

Nursery Curriculum Map - Summer



The Curriculum in Nursery and Reception is based on the Early Years Foundation Stage (EYFS) curriculum. This describes the seven areas of learning and development which 'must be implemented through planned, purposeful play'. The EYFS curriculum gives children a broad range of skills and knowledge which provides the right foundation for transition into Key Stage 1 and beyond.

Communication and Language

- To enjoy conversations with friends, taking it in turns to listen & respond
- To talk about their feelings and express their point of view in one-to-one situations and small groups
- To continue to understand and follow two-part instructions in daily routines.
- To continue to join in with favourite rhymes, enjoy listening to familiar stories and to join in with repeated refrains

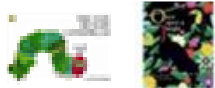


Literacy

Core book texts

- To continue to explore core books over a 1-2 week period
- To continue to make predictions, summarise and sequence the story
- To continue to learn new vocabulary and make links in our writing & link to non-fiction texts

Summer 1 (Lifecycles)- 'Once Upon a Jungle', 'The Very Hungry Caterpillar'



Summer 2 (Journeys) - 'We're going on a bear hunt', 'The Train Ride', 'Down by the Station', 'Sand between my toes', Handa's surprise



Phonics RWI

Throughout daily 'explore and learn' sessions children take part in discreet foundation for phonics games, beginning to identify words starting with the same initial sound. Each week, we have daily 15 min sessions to directly teach letter sounds and oral blending.

Personal, Social and Emotional Development

- To continue to talk about their own and others' feelings and emotions.
- To take turns and take account of one another's ideas and negotiate solutions to conflicts in their play.
- To continue to develop confidence in social situations - such as sharing their home photos/acting out a story.
- To be increasingly independent in meeting their own care needs -brushing their teeth, using the toilet, washing and drying their hands.



Mathematics

- To recap numbers 0-6 (ten town) and the composition (ways to make the total) of them.



- Look at different ways of representations of number to 5 for



example

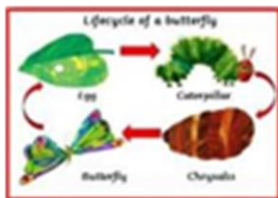
- Say one number for each item to 10 (pointing to each item carefully as we count)
- Find one more/one less up to 5
- Recognise objects quickly without counting ('subitising') and show finger numbers up to 5
- Make comparisons between quantities (**more/fewer**) and objects relating to size, length, weight and capacity - **tall/short, big/small, heavy/light, full/empty**
- Name common 2D and 3D shapes and use them purposefully to build
- Understand and use positional and directional language (in, under, on top. Forwards, backwards) - directing the **bee-bot**



All children to also take part in making playdough and baking

Understanding the World

- To explore the natural world around them and describe what they can see, hear, and feel - **changes in seasons (making kites and discussing the force of the wind)**
- To talk about and recognise the need to respect and care for the natural environment and living things - **(planting seeds/caterpillar lifecycles)**
- To show an interest in different occupations
- To engage in **role play (baby clinic/travel agents)**
- To know that there are different countries in the world and discuss the differences which they have experienced or seen in photos



Physical Development

- To safely move around the environment, adapting their speed where necessary.
- To climb confidently on apparatus.
- To enjoy throwing and catching balls and balancing on bikes and scooters.
- To skip, hop, stand on one leg, and hold a pose for a game like musical statues.
- To become more confident to take off and put on their own coat and try to zip it up.
- To practise holding writing equipment with a comfortable grip, showing preference for a dominant hand.
- To use one-handed tools and equipment such as making snips in paper with scissors



Home Learning

Parents can support their child at home with their learning:

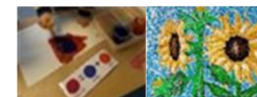
- To read to their child daily
- To encourage independence with dressing and using the toilet
- To count together everyday
- To teach their children how to tidy up and look after their property
- To ask their children about their day to support their communication and listening skills and increase their vocabulary, reminding and praising kind interactions with other children including sharing

Key Events

- Farm visits
- Sports day
- Learning Library/ Main Library/ Story cafe

Expressive Arts and Design

- Draw and paint with increasing detail - such as representing a face with a circle including details - **Self-portraits, observational daffodil painting in the style of artist Seurat**



- To enjoy singing familiar songs and create their own - exploring and playing with words when creating their own songs.
- To continue to express feelings and ideas by playing a variety of instruments.
- To play with a purpose and create stories with small world toys, sometimes using objects to represent something else.
- To use their imagination to build complex 'small worlds' with blocks and construction toys
- To create models using recycled boxes and learn to use simple joining techniques with tools such as scissors, tape, and glue

