

Curriculum Nursery - Summer 2

Overarching Theme: People Who Help Us

Summary Goals:

PSED - Children value themselves as a member of our school community. Children begin to recognise emotions within their friends, happy, sad or angry and start to resolve some minor conflicts. Children know how to take part in pretend play and can take turns with their friends within the continuous provision.

C&L - Children can speak in extended sentences and use future and past tense correctly most of the time. Those that cannot are signposted correctly. Children can answer 'why' questions about a story.

PD - Children hold a pencil effectively and can write some/ all of the letters within their name. Children are independent when taking off and putting on their coats and shoes. Children have good gross motor skills and demonstrate these in a range of ways.

Literacy - Children begin to 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 and others are able to write cvc words.

Maths - Children learn that numbers are made up of smaller numbers and then we can add numbers together. Children add numbers to make 3, 4 and 5. Children can count up to 5 and can identify the number that comes before and after a given numbers. Children can use a number line to count backwards and can identify a missing number. Children extend their knowledge of pattern to make a shape pattern.

UTW - Children can talk about key roles in society and how they can access them if needed. Children begin to understand their timeline from birth to now.

EAD - Children can recreate a piece of work from a famous artist; exploring colour and colour mixing, emotions and size. Children will continue to build on their knowledge of songs and rhymes and respond to what they hear both verbally and through the use of instruments talking about how it makes them feel.

	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 they are a valued member of our school community and begin to take part in transition activities. Children share effectively most of the time within the continuous provision. Children recognise other emotions in themselves - anger, excitement.	<u>Skill and knowledge</u> Children are able to say when they feel happy and sad and why. Children know they are a valued member of our school community and begin to take part in transition activities. Children share effectively most of the time within the continuous provision. Children explore how they can look after forest school and our Nursery garden. Children recognise other emotions in themselves - anger,	<u>Skill and knowledge</u> Children are able to express the feeling of anger and understand why they feel that way. Children know they are a valued member of our school community by taking part in transition activities and are eager to discuss upcoming changes. Children share effectively most of the time within the continuous provision. Children begin to recognise basic emotions in others and start to support	<u>Skill and knowledge</u> Children are able to express the feeling of anger and understand why they feel that way. Children know they are a valued member of our school community by taking part in transition activities and are eager to discuss upcoming changes. Children create and play imaginatively within the continuous provision and demonstrate good sharing skills. Children begin to recognise basic emotions	<u>Skill and knowledge</u> Children are able to express the feeling of excitement and understand why they feel that way. Children are confident to discuss with new staff about their transition to Reception and are excited about it. Children create and play imaginatively within the continuous provision and demonstrate good sharing skills. Children begin to recognise basic emotions in others and begin to show an awareness of	<u>Skill and knowledge</u> Children are able to express the feeling of excitement and understand why they feel that way. Children are confident to discuss with new staff about their transition to Reception and are excited about it. Children create and play imaginatively within the continuous provision and demonstrate good sharing skills. Children begin to recognise basic emotions in others and begin to show an awareness of
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		excitement.	their friends.	in others and start to support their friends.	how to resolve conflicts.	how to resolve conflicts.
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Communication and Language Songs and rhymes: 999 Emergency song (twinkl) Miss Polly had a Dolly I'm a firefighter song (twinkl)	See policy regarding stem sentences. Children speak in full sentences when answering a question most of the time. Interventions to continue for those children unable to speak and understand effectively (Welcomm and Blast). Staff model effective back and forth conversations. Children are exposed to a range of 'why' questions about a familiar story and rehearse modeled sentences. Vocab: Doctor nurse stethoscope	See policy regarding stem sentences. Children speak in full sentences when answering a question most of the time. Interventions to continue for those children unable to speak and understand effectively (Welcomm and Blast). Staff model effective back and forth conversations. Children are exposed to a range of 'why' questions about a familiar story and rehearse modeled sentences. Vocab: Doctor nurse stethoscope	See policy regarding stem sentences. Children can demonstrate an ability to speak in extended sentences using the correct tense. Interventions to continue for those children unable to speak and understand effectively (Welcomm and Blast). Staff model effective back and forth conversations. Children begin to answer a range of 'why' questions about a familiar story. Supported with a range of stem sentences. Vocab: uniform,	See policy regarding stem sentences. Children can demonstrate an ability to speak in extended sentences using the correct tense. Interventions to continue for those children unable to speak and understand effectively (Welcomm and Blast). Staff model effective back and forth conversations. Children begin to answer a range of 'why' questions about a familiar story. Supported with a range of stem sentences. Vocab: uniform,	See policy regarding stem sentences. Children can speak in extended sentences and use future and past tense correctly most of the time. Interventions to continue for those children unable to speak and understand effectively (Welcomm and Blast). Staff model effective back and forth conversations. Most children can answer a range of 'why' questions about a familiar story. Supported with a range of stem sentences. Vocab:	See policy regarding stem sentences. Children can speak in extended sentences and use future and past tense correctly most of the time. Interventions to continue for those children unable to speak and understand effectively (Welcomm and Blast). Staff model effective back and forth conversations. Most children can answer a range of 'why' questions about a familiar story. Supported with a range of stem sentences. Vocab:
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	Exposed/ recapped: help	Exposed/ recapped: help	protect, investigate Exposed: station	protect, investigate Exposed: station	firefighter, fire engine, alarm Exposed: hose	firefighter, fire engine, alarm Exposed: hose
Physical Development	Children take part in a daily gross/ fine programme. All children have an effective grip and demonstrate good control over a pencil. Most children can take off and put on their coats, independently. Children are independent within their play, demonstrating good balance, strong core stability and agility in gross motor activities.	Children take part in a daily gross/ fine motor programme. All children have an effective grip and demonstrate good control over a pencil. Most children can take off and put on their coats, independently. Children are independent within their play, demonstrating good balance, strong core stability and agility in gross motor activities.	Children take part in a daily gross/ fine motor programme. Children are able to write the first letter of their name and some of the other letters within their name. Children are able to take off and put on their coats as well as hanging it on their peg. Children are able to take off their shoes. Children are independent within their play, demonstrating good balance, strong core	Children take part in a daily gross/ fine motor programme. Children are able to write the first letter of their name and some of the other letters within their name. Children are able to take off and put on their coats as well as hanging it on their peg. Children are able to take off their shoes. Children are independent within their play, demonstrating good balance, strong core	Children take part in a daily gross/ fine motor programme. Most children can write their first name using the correct letter formation. Children are able to take off and put on their coats as well as hanging it on their peg. Children are able to take off their shoes and put them back on with little to no support. Children are independent within their play, demonstrating good balance,	Children take part in a daily gross/ fine motor programme. Most children can write their first name using the correct letter formation. Children are able to take off and put on their coats as well as hanging it on their peg. Children are able to take off their shoes and put them back on with little to no support. Children are independent within their play, demonstrating

			stability and agility in gross motor activities.	stability and agility in gross motor activities.	strong core stability and agility in gross motor activities.	good balance, strong core stability and agility in gross motor activities.
Literacy Policy- high quality texts	Daily phase 1 phonics/ RWI Children are able to hear the initial sound within a word and begin to orally blend cvc words, word time 1.1, 1.2 Children are able to hear and write the first sound in a word, most using the correct letter formation. Vocab: Doctor nurse stethoscope Exposed/ recapped: help Stem sentence linked to C&L	Daily phase 1 phonics/ RWI Children are able to hear the initial sound within a word and begin to orally blend cvc words, word time 1.1, 1.2 Children are able to hear and write the first sound in a word, most using the correct letter formation. Vocab: Doctor nurse stethoscope Exposed/ recapped: help Stem sentence linked to C&L	Daily phase 1 phonics/ RWI Children are able to hear the initial sound within a word and begin to orally blend cvc words, word time 1.2, 1.3 Children are able to hear and write the first sound in a word, most using the correct letter formation. Some children are beginning to segment and blend cvc words for writing. Vocab: uniform, protect, investigate	Daily phase 1 phonics/ RWI Children are able to hear the initial sound within a word and begin to orally blend cvc words, word time 1.2, 1.3 Children are able to hear and write the first sound in a word, most using the correct letter formation. Some children are beginning to segment and blend cvc words for writing. Vocab: uniform, protect, investigate	Daily phase 1 phonics/ RWI Children are able to hear the initial sound within a word and begin to orally blend cvc words, word time 1.3, 1.4 Children are able to hear and write the first sound in a word, most using the correct letter formation. Some children are beginning to segment and blend cvc words for writing. Vocab: firefighter, fire engine, alarm	Daily phase 1 phonics/ RWI Children are able to hear the initial sound within a word and begin to orally blend cvc words, word time 1.3, 1.4 Children are able to hear and write the first sound in a word, most using the correct letter formation. Some children are beginning to segment and blend cvc words for writing. Vocab: firefighter, fire engine, alarm

			Exposed: station Stem sentence linked to C&L	Exposed: station Stem sentence linked to C&L	Exposed: hose Stem sentence linked to C&L	Exposed: hose Stem sentence linked to C&L
Mathematics Books, songs and rhymes: 5 little men in a flying saucer	Children listen to and join in with numerical nursery rhymes. Children know that a number is made up of smaller numbers. Through practical activities, children explore ways of making number 3. Through practical activities, children explore ways of making number 3. Children are exposed to the concept of adding numbers.	Children listen to and join in with numerical nursery rhymes. Children can count out loud up to 5. Through practical activities, children explore ways of making number 5. Children are exposed to the concept of adding numbers. Vocab: add, altogether. Exposed= equals	Children listen to and join in with numerical nursery rhymes. Children can count out loud up to 5. Children use a number to line to count forwards. Children know the number that comes after a number. Children can find a missing number. Vocab: count, forwards, next, after.	Children listen to and join in with numerical nursery rhymes. Children can count out loud up to 5. Children use a number to line to count. Children know the number that comes before a number. Children can find a missing number. Vocab: count, backwards, before.	Children listen to and join in with numerical nursery rhymes. Children consolidate their knowledge on counting forwards and backwards. Vocab: number line, count, next, before, after.	Children listen to and join in with numerical nursery rhymes. Children consolidate their learning in numbers. Children recognise numerals 1-5. Children count from up to 5 objects from a larger group, using an efficient method. Children are given the opportunity for further practise and exploration. Vocab: number, count, next, before, after.

	Vocab: add, altogether.					
	Exposed= equals					
UTW Religious Education Songs and rhymes: God made me (RSE) God made the sun and God made me	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. Children listen to and join in with the prayer 'Glory Be'. Children take part in RSE lessons about creation.	Children show respect when saying their prayers. Children recognise and discuss times when they have said sorry (reconciliation). Children share their understanding of friendship and how we are good friends. Children listen to and join in with the prayer 'Glory Be'. Children take part in RSE lessons about their body.	Children show respect when saying their prayers. Children learn about Jesus' friendships and the story of the Last Supper. Children discuss times they have said sorry and reconciled with others. Children listen to and join in with the prayer 'Glory Be'. Children take part in RSE lessons about loving others. Vocab: new start, friendship,	Children show respect when saying their prayers. Children think about things that others do that upset them and share this as a class. Children role play reconciling with others. Children join in with the prayer 'Glory Be'. Children take part in RSE lessons about healthy relationships and keeping safe. Vocab: new	Children show respect when saying their prayers. Children learn new hymns and the corresponding actions, enabling them to participate in collective worship. Children join in collective worship Children reflect on their learning. Children can confidently discuss how and why we say sorry. Children join in	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. Children take part in RSE lessons about community and service within that community to the wider world.

		Vocab: new start, friendship, change Exposed Vocab: reconciliation	change Exposed Vocab: reconciliation	start, friendship, forgive, change Exposed Vocab: reconciliation	with the prayer 'Glory Be'. Children take part in RSE lessons about community and service within that community to the wider world. Vocab: new start, friendship, forgive, change Exposed Vocab: reconciliation	
UTW	<u>Children share stories from their recent past - i.e weekend news.</u> Children learn about the role of a midwife and learn about what it was like to be a baby. <u>Children begin to develop an understanding of their own history</u>	<u>Children share stories from their recent past - i.e weekend news.</u> Children know that they were a baby and that over time they grow and change. <u>Children begin to develop an understanding of their own history</u>	<u>Children remember key events from their past - last birthday, family events.</u> Children learn about the role of a dentist and learn about when and why we visit the dentist. Children discuss	<u>Children remember key events from their past - last birthday, family events.</u> Children learn about the role of a gardener and how vegetables, fruits and flowers are grown. <u>Children begin</u>	<u>Children remember key events from their past using photos to share stories.</u> Children learn about the role of a Priest and how he supports the community. <u>Children begin to understand the timeline from</u>	<u>Children remember key events from their past using photos to share stories.</u> <u>Children recap their time in Nursery and talk about their favourite moments throughout the year.</u>

	Children explore the primary colours and recap previous learning. Children continue to work on creating a plan prior to making and begin to review their work with an adult. Children play imaginatively within the classroom and outdoors - using small world characters and role play resources. Vocab: primary colours, red, blue, yellow	Children learn about a famous artist and how the artist uses paint to create their work. Children continue to work on creating a plan prior to making and begin to review their work with an adult. Children play imaginatively within the classroom and outdoors - using small world characters and role play resources. Vocab: artist, paint	Children explore how to paint like an artist practicing their fine motor skills. Children explore how to colour mix to create a secondary colour. Children continue to work on creating a plan prior to making and begin to review their work with an adult, using shared stem sentences. Children play imaginatively within the classroom and outdoors - using small world characters and role play resources. Vocab: paint, artist, string	Children explore how to paint like an artist practicing their fine motor skills. Children explore how to colour mix to create a secondary colour. Children continue to work on creating a plan prior to making and begin to review their work with an adult, using shared stem sentences. Children play imaginatively within the classroom and outdoors - using small world characters and role play resources. Vocab: paint, splash, drip	Children work collaboratively to create a large painting in the style of an artist. Children develop their own ideas, plan what they would like to create and then decide which materials to use enable them to produce a final piece. Children continue to work on creating a plan prior to making and begin to review their work with an adult, using shared stem sentences. Children play imaginatively within the classroom and outdoors - using small world characters and	these to others. Children are able to talk about their final piece, thinking about what worked well and what could be improved. Children continue to work on creating a plan prior to making and begin to review their work with an adult, using shared stem sentences. Children play imaginatively within the classroom and outdoors - using small world characters and role play resources. Vocab: even better
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					role play resources. Vocab: paint, splash, drip	
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