

Themes/Interests and

Celebrations

Ourselves
Seasons
Festivals
Hygiene
Healthy Eating
Families

Caterpillars'

curriculum map 2017-2018

This year we will continue to develop British Values, we will be doing this throughout our lessons. This will encourage children to think about mutual respect, democracy and tolerance amongst other values.

Prime areas of learning

Personal, Social and Emotional

Self-confidence and Self-awareness

- Can select and use activities and resources with help.
- Is more outgoing towards unfamiliar people and more confident in new social situations.
- Confident to talk to other children when playing, and will communicate freely about own home and community.
- Shows confidence in asking adults for help.

Managing feelings and behaviour

- Aware of own feelings, and knows that some actions and words can hurt others' feelings.
 - Begins to accept the needs of others and can take turns and share resources.
- Can usually adapt behaviour to different events, social situations and changes in routine.

Making relationships

- Can play in a group, extending and elaborating play ideas, e.g. building up a role-play activity with other children.
- Initiates play, offering cues to peers to join them
 - Demonstrates friendly behaviour, initiating conversations and forming good relationships with peers and familiar adults.

Communication and language

Listening attention

- Listens to others one to one or in small groups
- Listens to stories with increasing attention and recall.
- Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories.

Understanding

Understands use of objects
Shows understanding of prepositions such as 'under', 'on top', 'behind'
Responds to simple instructions

Speaking

- Beginning to use more complex sentences to link thoughts (e.g. using *and*, *because*).
- Can retell a simple past event in correct order
- Uses talk to connect ideas, explain what is happening and anticipate what might happen next, recall and relive past experiences.
- Questions why things happen and gives explanations. Asks e.g. *who*, *what*, *when*, *how*.
- Uses a range of tenses
- Builds up vocabulary that reflects the breadth of their experiences.

Physical Development

Fine and gross motor, self help

- Moves freely and with pleasure and confidence in a range of ways, such as slithering, shuffling, rolling, crawling, walking, running, jumping, skipping, sliding and hopping.
- Mounts stairs, steps or climbing equipment using alternate feet.
- Walks downstairs, two feet to each step while carrying a small object.
- Runs skilfully and negotiates space successfully, adjusting speed or direction to avoid obstacles.
- Can stand momentarily on one foot when shown.
- Can catch a large ball.
- Draws lines and circles using gross motor movements.
- Uses one-handed tools and equipment, e.g. makes snips in paper with child scissors.
- Holds pencil between thumb and two fingers, no longer using whole-hand grasp, using it with good control
- Can copy some letters, e.g. letters from their name.
- Dresses with help, e.g. puts arms into open-fronted coat or shirt when held up, pulls up own trousers, and pulls up zipper once it is fastened at the bottom.