

Nursery Curriculum – Summer 1
Key Question: How do things move?

Communication and Language: Listening and following instructions. Developing a wider vocabulary of words linked to movement and transport. Develop our ability to ask 'why' questions. Further develop our prediction skills, with a weekly focus book that we can share our thoughts on. Continue developing of our understanding of more prepositions.									
Personal, Social and Emotional Development: Understanding our school values and the importance of following them. Starting to understand changes in emotions and activities that can help us through certain emotions. Think Equal scheme of work. Zones of regulation and identifying own emotions each day. Developing our ability to share instructions which each other.									
Literacy: Little Wandle Foundations – Foundations for language (enhancing provision and environment to encourage language), foundations for a love of reading (using stories and books throughout the day to enhance learning, introduce new ideas and support comprehension) and foundations for phonics (playing games around identifying sounds and syllables in words. Listening for initial sounds, oral blending and sound-talking words from images in a box).									
Maths: Exploring different ways to measure – exploring height, mass and capacity through water and sand areas, alongside specifically taught lessons. Moving on to understand mathematical vocabulary of 'more than' and 'fewer than' and developing our ability to subsidise.									
Physical Development		Understanding the World				Expressive Art and Design			
PE GM	FMS	Science NW/PCC	History PP	Geography NW	RE PCC	Computing	Art BIE	DT CM	Music BIE
Play games with simple rules learning to follow them and be fair. Listening games – can children re-tell their small journeys using prepositions. Confidently climbing outside – setting up assault course and developing their listening skills.	Mark making and cutting skills on the creative table. Developing pencil and scissor grip. Using screws and tools to build and dismantle – linking to role of a mechanic. Develop skills of zipping up coats and putting on shoes independently.	Learning about how things move – how can they move in different ways. Looking at how they differ from one another, for example how planes and cars are different? Comparing how humans and animals differ and are similar when they move?	Exploring and making comparisons between current ways of travel to the past ways of travel.	Map reading – looking at how we can use maps to travel?	Islam – talking about pilgrimages and when where we walk. Festivals around the world.	Using maps on an iPad to travel. Using Google Earth to look at how we can pre-look at journeys.	Using shapes to create our own vehicles for travel Drawing our own maps for our friends – sequencing maps from well-known stories.	Using Lego to create our own vehicles – experimenting the use of wheels – discussing what happens. Using our learning of shapes to create vehicles. STEAM: How can we make paper aeroplanes fly?	Using music to develop phonological awareness. Becoming familiar with sounds we may hear from vehicles. Creating our own sounds to fit into a vehicle song. Identifying sounds, instruments and rhythms. Nursery Rhymes.

Nursery Curriculum – Summer 2

Key Question: What makes us happy?

Communication and Language: Talking about our emotions and what makes us happy – using a wider range of vocabulary that we can use to be more specific about our feelings. Develop our very own favourite story and talk to the class about why a book may make us happy.

Personal, Social and Emotional Development: Beginning to look at transition into Reception and how our feelings may change. Developing our independence skills ready for Reception. Final assessments of the EYLGs for age 4.

Literacy: Nursery rhymes and activities. Little Wandle foundations with children having a clear understanding of graphemes and phonemes. Phonics – initial sounds and oral blending simple words. Confidence in writing their first name when they arrive each day – using name label.

Maths: Delving deeper into the use of mathematical vocabulary, such as a variation of positional language. Consolidation of all mathematical concepts taught throughout the year.

Physical Development		Understanding the World					Expressive Art and Design		
PE GM	FMS	Science NW/PCC	History PP	Geography NW	RE PCC	Computing	Art BIE	DT CM	Music BIE
Using listening skills to train for Sports Day activities. Confidently being able to switch from hopping, to jumping, to stand still.	Confidently using pencil grip to write their own first name. Consolidation of zipping up coats, putting shoes on, etc .	Talk about how the human body knows when its happy – what happens to our bodies? What can happen when we feel sad too? Talk about our mental health.	Compare Nursery children in September to now – discuss how things have changed – both physically and emotionally.	Do holidays make us happy? Talk about summer plans and if anyone is travelling. Recap last half term's question and look at how we may travel there. Nursery Holiday	Think Equal Exploring festivals that are important to us and why they make us happy – for example our birthdays.	Using sound recorders and identifying whose voice it is – think about making funny noises to make it trickier to guess.	Using different materials to make their own individual art – what material do they like using?	Creating our own party menu – bringing in foods and making different treats that we like.	Listening to songs and talking about how they make us feel. Using musical instruments to sing nursery rhymes.

Nursery Curriculum – Summer

<p>Communication and Language</p> <p><u>Listening Attention and Understanding</u> Listening and following directions and looking at someone when they are speaking Using prepositions when following instructions Asking and responding to why questions Following stories read to them and talking about pictures in the book.</p> <p><u>Speaking</u> Knowing many rhymes, be able to talk about familiar books and be able to tell a long story Developing their communication but may struggle with tenses Beginning to use sentences with four to six words Beginning to start a conversation with an adult or a friend and continuing it in turns</p>	<p>Personal, Social and Emotional Development</p> <p><u>Self-Regulation</u> Selecting and using activities and resources Enjoying the responsibility of carrying out small tasks Beginning confident to talk to other children when playing and communicating about their own home and community Showing confidence when asking adults for help Welcoming and valuing praise for what they have done</p> <p><u>Managing Self</u> Being aware of own feelings and knowing that some of their actions can hurt others Beginning to accept the needs of others, taking turns and sharing resources, sometimes with support from others Usually tolerating delay when their needs are not immediately met Understanding that their wishes might not always be met Usually adapting their behaviour to different events, social situations and changes in routines</p> <p><u>Building Relationships</u> Playing in a group and extending and elaborating play ideas Initiating play, offering for others to join in Keeping play going by responding to what others are saying Demonstrating friendly behaviour, initiating conversations and forming good relationships with peers and familiar adults</p>	<p>Physical Development</p> <p><u>Gross Motor</u> Skipping, hopping and standing on one leg and hold a position for a few seconds Balancing and riding a trike or a scooter Going up steps and stairs using alternative feet Responding to music showing appropriate movement and rhythm</p> <p><u>Fine Motor</u> Picking up tiny objects with a pincer grip Making simple models using small pieces, such as Lego Make small cuts in paper with scissors Using a comfortable grip with good control when holding pens, pencils and paint brush Beginning to show a preference for a dominant hand</p> <p>Maths</p> <p><u>Number and Numerical Pattern</u> Using number names to 10 and sometimes accurately counting Representing numbers using marks, fingers and digits Saying when two groups have the same number of objects Identifying numerals in an environment</p> <p><u>Shape, space and measure</u> Talking about the routine of the day and using language like 'before' and 'after' Using comparative language like 'taller', 'shorter' and 'the same' Starting to identify shapes in the environment Starting to find appropriate shapes for certain tasks Asking questions about their observations of differences and similarities Starting to make more meaningful pictures, patterns and arrangements with shapes.</p>	<p>Literacy</p> <p><u>Word Reading</u> Joining in with rhymes and stories Identifying rhymes Joining in with rhythm of well-known rhymes and song Recognising own name</p> <p><u>Comprehension</u> Holding a book, turning pages and indicating an understanding of pictures and print Telling a story to friends Talking about events and characters in books Making suggestions about what might happen next in a story</p> <p><u>Writing</u> Telling an adult what they have drawn or painted Recognising a capital letter at the start of their name Identifying sounds from own name in other words Ascribing marks to meaning Starting to write identifiable shapes and letters Drawing lines and circles in the air, on the floor and on sheets of paper Using tools for mark making with control Gripping using five fingers or preferably two fingers Copying shapes, letters and pictures</p>	<p>Expressive Arts and Design</p> <p><u>Creating with Materials</u> Exploring colour and how colours can be changed Understanding that they can use lines to enclose a space Showing interest in and describing texture Using various construction materials Beginning to construct staking blocks vertically and horizontally, making enclosures and creating spaces Joining construction pieces together to build and balance</p> <p><u>Being Imaginative and Expressive</u> Developing preference for forms of expression Using movement to express feelings Creating movement in response to music Singing to self and making up simple songs Noticing what adults do and imitating what is observed and then doing it spontaneously when an adult is not there Engaging in imaginative role play based on own first hand experiences Building stories around toys, e.g. a firefighter rescuing trapped people Using available resources to create props to support role play.</p>	<p>Understanding the World</p> <p><u>Past and Present</u> Beginning to have an understanding for terms like yesterday, last week and last year Appreciating that they may have siblings that are older than then and that they may be older than a younger sibling Appreciating that certain artefacts and resources are old and have been used before.</p> <p><u>People, Cultures and Communities</u> Showing interest in the lives of people who are familiar to them Remembering and talking about the significant events in their own experience Recognising and describing special times or events for family and friends Starting to show an interest in different occupations and ways of life</p> <p><u>The Natural World</u> Asking questions about aspect of their familiar world, for example about the place they live or the world Talking about some things they have observed such as plants, animals, natural and found objects Talking about why things happen and how things work Starting to develop an understanding of growth, decay and changes over time Showing care and concern for living things and the environment</p> <p>STEAM STEAM: How can we make paper aeroplanes fly?</p> <p>R.E Islam – Pilgrimages Festivals around the world Our favourite festivals</p>
---	---	---	--	---	---