Thematic Curriculum Half-termly Overview little acorns

Half term/year: Spring .1. 2022 Theme: Its cold outside

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|---|---|--|--|--|--------------------------|-------------|------------------------------------|--|--|--|
| | Week 1 | Week 2 | Week 3 | Week 4 | Week 5 | Week 6 | Week 7 | | | |
| Texts | Funny little snowman round & fat | Here we go round the mulberry bush on a cold & frosty morning. | Incy wincy spider (snowy version) Incy Wincy Spider | Put your coat, hat, scarf, gloves & coat on song | Little Jackie jack frost | Winter song | Five little leaves so bright & gay | | | |
| Communication and Language | Enjoys singing, music and toys that make sounds Listen and respond to a simple instruction Develop pretend play Use multi-syllabic words (banana/finger/colour Understand and act on longer sentences like 'Clap hands' or 'Get your coat' Understand simple questions (who, what, where) Can start a conversation with an adult or a friend | | | | | | | | | |
| PSED | Finds ways to calm themselves, through being calmed and comforted by their key person. Establishes their sense of self Expresses preferences and decisions Finds ways of managing transitions Play with increasing confidence on their own and with other children Grow in independence, rejecting help. "Me do it" Develop friendships with others Talk about their feelings | | | | | | | | | |
| SCARF | People who help to keep me safe | | | | | | | | | |
| Physical Development Gross Motor Development | Eat finger foods and develop likes and dislikes Clap and stamp to music Fit themselves into spaces (tunnels, dens and large boxes Enjoys to kick, throw and catch balls Walk, run, jump and climb and start to use the stairs independently Use a scooter or a tricycle | | | | | | | | | |
| Fine Motor Development | Explore different materials and tools Develop manipulation and control Manage buttons and zips on coats Learn to use the toilet with help and then independently | | | | | | | | | |
| Writing | Enjoys drawing for Provide a wide range of Provid | | courage children's mark maki | ng indoors and outdoors. | | | | | | |

| Reading | Enjoys sharing books with an adult Has favourite books and will seek them out to share with an adult Responds to the pictures Repeats words from familiar stories Develops play around familiar stories | | | | | | | | | | |
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| Phonics | Phase 1- Sound Discrimination | Phase 1 – Body Percussion | Phase 1 – Body Percussion | Phase 1 – Instrumental sounds | Phase 1 Voice sounds And Body Percussion | Rhymes | Rhymes | | | | |
| Understanding of the World People, Culture and Communities The Natural World | Make a shopping list (writing for a purpose) Then visit Asda to buy our food to match our topics. Buy foods to keep us warm- hot chocolate. Bread to make warm toast. | | | | | | | | | | |
| Expressive Arts and Design Creating With materials Being Imaginative and Expressive | Move and dance to music Join in songs or rhymes Use different types of brushes to paint & make marks sponge printing Chalk outside Large brushes in paint or water painting outside Finger painting Junk modelling – making snowmen | | | | | | | | | | |
| Quality Outcome (Art / production / presentation / assembly etc) | Visit to Asda to buy foods for snack. Visit the café to have a drink to keep warm Visit to Keighley Library, inviting parents to join us. | | | | | | | | | | |