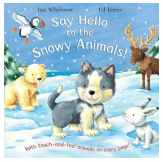
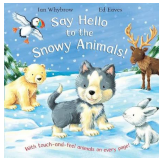
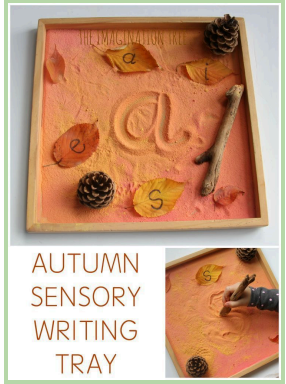
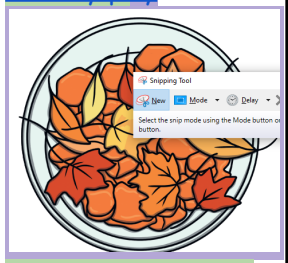
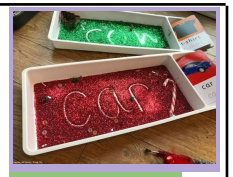
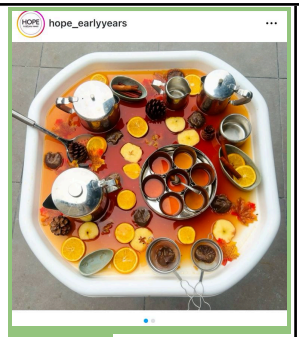
Orchard Phase topic curriculum map

Winter Wonderland Curriculum Driver: KUW Text: Say hello to the snowy animals PFL: Christmas Nativity	
Communication	Taught through daily communication groups and daily interactions through play
CLL- Language and communication **Linked story:**  	Sensory story - use cause and effect toys, give choices for likes/dislikes
	Language and Communication: Pupils will develop consistent responses to convey likes and dislikes.
	Language and Communication: Pupils begin to combine words, symbols or signs in order to make phrases to comment and describe.
	Language and Communication: Pupils will understand and use language to talk about things beyond their current situation including past events and use future tense.

CLL- Attention and Understanding **Linked story:**  	Sensory story - use cause and effect toys, ask who, what, where questions
	Attention and Understanding: Develops object permanence and simple cause and effect to increase independence. **Reading:** Pupils will start to engage with simple stories and the sounds that adults make to promote active listening
	Attention and Understanding: Pupils will understand and ask who, what and where questions in a range of familiar contexts to gain a deeper understanding of a situation. **Reading:** Pupils can match identical photos, symbols and letters. Knows the sound of some of the letters of their own name and is able to identify other words that begin with the same letter in order to develop understanding of reading in familiar environments .
	Attention and Understanding: Pupils can pay attention and take into account what others say which can enable them to take on an imaginative role with a narrative. **Reading:** Pupils can talk about what they have read.

CLL- Writing (fine motor)	 Tuff tray with glitter/ coloured salt/ sugar/ rice/ oats Marked on the tuff tray before the resources are placed on. Circular, horizontal and vertical lines (like fireworks). A range of tools provided (paint brushes/ sticks) Laminated or paper firework pattern mats. Either set in the tuff tray or in the writing area.	 Tuff tray with orange rice and cocoa powder. Marked on the tuff tray, letters and circular, horizontal and vertical lines to trace. Leaf shape mark making. Sticks used. Laminated leaves pattern mats.	link to autumn sensory play  Pupils to engage and explore a wet orange gelataine mix with autumn leaves in messy play in order to develop their fine motor skills by using tweezers or fingers to get the leaves out the jelly mix.  Within the jelly tray and with laminated sensory bag trace and copy circular, horizontal and vertical lines using fingers and writing autumn sticks	 Mark making in shaving foam/ fake snow. Can make crumbly fake snow from conditioner and bicarbonate soda for moulding. https://www.nature-makers.co.uk/post/make-your-own-taste-safe-fake-snow-for-winter-play - link for taste safe if needed Shaving foam in the bottom for mark making with  different tools e.g. paint brushes, cotton buds, fingers. Opportunities for	 Flour, ear buds used for mark making - have laminated snowflakes for children to traceover/ copy image Pathway 1 and 2 Laminated or paper snowflake pattern mats. Either set in the tuff tray or in the writing area.	 Tuff tray painted red with flour/oats/taste safe snow. Model making marks in the snow. Laminated christmas patterns placed on the tuff tray to encourage children to copy Children encouraged to hold writing tools to make the marks - continue on Christmas themed tracing sheet	 Mark making in glitter! Marked on the tuff tray before the resources are placed on. Circular, horizontal and vertical lines. A range of tools provided (paint brushes/ sticks) Tracing sheets with different pencil grips

	Encourage holding the writing tools.		autumn mark making  Provide pupils with opportunities to hold writing tools of different thickness between their thumb and two fingers to develop their control for vertical and horizontal mark making inside and outside	tracing over lines and shapes. Adding trace overs of more complex marks. Longer, thinner tools to hold for tripod grip practice.			
	Writing: Pupils to engage and explore a range of wet and dry messy play in order to develop their fine motor skills.						
	Writing: Pupils can trace and copy circular, horizontal and vertical lines using messy play and writing tools to begin to show active participation in their writing.						
	Writing: Pupils can hold writing tools between their thumb and two fingers to develop their control.						

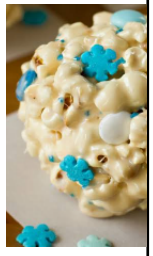
Maths- Cognition/ SSM	 Water with different colours (fireworks) explore empty and full **Big or small song** Look: autumn themed ordering 1 to 10 **LISTEN big and small leaves** model to the children the language big and small **ACTIVITY** Sort big and small leaves into hoops	 Explore full/empty/half full with Autumnal tea party **Big or small song** **LISTEN big and small snowballs** model to the children the language big and small **ACTIVITY** Sort big and small snowballs into containers. Look:**Sing a song:** **Look:** using numicon ask the children to recap adding 2 numbers together Listen: positional language - put the	 inside  Outside Encourage children to hold and manipulate a range of objects through modelling , Fill different containers with water, explore full, half /empty using vocab verbally and with symbols Using the above trays ask Pupils to identify big/small containers as they play **Water Tray** Children can experiment with measuring jugs,	 Exploring full/ empty/ half full making hot chocolate **Look**- Big or small song with props **Listen-** Model identifying big or small penguins **Activity**- children to sort big or small penguins to the big or small igloo Look- Add the correct amount of snowballs (pom poms) to the numbered snowmen	 Exploring full/ empty/ half full with ice **Choose a song** **LOOK:** children to trace numbers- winter themed. **LISTEN big and small** model to the children the language big and small- use big and small ice cubes **ACTIVITY** Sort big and small snowmen by themselves	 **Santas gift sack** Have a stocking or santa sack and lots of 'presents' (save small boxes to wrap) Encourage children to fill the sack then tip the contents out to empty. Model using full/empty/half empty. **LOOK: Big or small song** **https://www.youtube.com/watch?v=ipCjtvHgd4I** **LISTEN: big & small** Snowy animals or laminated snowy animals from the book. Model the language big and small and use big/small visuals to identify which are big and which are small **Acitivity**:	 Make reindeer food by filling up the bag/ container with oats. Use language, empty, full, half full **Choose a song** **LOOK:** children to trace numbers- winter themed. **LISTEN big and small** model to the children the language big and small- use different sized containers to fill up with oat (fill up the small one/ big one) **ACTIVITY** Sort big and small reindeers by themselves -

		leaf on the tree, under the tree, on top of the tree. Activity: Instructions. Put the red leaf on top of the tree, put the green leaf under the tree.	pipettes, spoons and containers. Encourage children to explore comparing capacities of containers. **Choose a song** **LOOK:** children to overwrite the numbers on the autumn board **LISTEN big and small clothes for the snowy animals** model to the children the language big and small- give the big hat to the big animal the small hat for the small animal etc **ACTIVITY** make a picnic for the snowy animals ask the children to pack a picnic for a big animal and a small animal. Give a choice of 2 items and ask the children to chose. **Sing a song:** **Look:** using numicon ask the children to	Listen- Using symbols to model identifying where animals are in the image.  **Activity**-Give instructions to the children to place the penguins on top of the rock, Place the penguin under the ice etc.	**Sing a song:** **Look:** using numicon ask the children to recap adding 2 numbers together **Listen:** model to the children with core board/ symbols how to build an igloo for the snowmen **Activity:** Give children instructions. Put the white brick on top of the blue on. Place the snowman in between the bricks. Behind, under, next to etc	Children sort Christmas presents by themselves. **Look:** **Game** using positional language. Ask children questions. E.g your finger under your chin, 'put your hands on your head.' **Listen:** Christmas tree Model putting presents under, star on top, santa next to. Use coreboard/symbols **Activity** Give children instructions. Place presents under, next to etc.	match to big/ small reindeer food **Sing a song:** **Look:** using numicon ask the children to recap adding 2 numbers together **Listen:** model to the children with core board/ symbols how to put the reindeer in the line of pulling Santa's sleigh **Activity:** Give children instructions. Behind, under, next to etc. place reindeers in the sleigh, next to it etc

			recap adding 2 numbers together **Listen:** model to the children with one of the snowy animals and a box, make a statement about the box and then animal- the fox is next to the box and model with core board and fringe/ symbols **Activity:** Using a different animal (or a variety) and a play bed give the instruction 'put the rabbit on the bed' model with core board and fringe/ symbols encourage children to complete the instruction.				
	SSM: Pupils will be able to hold and manipulate a range of objects, in order to actively engage in a range of sensory play. Fill different containers with water, explore full, half /empty. *Stage 1 Unit 15 Measuring and Estimating.docx - Google Docs*						
	SSM: Pupils will be able to identify big/small in play Pupils will be able to identify the big or small object from a selection of two.						

	Stage 2 Unit 15 Measuring and Estimating.docx - Google Docs						
	SSM: Pupils can describe their relative position (on top, under, next to, below,above) *Stage 3 Unit 14 Describing Position.docx - Google Docs*						
EAD- Creative Performance			Use 'Danny Go!' good morning routines to encourage children to join in with familiar songs and movements Use intensive interaction to copy children's favoured movements- bamboozel style! Ready to prepare for Christmas performance	Rehearsals for the xmas play	Rehearsals for the xmas play	Rehearsals for the xmas play	Xmas Party
	N/A - taught through play and exposure						
	Creative Performance; Pupils will be able to perform familiar songs and movements as part of a group, gaining improved memory and social skills.						

	Creative Performance: Pupils will be able to independently perform a pre rehearsed song or dance individually, building their confidence and memory.
PSED Relationships	Week 1 -Bonfire themed bucket/role play bonfire night/ toasting marshmallows on the fire Week 2 -Autumn themed bucket/Conker rolling turn taking. Week 3 -Autumn themed communication hats /role play hedgehog hospital Week 4 - Winter themed bucket/ cold, winter themed provision with ice/ Practice putting on coats, hats, scarves, and boots independently or with support, emphasising the importance of staying warm when it gets cold. Winter week 5 - snowmen games (turn taking) / role play dressing up in warm clothes to make a snowman Christmas week 6 - Christmas Bucket time/ role play decorating a christmas tree Christmas week 7 - parachute games/ role play opening xmas presents
	Relationships & Others: Pupils will show responses to familiar adults in shared games such as parachute, Bucket Time and drama games.
	Being me in my world, Relationships & Others: Pupils engage in role play, alongside adults.
	Being me in my world, Relationships & Others: Pupils extend their play successfully to include other people and larger groups, and compromise in their play.
KUW- Scientific enquiry and ICT	Week 1 -  Week 2 - HelpKidzLearn - apple picking / Week 3 - KWL playdough imprints with concerts and pinecones ICT https://hub.helpkidzlearn.com/games/details/fireworks https://hub.helpkidzlearn.com/player/game/spiky-hedgehog?subtitles=off&redirectUrl=/games/details/spiky-hedgehog Week 4 -Fizzing snow- baking powder and shaving foam to make mouldable snow then add vinegar to see what happens/ how it changes/ what happens if we add more? Week 5 - ice cube experiments (maths links) use salt/ warm water / cold water to see what happen to the ice Week 6 - Float & Sink - Provide options visually using symbol cards (e.g., a Thumbs Up / Thumbs Down symbol, Sinks / Floats symbols

	Week 7 - 						
	Scientific Enquiry: Pupils will experience their actions on objects and materials. ICT: Pupils will be able to use an iPad with control to navigate a range of functions.						
	Scientific Enquiry: Pupils will be able to make simple predictions within new experiments and will make an informed prediction based on their past experience when repeating science experiments. ICT Pupils will be able to complete simple programming tasks to achieve a goal, inputting a series of instructions.						
Food Technology	 Making hot dogs and choosing toppings	 Apple Skewers	 Hedgehog shape bread	 Rice crisp and honey to bind.	 Snowmen biscuits	 Ginger bread men	 Salt dough decorations for the tree

PE-	Follow REAL PE planning/ MATP Gross Motor: Pupils will be aware of their bodies and some of the different movements they can make. Fine Motor: Pupils will be able to use fine motor skills to carry out basic functional tasks such as scooping with a spoon. Swimming: Pupils will be aware of the different body movements they can make in the water. Gross Motor: Pupils will be able to throw and catch a range of different sized balls or objects. Fine Motor: Pupils will be able to perform more complex fine motor actions to complete functional tasks such as stabbing with a fork or dressing and undressing. Swimming: Pupils understand how to stay afloat in the water and use their body movements to help them stay safe in the water. Gross Motor: Pupils will understand the rules of and take part in simple team games. Fine Motor: Pupils can use fine motor skills to use cutlery in several different ways (scooping, cutting, piercing etc) Swimming: Pupils will be confident enough to access the water, including underwater, with an increasing level of independence.
RE-	Christmas story