



NURSERY CURRICULUM NEWS - SUMMER TERM 1



KEY TEXTS

People Who Help Us Collections by Various Authors
What Jobs You Could Do by Catherine Barr
When We Grow Up by Melanie Walsh
Clothesline Clues to Jobs We Do by Kathryn Heling
Superhero Like You by Dr Ranj

OUR TOPIC BIG QUESTIONS

WHEN I GROW UP...!

What do we want to be when we grow up?
What do people around us do to help us?

ENRICHMENT

- Visitors in School
- Planting and growing
- World Environment Day
- Walks around the school grounds, looking for signs of seasonal change

SMSC DEVELOPMENT

- Picture News used to embed British Values and Protected Characteristics
- News from Home Book
- Birthday and Religious Festivals
- Nature Walks
- Fine Motor Borrow Bags

GENERAL THEMES

These themes may be adapted at various points to allow for children's interests to flow through the provision

- Who helps us at home?
- Who helps us at school?
- Who helps us to keep safe?
- Everyday Heroes
- Aspirations
- Setting goals
- Who is important to me?

JIGSAW PSHE

RELATIONSHIPS

- I can tell you about my family.
- I understand how to make friends if I feel lonely.
- I can tell you some of the things I like about my friends.
- I know what to say and do if somebody is mean to me.
- I can use Calm Me time to manage my feelings.
- I can work together and enjoy being with my friends.

PRIME AREAS OF LEARNING

COMMUNICATION AND LANGUAGE

We will learn :

- How to initiate, continue and take turns when having conversations
- Join in with repeated refrains in stories and rhymes
- Retelling events form a story or an event
- Expressing wants and needs clearly to others
- Following 2 step instructions

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

We will learn :

- How to manage 'big emotions' and regulate our behaviour
- About how to develop self-help skills and select our own resources
- How to use and look after our classroom/outdoor equipment

PHYSICAL DEVELOPMENT

We will learn:

- Use tweezers, pegs and pipettes to practise pincer grip
- Thread large beads onto lace/ lacing cards
- How to use the different sized crates and planks of wood to build obstacle courses safely
- Balancing on one leg during Simon Says game
- Pick up small buckets of water/ sand using 2 hands

SPECIFIC AREAS OF LEARNING

ENGLISH

Phonics and Reading

Developing an awareness of sounds (environmental, instrumental and voice sounds)

Vocalising target sound in different ways.

Orally blending and segmenting syllables and chunks of words together.

Focus GPCs - b f l j v w

Writing

Developing the use of a dominant hand and a tripod grasp when writing and using other tools

Mark making with a variety of writing tools

Following large pattern outlines such as wavy lines or straight lines and beginning to form different letter shapes

MATHEMATICS

Pattern

Creating and continuing their own repeating patterns

Shape , Space and Measure

Solving puzzles involving shapes and size

Subitising dot plates.

Matching different arrangements of the same quantities

Playing games involving subitising up to 3.

UNDERSTANDING THE WORLD

Past and Present :- History

- Able to say who they are and who they live with
- Can talk about any pets they may have
- Can talk about some members of their family
- Comments on experiences in their own life

People, Culture and Community :- RE and Geography

- Shows an interest in different occupations
- Respect and care for the environment
- Talk about what they can see in their own environment
- Talk about and describe different

The Natural World :- Science and Geography

types of houses, including where they live

- Hands on exploration using senses
- Explore collections of materials and identify similar and different properties
- Explore the world around them and explore how things work
- Explores and talks about forces (push and pull)

EXPRESSIVE ART AND DESIGN

Explore :-

Print with blocks, sponges and fruit

Draw things that they observe

Works independently to develop basic skills

Begin experiment with mixing colours

Builds walls to create enclosed spaces, beginning to add towers etc

Imaginative play :-

Creates their own piece of art and gives meaning

Begins to work with a friend, copying ideas and developing skills together

(small world/ sand pit/ toys/ resources)

Music :-

Copies basic actions and begins to learn short dance routines

Watches dances and performances

Able to name a wide variety of instruments (drum, tambourine, maraca, triangle)

Plays a given instrument to a simple beat (carpet time/ routine songs)