



NURSERY CURRICULUM NEWS - SUMMER TERM 2



KEY TEXTS

The Naughty Bus by Jan Oke
Car, Car, Truck, Jeep by Katrina Charman
We All Go Travelling By... by Sheena Roberts
Journey by Aaron Becker
Whatever Next! by Jill Murphy
Tootles the Taxi by Joyce Blackie Clegg
The Snail and the Whale by Julia Donaldson

OUR TOPIC BIG QUESTIONS

TICKET TO RIDE!

How can we travel around the world?
Where in the world can we go?

ENRICHMENT

- Creating own vehicles using junk model resources
- Father's Day
- World Environment Day
- School Trip

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

- Around Derby Town
- How do I get there?
- Where do we live?
- Where in the world have we been?
- Vehicles past and present
- Fly me to the moon!
- The Season of Summer

JIGSAW PSHE

CHANGING ME

- I can name parts of my body and show respect for myself.
- I can tell you some things I can do and some food I can eat to be healthy.
- I understand that we all start as babies and grow into children and then adults.
- I know that I grow and change.
- I can talk about how I feel moving to School from Nursery.
- I can remember some fun things about Nursery this year.

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 crates and planks of wood to build obstacle and use courses
- Practise throwing and catching large ball
- Paint brushes / chalks – large movements – circular, up and down :- smaller paintbrushes/ smaller sheets of paper/ ground
- Use tweezers to pick up/ move smaller objects i.e. Small pompoms/ objects
- Using mark makers with developing tripod grip and dominant hand to form some letter shapes
- Shows a dominant hand and can use the basis of a 3 finger pencil grip

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 - w x y z qu

Writing

Uses pens/ pencils/ paintbrushes with developing tripod grip.

Form some letter shapes/ can copy or write their own name/ writes for a range of purposes i.e. shopping list, letter, a picture (not always using correct letters.)

MATHEMATICS

Pattern

Continuing to create and explore repeated patterns

Counting

Counting and exploring sets of objects up to 5

Counting up to 5.

Exploring adding and taking away practically up to 5.

Comparison

Matching, comparing and sorting different sets of objects

UNDERSTANDING THE WORLD

Past and Present :- History

Can talk about some members of their family
Sequence family members by size and name (baby, child, adult) (PSHE)
Comments on experiences in their own life

People, Culture and Community :- RE and Geography

Know there are some other cities / countries
Develop positive attitudes about differences between people

The Natural World :- RE and Geography

Talk about what they see in their own environment
Talk about and describe different types of houses, including where they live
Changing seasons
Identify suitable clothing for different weather
Identify suitable clothing for different weather
Name and describe different animals and where they live.

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)