|  |  |  |
| --- | --- | --- |
| **Curriculum map: Nursery Term: Summer** | | |
|  | **WOW FACTOR**  **Order caterpillars – Learn about Butterflies**  **Create our Fairy Garden home outside**  **Plant vegetables, fruit and flowers**  **Explore school grounds – minibeast hunt/animal/bird watch**  **The hungry caterpillar** | **Growing and Changing- theme**  Children focus on the language for feelings ‘I know when I am happy sad or cross’ and ‘I know what I say or do can make others happy or unhappy’.  Continued focus on the love for learning ‘I am curious and want to learn and play’  1**0 Stepping stones to school readiness**  We will learn about how plants and creatures grow and change  Library sessions  Stories about shapes – **‘Triangle’, ‘Square’ and ‘Circle’** |
| Personal, Social, Emotional development | Ask adults for help in nursery  Support children to make friends, play with friends and sharing by being involved in their play  **‘The Bad tempered ladybird’** ladybird, why was the ladybird not a nice friend? FEELINGS  Discuss the soon transition in to reception  Links to Outside  Confidence to balance on equipment  Support to tidy away  Confidence to let adults know when they get hurt  Understanding of how to treat those around us | |
| Physical Development | Explore moving with different ways in the round hall to music e.g. hopping, sliding, jumping (Read walking through the jungle)  Finger muscles – play in beans, mushy peas – dough disco  Cutting skills  Writing our names  Write under the table – BOYS – minibeasts  Make our own sandwiches and spread jam on toast  Eating independently – sandwiches, toast  Links to Outside :  Explore the nursery outdoor environment – gross motor equipment – A frame  Bikes and Building – wooden tool bench – Victor to help us build it  Mark make on a larger scale outside – paint on trees with mud  Put wellies on, get ready for outdoor play  Explore running, jumping and climbing outside | |
| Communication, Language | Listen to stories in small groups (see Literacy) and remember them – Talk for writing **‘Jasper’s Beanstalk’ ‘Triangle’, ‘Square’ and ‘Circle’**  Support children to remember nursery rhymes,  Understand simple concepts – opposites and different objects we use in the environment  Encourage children to learn new words and use them in the write context e.g. cocoon  Model clear and long sentences  Links to Outside:  Listen to sounds in the environment  Sing songs throughout the environment outside  Explore the seasons outside and model language  Retell our adventure from outside play | |
| Literacy | Listening to stories with increasing attention and repeating phrases from – **Dear Zoo, Brown bear brown bear, Rumble in the jungle, What the ladybird heard, The very hungry Caterpillar, The Very busy spider, Ahh Spider**  Talk for writing **‘Jasper’s Beanstalk’ ‘Triangle’, ‘Square’ and ‘Circle’**  Children start to look at letters and sounds in phonics, focus on rhyme, alliteration and nursery rhymes (Play rhyming and alliteration games)  Practise writing our names  Recognise logos  Explore finger movement or mark making in messy play – cornflour, hair gel, soap foam – put letters and numbers in there  Links to Outside:  Mark making on a larger scale outside –Paint on rolls of paper on the wall, bubble wrap around the a frame, paint with mud on the tree  Phonics – listening walk. What can we hear around school?  Use road signs in the outdoor environment – what does it mean? | |
| Mathematics | **Mathematics**  Place numbers and shapes all around the environment - recognition  Make numbers with pebbles/stones  Continue heavy and light – place out weighing scales with different objects  Play positional games – hide the teddy under the table etc  Paint flowers – paint amount of petals and matching number  Focus on shape recognition Talk for writing **‘Jasper’s Beanstalk’ ‘Triangle’, ‘Square’ and ‘Circle’**  Links to Outside:  Shape matching activities – real life signs around the playground – what shape is it  Play positional games outside e.g. hide under the climbing frame  Bug hunt – count how many minibeasts you have found, record the amount and write number  Understanding that it takes time to grow plants from seeds  Count seeds planted | |
| Understanding the World | **Understanding the World**  Explore growing and changing – plant beans and watch them grow  Plant vegetables and fruits  Explore the life cycle of a butterfly, frog and beans  Learn about different animals – farm and zoo **Dear Zoo,**  Links to Outside:  Start to plant seeds and take care of our garden, get rid of the weeds, talk about what weeds are.  Visit the hens and the school grounds to see wild animals | |
| Expressive arts and Design | **Expressive art and design**  Role play – create a vet. Children explore what a vet  Create paintings and collages of minibeasts and animals  Sing – A B-U-G  Create a zoo for the animals using blocks  Links to Outside:  Create a large minibeast using different materials – children paint it  Use different herbs in the mud kitchen, how does it smell?  Create spider webs outside using wool  Create a fairy garden with help from our school gardener – Lisa Homer  Role play – garden shop | |
| Home/School Links | 1:1 meetings with parents for their child’s special week  Library books  10 stepping stones to school readiness workshop  Store café |  |