

Curriculum Nursery - Summer 1

Overarching Theme: Minibeasts

Summary Goals:

PSED - Children can take turns independently with their friends, playing effectively within the provision. Children begin to recognise emotions within their friends, happy, sad or angry. Children know how to make healthy choices regarding food, daily activities and teeth brushing.

C&L - Children can sit and listen to a longer story and begin to answer 'why' questions about a story. Children can express a point of view about a story or their play. Children speak in sentences when answering a question.

PD - Children can hold a pencil effectively to draw a simple picture. Children can write most of the letters within their name and begin to write others. Children can use fine motor tools (tweezers, etc) to move objects from one place to another.

Literacy - Children (most) hear the initial sound in words and others begin to oral blend cvc words. Children begin to write the initial sound using the correct letter formation.

Maths - Using specific vocabulary, children learn how to sequence events in stories, rhymes and their daily routine. They will also use newly acquired vocabulary to describe the position of an object. Children will compare groups of objects, identifying which set has the most, fewest or least. Children learn to recognise circles and triangles, count the sides and identify curves and straight sides. Through exploration, children become familiar with 3D shapes. They are exposed to the names of 3D shapes, sort 2D and 3D shapes and identify shapes within their environment.

UTW - Children can talk about the life cycle of a minibeast and where to find a minibeast. Children can identify a minibeast and describe key features. Children understand how to care for our world.

EAD - Children will develop their ideas and use a range of materials to create objects and items that they have designed. Children will continue to build on their knowledge of songs and rhymes and continue to develop their role play/ small world play.

	Wk1	Wk2	WK3	Wk4	Wk5	Wk6
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PSED	<u>Skill and knowledge</u> Children are settled back into the setting. Children know and follow the school rules. Children play co-operatively with others and feel secure in their friendships. Children begin to take turns sharing objects with some adult support.	<u>Skill and knowledge</u> Children play co-operatively with others and feel secure in their friendships. Children begin to take turns sharing objects with some adult support. Children are able to label and recognise their emotions - happy, sad, angry. Children begin to understand the terms healthy and unhealthy.	<u>Skill and knowledge</u> Children begin to take turns sharing objects with their friends and others without adult support. Children begin to recognise simple emotions in their friends - happy, sad, angry. Children begin to understand the terms healthy and unhealthy and start to link this to food items and daily exercise.	<u>Skill and knowledge</u> Children begin to take turns sharing objects with their friends and others without adult support. Children begin to recognise simple emotions in their friends - happy, sad, angry. Children begin to understand the terms healthy and unhealthy and start to link this to food items and daily exercise.	<u>Skill and knowledge</u> Most children are able to take turns sharing objects with their friends without adult support. Children begin to recognise simple emotions in their friends - happy, sad, angry and some link actions to the emotions. Children understand the terms healthy and unhealthy and start to link this to food items and daily exercise. Children understand the importance of brushing their teeth.	<u>Skill and knowledge</u> Most children are able to take turns sharing objects with their friends without adult support. Children begin to recognise simple emotions in their friends - happy, sad, angry and some link actions to the emotions. Children understand the terms healthy and unhealthy and start to link this to food items and daily exercise. Children understand the importance of brushing their teeth.
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Communication and Language Songs and rhymes: Incy Wincy Spider The Ants go marching on and on Fuzzy Wuzzy Caterpillar	See policy regarding stem sentences. Children are able to sit and listen to a story and engage with it. Children can share their opinion on their play and talk about their play with an adult. With adult support (stem sentences) children speak in full sentences. Interventions to continue for those children unable to speak and understand effectively (Welcomm and Blast). Staff model effective back and forth conversations. Vocab:	See policy regarding stem sentences. Children are able to sit and listen to a story and engage with it. Children can share their opinion on their play and talk about their play with an adult. With adult support (stem sentences) children speak in full sentences. Interventions to continue for those children unable to speak and understand effectively (Welcomm and Blast). Staff model effective back and forth conversations.	See policy regarding stem sentences. Children sit and listen for longer periods of time to share a story and answer questions. Children begin to share their opinion and point of view regarding a story and why they like/dislike something. When answering a question children use the stem sentences without prompt to answer the question. Interventions to continue for those children unable to speak and understand effectively (Welcomm and Blast).	See policy regarding stem sentences. Children sit and listen for longer periods of time to share a story and answer questions. Children begin to share their opinion and point of view regarding a story and why they like/dislike something. When answering a question children use the stem sentences without prompt to answer the question. Interventions to continue for those children unable to speak and understand effectively (Welcomm and	See policy regarding stem sentences. Children sit and listen for longer periods of time to share a story and answer 'why' questions about the text. Children share their point of view with an adult regarding a story and during their play. I.e. The new role play is good because it has superheroes. Most children without support are able to speak in full sentences when answering a question. Interventions to continue for those children unable to speak and understand effectively	See policy regarding stem sentences. Children sit and listen for longer periods of time to share a story and answer 'why' questions about the text. Children share their point of view with an adult regarding a story and during their play. I.e. The new role play is good because it has superheroes. Most children without support are able to speak in full sentences when answering a question. Interventions to continue for those children unable to speak
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	minibeast Exposed/ recapped:	Vocab: minibeast Exposed/ recapped:	Staff model effective back and forth conversations. Vocab: hungry, caterpillar Exposed: fruit	Blast). Staff model effective back and forth conversations. Vocab: hungry, caterpillar Exposed: fruit	(Welcomm and Blast). Staff model effective back and forth conversations. Vocab: butterfly, cocoon Exposed: egg	and understand effectively (Welcomm and Blast). Staff model effective back and forth conversations. Vocab: butterfly, cocoon Exposed: egg
Physical Development	Children take part in a daily gross/ fine programme. Children draw pictures using a range of lines, circles and shapes to represent objects and share these with an adult. Children can write some letters from their name using the correct formation.	Children take part in a daily gross/ fine motor programme. Children draw pictures using a range of lines, circles and shapes to represent objects and share these with an adult. Children can write some letters from their name using the correct formation. Children can	Children take part in a daily gross/ fine motor programme. Children hold their pencil effectively whilst drawing a simple picture. Children can write most of the letters from their name using the correct formation. Children can pick up objects using tweezers and move them	Children take part in a daily gross/ fine motor programme. Children hold their pencil effectively whilst drawing a simple picture. Children can write most of the letters from their name using the correct formation. Children can pick up objects using tweezers	Children take part in a daily gross/ fine motor programme. Children draw pictures using an effective grip to create lines, circles and shapes to represent their meaning. Children can write most of the letters from their name using the correct formation and are beginning to write other	Children take part in a daily gross/ fine motor programme. Children draw pictures using an effective grip to create lines, circles and shapes to represent their meaning. Children can write most of the letters from their name using the correct formation and are beginning to

	Children can pick up objects using tweezers.	pick up objects using tweezers.	a short distance.	and move them a short distance.	sounds they have learnt. Children can pick up objects using fine motor tools and move them from one place to the other.	write other sounds they have learnt. Children can pick up objects using fine motor tools and move them from one place to the other.
Literacy Policy- high quality texts Children continue to incorporate taught vocabulary within their play.	Daily RWI phonics Children are exposed to the 1st 16 sounds within phonics. Children can hear the initial sounds in words beginning with m,a,s,d,t and begin to orally blend words with these sounds. Some children begin to blend cvc words. Children practise writing sounds -	Daily RWI phonics Children are exposed to the 1st 16 sounds within phonics. Children can hear the initial sounds in words beginning with m,a,s,d,t and begin to orally blend words with these sounds. Some children begin to blend cvc words. Children practise writing sounds -	Daily RWI phonics Children are exposed to the 1st 16 sounds within phonics. Children can hear the initial sounds in words beginning with m,a,s,d,t, i, n, p, g, o, c, k and begin to orally blend words with these sounds. Some children begin to blend cvc words. Children practise writing	Daily RWI phonics Children are exposed to the 1st 16 sounds within phonics. Children can hear the initial sounds in words beginning with m,a,s,d,t, i, n, p, g, o, c, k and begin to orally blend words with these sounds. Some children begin to blend cvc words. Children	Daily RWI phonics Children are exposed to the 1st 16 sounds within phonics. Children can hear the initial sounds in words beginning with m,a,s,d,t, i, n, p, g, o, c, k, u, b, e, f and begin to orally blend words with these sounds. Some children begin to blend cvc words. Children practise	Daily RWI phonics Children are exposed to the 1st 16 sounds within phonics. Children can hear the initial sounds in words beginning with m,a,s,d,t, i, n, p, g, o, c, k, u, b, e, f and begin to orally blend words with these sounds. Some children begin to blend cvc words. Children

	m,a,s,d,t and linking these to writing in lessons. Vocab: minibeast Exposed/ recapped: Stem sentence linked to C&L	m,a,s,d,t and linking these to writing in lessons. Vocab: minibeast Exposed/ recapped: Stem sentence linked to C&L	sounds - m,a,s,d,t, i, n, p, g, o, c, k and linking these to writing in lessons. Vocab: hungry, caterpillar Exposed: fruit Stem sentence linked to C&L	practise writing sounds - m,a,s,d,t, i, n, p, g, o, c, k and linking these to writing in lessons. Vocab: hungry, caterpillar Exposed: fruit Stem sentence linked to C&L	writing sounds - m,a,s,d,t, i, n, p, g, o, c, k, u, b, e, f and linking these to writing in lessons. Vocab: butterfly, cocoon Exposed: egg Stem sentence linked to C&L	practise writing sounds - m,a,s,d,t, i, n, p, g, o, c, k, u, b, e, f and linking these to writing in lessons. Vocab: butterfly, cocoon Exposed: egg Stem sentence linked to C&L
Mathematics Books, songs and rhymes: The Three Little Pigs Three Blind Mice Shape song 4 Little Teddy Bears 5 currant buns	Children listen to and join in with numerical nursery rhymes. Children begin to describe a sequence using the words first and next. Children sequence a familiar nursery rhyme, through discussion. Children sequence pictures from a	Children listen to and join in with numerical nursery rhymes. Children take part in practical activities and understand that objects can be placed in different positions. Children identify position using the words on and under. Children listen	Children listen to and join in with numerical nursery rhymes. Children touch count 2 groups and say the amount. Children compare two groups of objects. Children identify which group has the most. Children identify	Children listen to and join in with numerical nursery rhymes. Children can describe a circle. Children identify circles within their environment. Children know that a circle has 1 curved side. Children can describe a	Children listen to and join in with numerical nursery rhymes. Children explore 3D shapes through activities such as building towers. Children explore the difference between 2D and 3D shapes. Children are exposed to cuboids, cubes and cylinders.	Children listen to and join in with numerical nursery rhymes. Children consolidate their learning on the topics of sequencing, positional language and shape. .

	nursery rhyme. Children discuss their daily routine, using the vocab first and next. Children sequence events in their daily routine. Vocab: order, first, next, then, before. Exposed: Sequence, after that, finally.	and place an object on or under. Children identify position using the words in and out. Children listen and place an object in or out. Children identify position using the words in front and behind Children listen and place an object in front or behind. Vocab: Position, on, under, inside, in, out, outside, in front of, behind	which group has the fewest. Count, compare, more than, greater than, less than, fewer than Vocab: Count, compare, more than, greater than, less than, fewer than	triangle. Children identify triangles within their environment. Children know that a triangle has 3 straight sides and corners. Children count the sides of a triangle. Children identify rectangles within their environment. Children know that a rectangle has 4 straight sides and corners. Children count the sides of a rectangle. Vocab: Shape, triangle, round, curved, straight, pointy,	Children discuss the properties of cubes, cuboids and cylinders. Children identify 3D shapes within their environment. Vocab: Shape, 3D, circle. Exposed: Cube, cuboid, cylinder, faces:	
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				Exposed: corner, 2D, edge		
UTW Religious Education Songs and rhymes: Go tell everyone	Children respectfully join in with the school prayers. Children learn new hymns and the corresponding actions, enabling them to participate in collective worship. Children take part in a caritas lesson on values. Vocab: holy spirit Exposed Vocab:	Children show respect when saying their prayers. Children recognise and discuss God's Good News and the miracle of Pentecost. Children discuss stories from the bible. Vocab: good news, share Exposed Vocab: pentecost, Holy Spirit	Children show respect when saying their prayers. Children recognise and discuss God's Good News and the miracle of Pentecost. Children discuss stories from the bible. Children act out the story of Pentecost. Vocab: good news, share Exposed Vocab: pentecost, Holy Spirit	Children show respect when saying their prayers. Children recognise and discuss God's Good News and the miracle of Pentecost. Children discuss stories from the bible. Children share their own good news with each other. Children are familiar with the bible story about Pentecost. Vocab: good news, share Exposed Vocab: pentecost, Holy	Children show respect when saying their prayers. Children join in collective worship Children reflect on their learning and plan/ take part in a paraliturgy. Children can confidently discuss Pentecost and their own Good News. Vocab: good news, share Exposed Vocab: pentecost, Holy Spirit	Children respectfully join in with the school prayers. Children learn new hymns and the corresponding actions, enabling them to participate in collective worship. Children take part in a caritas lesson on values. Vocab: Exposed Vocab:

				Spirit		
UTW	Children share stories from their recent past - i.e weekend news. Children talk about and explore minibeasts in their environment. Children identify where to find a minibeast and where it would make its home. Children describe the world around them (Forest school). Vocab:underneath, air, ground Exposed: camouflage	Children share stories from their recent past - i.e weekend news. Children talk about and explore minibeasts in their environment. Children identify where to find a minibeast and where it would make its home. Children start to identify features of a minibeast. Children describe the world around them (Forest School). Vocab:underneath, air, ground Exposed: camouflage	Children remember key events from their past - last birthday, family events. Children explore and observe the lifecycle of an insect. Children talk about and create life cycles of minibeasts. Children identify features of a minibeast. Children describe the world around them (Forest School). Vocab: life cycle order, egg, hatch Exposed: chrysalis	Children remember key events from their past - last birthday, family events. Children explore and observe the lifecycle of an insect. Children talk about and create life cycles of minibeasts. Children identify features of a minibeast. Children describe the world around them (Forest School). Vocab: life cycle, order, tadpole, egg, hatch Exposed: froglet	Children remember key events from their past using photos to share stories. Children observe and learn how to care for minibeasts. Children observe and learn how to care for our environment/ world. Children identify features of a minibeast. Children describe the world around them (Forest School). Vocabulary: minibeast, care	Children remember key events from their past using photos to share stories. Children observe and learn how to care for minibeasts. Children observe and learn how to care for our environment/ world. Children identify features of a minibeast. Children describe the world around them (Forest School).

					Exposed/ recap: wings, legs, antenna	Vocabulary: minibeast, care Exposed/ recap: wings, legs, antenna
EAD	Children continue to take part in weekly singing/ music lessons and enjoy performing these to others. Children will develop their understanding of a design and why we need it. Children play imaginatively within the classroom and outdoors - using small world characters and role play resources.	Children continue to take part in weekly singing/ music lessons and enjoy performing these to others. Children will create their own design using enclosed lines. Children play imaginatively within the classroom and outdoors - using small world characters and role play resources. Vocab: design, bug house	Children continue to take part in weekly singing/ music lessons and enjoy performing these to others. Children will plan the resources they need to complete their design . Children play imaginatively within the classroom and outdoors - using small world characters and role play resources.	Children continue to take part in weekly singing/ music lessons and enjoy performing these to others. Children will make their object using their design and resources to complete their chosen outcome. Children play imaginatively within the classroom and outdoors - using small world characters and role play resources.	Children continue to take part in weekly singing/ music lessons and enjoy performing these to others. Children will make their object using their design and resources to complete their chosen outcome. Children play imaginatively within the classroom and outdoors - using small world characters and role play resources.	Children continue to take part in weekly singing/ music lessons and enjoy performing these to others. Children review and evaluate their finished outcomes. Children play imaginatively within the classroom and outdoors - using small world characters and role play resources.

	Vocab: home, above, below, underground		Vocab: design, collect, bug house	Vocab: bug house, create	Vocab: bug house, create	Vocab: even better
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