

The Hive Curriculum Map

Term 5

Activities are taken from the EYFS curriculum and matched to the Early Years Development Matters Statements. Each child has their own outcomes on their My Plans and these are considered when activities are put together for the children.

Communication and Language

Colourful Semantics – who, what?

Children to use Colourful Semantics prompts to talk about 'who' and 'what' in simple sentences, building confidence in putting words together to share their ideas.

Use of language supported by visuals and objects of reference

Children to use visuals and objects of reference to help them understand routines, make choices and express themselves more clearly during everyday activities.

Individual SALT outcomes

Children to work towards their individual SALT targets through playful, language-rich experiences that encourage communication, interaction and confidence.

Using Widgit to follow instructions

Children to follow simple instructions supported by Widgit symbols, helping them understand what to do next and feel successful in completing tasks.

Requesting wants and needs

Children to communicate their wants and needs using words, visuals, gestures or communication systems, developing confidence in expressing themselves in ways that work for them.

In the
garden



Personal, Social and Emotional Development

Turn taking

Children to practise taking turns during play and group activities, learning to wait patiently and enjoy shared experiences with others.

Sharing

Children to develop confidence in sharing toys and resources, beginning to understand how sharing helps everyone to play happily together.

Understanding feelings of ourselves and others

Children to explore and talk about their own feelings, while beginning to recognise and respond sensitively to the emotions of others.



Physical Development

Throwing and catching

Children to develop control and coordination by practising throwing and catching with increasing accuracy, enjoying games that involve aiming, predicting and responding to movement.

Balancing

Children to explore different ways of balancing their bodies, building strength and stability as they move across equipment, hold poses and try new physical challenges.

Sensory circuits

Children to take part in sensory circuits that help them regulate, focus and prepare for learning, moving through calming, organising and alerting activities with growing independence.

Using scissors / pincer grip activities

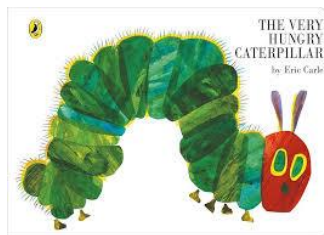
Children to strengthen their fine-motor skills through cutting, squeezing, pinching and manipulating tools, developing the control needed for early writing and self-care tasks.

Large apparatus

Children to build confidence using large apparatus, climbing, jumping and moving safely as they test their physical abilities and learn to manage risks.

Sensory play with fabrics and ingredients

Children to explore a range of sensory materials, using touch, smell and movement to investigate textures, experiment creatively and develop language around what they experience.



Literacy

Favourite stories – The Very Hungry Caterpillar

Children to listen to and engage with this familiar story, joining in with key parts and recalling important events with growing confidence.

Non-fiction texts about minibeasts

Children to explore real information books about minibeasts, showing curiosity and using new vocabulary to talk about what they discover.

Ordering stories

Children to sequence simple story events in order, talking about what happens first, next and last as they build an understanding of story structure.

Following text from left to right

Children to demonstrate early print awareness by tracking text from left to right during shared reading, beginning to understand how print works.

Mark making

Children to use a variety of tools and materials to make purposeful marks, talking about their ideas and what their marks represent.

Recognising and writing their name

Children to recognise their name in print and practise writing it using different materials and media, developing confidence and control.

Phase 2 single sounds

Children to recognise and say Phase 2 letter sounds, beginning to link each sound to its matching grapheme during early reading and writing activities.

Harder to read and spell words

Children to begin recognising and reading some harder-to-read and spell words within simple texts, using them with increasing confidence.

Understanding the World

Bug hunting – habitats

Children to explore outdoor areas to hunt for bugs, discovering where different minibeasts like to live and talking about how habitats help them stay safe, warm and fed.

Looking at minibeasts

Children to observe minibeasts closely, noticing their features, movements and behaviours, and using simple language to describe what they see and wonder about.



Expressive Arts and Design

Nursery rhymes

Children to enjoy joining in with familiar nursery rhymes, learning actions, repeating phrases and beginning to recognise rhythm and pattern in the words.

Keeping a beat

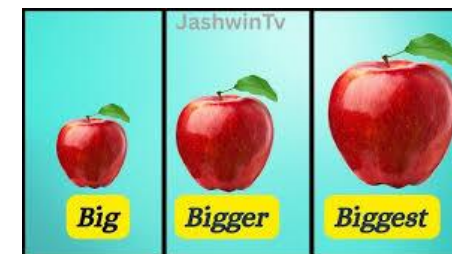
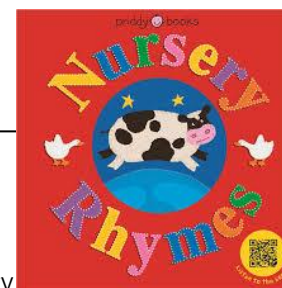
Children to explore keeping a steady beat using instruments, clapping or movement, developing their sense of rhythm through playful musical activities.

Rhyming books

Children to listen to and join in with rhyming stories, beginning to notice words that sound the same and predicting what might come next.

Building bug hotels

Children to work together to build simple bug hotels, exploring natural materials, talking about minibeasts and developing care and curiosity for the outdoor environment.



Maths

Individual maths passport targets

Children to work towards their individual maths passport targets through practical, hands-on activities that help them build confidence and fluency at their own pace.

Individual My Plan Plus outcomes

Children to make progress towards their personalised My Plan Plus outcomes through supportive, structured activities that meet their specific learning and developmental needs.

Language of size/measuring (big, bigger, biggest etc.)

Children to explore the language of size and measure by comparing objects, using words like big, bigger and biggest as they investigate and talk about what they notice.

Positional language

Children to develop their understanding of positional language by following instructions and describing where objects are, using words such as in, on, under, behind and next to.