins, zoom zoom zoom))
- Introduce careful counting at snack time
- Cheerio threading opportunity for counting and comparing quantity (many/few/more/less/most)

Space Shape and Measure

- Now we've made a pattern song (now we've made a potion) ABAB patterns
- Different pattern paper for collage in art area – spots/stripes/zig zags etc
- Compare different animal patterns (e.g. stripy tiger, zebra, spotty leopard)
- Pattern making and size comparison opportunities through tray activities (e.g. bead threading, cubes, sorting objects)

Core Vocabulary

Pattern, next, number

Understanding the World



- Shares past family experiences
- Can identify similarities and differences between their family and other families
- Uses and understands 'then' and 'before'
- Talks positively about people and characters from stories and different ways of life
- Listens to and recalls the main events from the Christmas story
- Knows why some families celebrate Christmas
- Explores the natural environment and talks about the differences and changes they notice
- Explores and names features of the seasons – winter
- Can talk about the difference between materials and changes they notice (e.g. cooking, melting)

Planned Provision

Past and Present

- o Birthday party enhancement in home corner
- o Learn the first Christmas Story and that it happened long ago. Talk about some changes between the past and now (e.g. car vs donkey)
- o Christmas role-play opportunities to retell past Christmas experiences and stories
- o Introducing remembrance day. Watch video (bbc iplayer). 1 minute silence.
- o Use story sacks to retell stories using time words

People, Culture and Communities

- o Learn the nativity story and about Christmas
- o Class share books about Christmas, Diwali and Hanuka
- o Make Christmas cards with children who celebrate this festival
- o Make Diva for Diwali with children who celebrate this festival
- o Make candles for Hanuka with children who celebrate this festival

The Natural World

- o Potion making. Coloured water, flour, sand etc
- o Hot and cold countries. Looking at a globe Where do tigers live?
- o Windmills, streamers and kites (exploring wind toys weather dependent)
- o Baking Christmas biscuits
- o Exploring ice and melting (weather dependent)
- o Make winter pictures and snowflakes (weather dependent)

Core Vocabulary

Expressive Art & Design

- Match and name primary colours and choose different colours for a purpose
- Explore colour mixing
- Can remember and sing entire songs
- Begins to develop story narrative e.g. using small world
- Joins in with moving, dancing, action songs and ring games



Creating with Materials

- o Hand print colour mixing
- o Mixing pallets and opportunities for paint mixing in art area
- o Making magic wands. Art straws, stars (pre-cut and for children' to cut) glitter/sparkles. What spell are you making? What will happen?
- o Firework pictures making prints on black paper with primary coloured paints.
- o Marble painting. Adult led. A5 square black paper. Florescent &/or metallic paint
- o Using Clay: Make a stick man tuff tray. Clay balls, water, feathers,
- o Box wrapping 'presents'

Being Imaginative and Expressive

- o Tiger's tea party . Adult tiger dress up. Snack time tea party with sandwiches and fruit (using knives)
- o Tea party resources in home corner
- o Story sacks and small world resources each week
- o Going on a bearhunt song and actions
- o Christmas songs and performing nativity for parents
- o Circle time Ring games

Core Vocabulary

Mix, red, blue, yellow