

Nursery Curriculum – Summer

NELI Scheme Weeks 12 – 20

How can we get ready for School? (Focus on School Readiness)

Prime Areas			
<p><b>Communication and Language</b>  <b>Listening, Attention and Understanding</b>                      NELI stories and listening rules. Listening to stories and others, responding appropriately and asking questions. Developing our ability to be patient and focus for longer periods of time.</p> <p><b>Speaking</b>                      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. CL underpins all areas of learning.</p>	<p><b>Personal, Social and Emotional Development</b>  <b>Self-Regulation</b>                      Think Equal scheme of work. Zones of regulation to help identify own emotions and how to move between emotions. Focused attention during carpet sessions and teaching time. Beginning to look at transition into Reception and how our feelings may change. Developing our independence skills ready for Reception.</p> <p><b>Managing Self</b>                      Understanding our school values and the importance of following them. Using the visual timetable to understand the school day and asking for help when needed. Self-care and personal hygiene.</p> <p><b>Building Relationships</b>                      Following the rules during continuous provision and engaging in the different activities, whilst building relationships with peers and key adults.</p>	<p><b>Physical Development</b>  <b>Gross Motor</b>                      Using listening skills to train for Sports Day activities. Confidently being able to switch from hopping, to jumping, to stand still.</p> <p><b>Fine Motor</b>                      Confidently using pencil grip to write their own first name.                      Consolidation of zipping up coats, putting shoes on, etc</p>	
Specific Areas			
<p><b>Literacy</b>  <b>Comprehension</b>                      NELI program – focusing on Narrative, listening skills and learning vocabulary through 'special words'.</p> <p><b>Word Reading</b>                      Follow Little Wandle scheme – oral blending and segmenting.</p> <p><b>Writing</b>                      Writing opportunities throughout continuous provision as well as specific writing tasks linked to Pen Disco, letter formation and name writing.</p>	<p><b>Maths</b>  <b>Number</b>                      Numbers 0-10. Games and activities linked to identifying numbers on a dice, numicon and numerals. Matching numbers show in different formats and comparing numbers, talking about more and less.</p> <p><b>Numerical Patterns</b>                      Delving deeper into the use of mathematical vocabulary, such as a variation of positional language. Consolidation of all mathematical concepts taught throughout the year.</p>	<p><b>Understanding the World</b>  <b>Past and Present</b>                      Compare Nursery children in September to now – discuss how things have changed – both physically and emotionally.</p> <p><b>People, Culture and Communities</b>                      Festivals that are important to us and why they make us happy – for example our birthdays.</p> <p><b>The Natural World</b>                      Do holidays make us happy?                      Talk about summer plans and if anyone is travelling. Continue to go over seasons.</p>	<p><b>Expressive Art and Design</b>  <b>Creating with Materials</b>                      Using different materials to make their own individual art – what material do they like using? Craft activities - selecting/ using tools, collage and malleable materials.</p> <p><b>Being Imaginative and Expressive</b>                      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.</p>

<b><u>Communication and Language</u></b>	<b><u>Personal, Social and Emotional Development</u></b>	<b><u>Physical Development</u></b>	<b><u>Literacy</u></b>	<b><u>Maths</u></b>	<b><u>Understanding the World</u></b>
<p><b><u>Listening Attention and Understanding</u></b> Recognising and responding to many familiar sounds Showing interest in playing with sounds, songs and rhymes Have single channelled attention – shifting to a different task fully obtained when spoken to Understanding more complex sentences, such as 'Put the toys away and then we'll read the book' Understanding 'who', 'what', 'where' in simple questions – for example, 'Who's that/What's that. Where is...?'</p> <p><b><u>Speaking</u></b> Using a variety of questions, e.g. what, where and who. Using simple sentences, e.g. Mummy gonna work. Using language as a powerful means of widening contacts, sharing feelings, experience and thoughts. Beginning to use word endings, such as 'going, cats' Holding a conversation, jumping from topic to topic.</p>	<p><b><u>Self-Regulation</u></b> Separating from their main carer with support from a familiar adult Expressing their own preferences and interests.</p> <p><b><u>Managing Self</u></b> Seeking comfort from familiar adults, when needed. Expressing their own feelings such as sad, happy, cross, scared and worried. Responding to the feelings and wishes of others Being aware that some actions can hurt or harm others Trying to help or giving comfort when others are distressed Showing understanding and cooperating with some boundaries and routines Inhibiting their own actions/behaviours, e.g. stop themselves from doing something they shouldn't do Having a growing ability to distract self when upset, e.g. by engaging in a new play activity.</p> <p><b><u>Building Relationships</u></b> Showing interest in others' play and start to join in Seeking out others to sharing experiences Showing affection and concern for people who are special to them Sometimes forming a special friendships with another child.</p>	<p><b><u>Gross Motor</u></b> Squatting with steadiness to rest or play with an object on the ground, and rising to feet without using hands. Climbing confidently and beginning to pull themselves up on nursery play climbing equipment Kicking a large ball Running safely on foot Walking up steps or down steps holding onto a rail, two feet on each step.</p> <p><b><u>Fine Motor</u></b> Turning pages in a book, sometimes several at once. Showing control in holding and using: jugs to pour, hammers, books and mark making tools. Beginning to use three fingers (tripod grip) to hold writing tools.</p>	<p><b><u>Word Reading</u></b> Beginning to notice when words have the same beginning sound Repeating words or phrases from familiar stories Having awareness that signs and symbols in environment carry meaning.</p> <p><b><u>Comprehension</u></b> Filling in the missing word or phrase in a known rhyme, story or game, e.g. Humpty Dumpty sat in on a wall...' Having some favourite stories, rhymes, songs, poems or jingles.</p> <p><b><u>Writing</u></b> Distinguishing between the different marks they make.</p> <p><b><u>Expressive Arts and Design</u></b></p> <p><b><u>Creating with Materials</u></b> Experimenting with blocks, colours and mark</p> <p><b><u>Being Imaginative and Expressive</u></b> Beginning to use representations to communicate, e.g. drawing a line and saying 'that's me!' Beginning to make believe by pretending Join in singing favourite songs Creating sounds by banging, shaking, tapping or blowing. Showing an interest in the way musical instruments sound.</p>	<p><b><u>Number and Numerical Pattern</u></b> Selecting a small number of objects from a group when asked for example, 'please give me one?' Reciting some number names in sequence Creating and experimenting with symbols and marks representing the number of ideas Beginning to make comparisons between quantities Using some language of quantities, such as 'more' and 'a lot'. Knowing that a group of things change in quantity when something is added or taken away.</p> <p><b><u>Shape, space and measure</u></b> Beginning to use the language of size Anticipating specific time based events, such as meal times or home time. Noticing simple shapes and patterns in pictures Beginning to categorise objects according to properties such as shape or size.</p>	<p><b><u>Past and Present</u></b> Children will be having a growing awareness of new and old, although they may sometimes confuse this something new to them and brand new They will be aware that parents and grandparents are older than they are They will have an understanding of yesterday and tomorrow.</p> <p><b><u>People, Cultures and Communities</u></b> Having a sense of own immediate family and relations In pretend play, imitating everyday actions and events from own family and cultural background Beginning have their own friends Learning that they have similarities and differences that connect them, and distinguish them from others.</p> <p><b><u>The Natural World</u></b> Enjoying playing with small-world models such as a farm, a garage, or a train track. Noticing detailed features of objects in their environment.</p> <p><b><u>STEAM</u></b> Where are we? How can we see stars?</p> <p><b><u>R.E</u></b> Which people and stories are special and why?</p>