

Year Nursery Curriculum Map – Summer 2022

	SUMMER TERM
TOPIC	<i>New beginnings, Life cycles, Healthy Eating</i>
KEY TEXTS	<i>Jack and the Beanstalk</i> by Ladybird <i>The Tiny Seed</i> by Eric Carle <i>The Odd Egg</i> by Emily Gravett <i>An Egg is quiet</i> by Diana Aston <i>The Hungry Caterpillar</i> by Eric Carle <i>The Places We'll Go</i> by Dr Seuss <i>What Will You Be?</i> by Yamile Saied Mendez <i>What If..</i> by Samantha Berger
Literacy Development <i>Convention on the Rights of the Child (CRC) Articles 28, 29, 31</i>	The children will practice making recognisable shapes in their pictures and continue to develop their confidence in writing their name. The children will be encouraged to copy letters and shapes and use rhymes to remember how to form the letters. Through their play they will begin to write for different purposes such as a letter, making a note, a shopping list or a recipe. The children will begin to learn phonics and understand that each letter makes a sound. Children will begin to develop an understanding of rhyme and will take part in a range of rhythmic activities that will develop an awareness of rhyme and alliteration and help them to recognise rhythm in spoken language. The children will be given opportunities to memorise stories such as '<i>Jack and the Beanstalk</i>' and recite them using illustrations as a prompt; they will use "talk for writing" to help them retell stories and engage in independent or shared story writing. Pupils will be encouraged to role-play stories using props and act out events and principal characters. The children will look at non-fiction books to understand that texts are for different purposes. Using the texts above and other additional texts, they will demonstrate understanding when talking about what they have read and begin to use new vocabulary. The children will consolidate the parts of the book e.g., front cover, back cover and title. Pupils will be encouraged to point to words in the text, understanding we read from left to right and top to bottom.

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Mathematics Development CRC Articles 28, 29, 31	The children will be learning to name and describe simple 2D shapes and some 3D shapes. In exploring shapes, the children will begin to demonstrate an awareness of shapes in the environment and use vocabulary such as 'round', 'flat', 'straight' to describe them. The children are encouraged to count in everyday contexts through their play. They will be encouraged to recite numbers past 5 and show 'finger numbers' up to 5. They will be taught that the last number reached when counting in a small set of objects tells you how many there are in total ('cardinal principle'). The children will begin to learn fast recognition of up to 3 objects, without having to count them individually ('subitising'). Through their everyday play, the children will be encouraged to solve real world mathematical problems with numbers up to 5. For example, '<i>You have 2 cars and your friend has 1. How many cars are there altogether?</i>' This children will be encouraged to compare quantities using language such as; 'more than', 'fewer than' Through their play, the children are encouraged to describe a familiar routes and locations, using words like 'in front of' and 'behind'. The children will begin to learn about repeating patterns using objects and materials around them, e.g. stick, leaf, stick, leaf
Personal, Social and Emotional Development CRC Articles 2, 6, 7, 12, 13	The children will be encouraged to adapt their behaviour to different events, social situations and changes in routine. The children will increase their confidence in asking adults for help, becoming more outgoing towards unfamiliar people and more confident in new social situations. Building and maintaining their friendships, the children will be encouraged to initiate play with others, offering cues to peers to join them. They will begin to learn how they can deal with conflicts by talking to their peers. The children will learn to express their feelings using words like 'happy', 'sad', and 'angry' or 'worried'. The children will talk about their talents and interests and think about what they would like to be when they grow up. Through the story of '<i>The Very Hungry Caterpillar</i>', the children will learn about making healthy choices about food and explore how we can brush our teeth well. Opportunities arise in their play to discuss the Class Charter as part of the Convention on the Rights of the Child. Pupils are taught the 5Cs (<i>Care, Commitment, Consideration, Courtesy and Co-operation</i>)
Communication and Language Development CRC Articles 12, 13, 30	The children will be encouraged to talk in full sentences and consistently use talk to express ideas, explain what is happening and anticipate what might happen next. They will be given opportunities to recall past experiences, ask questions and give explanations using key vocabulary such as <i>who, what, when</i> and <i>how</i>. They will begin to understand and answer 'why' and 'how' questions. The children will develop their listening and attention skills, learning how to follow directions they have been given. The children are encouraged to listen to longer stories and remembering what happens.

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	When speaking, the children are encouraged to use the correct tenses e.g, 'ran' instead of 'runned'. They are encouraged to speak in sentences when expressing their ideas and thoughts.
Physical Development CRC Articles 24, 27	The children will be tending to their personal needs (eating, drinking and toileting) independently. With continued practice, the children will be undressing and dressing for PE, mostly independently, putting on a t-shirt or jumper, buttoning or unbuttoning shirt and zips with some support and guidance. During PE and activities, the children will learn different ways of moving and play games such as musical statues, standing briefly on one foot to pose. They will use large equipment in PE and the garden area such as balls and ribbons streamers to develop their gross motor skills. The children will explore music moving in different ways and create patterns of movement. To develop their fine motor skills, the children are encouraged to explore mark-making and write using a comfortable pencil grip. They are encouraged to use one-handed tools and equipment, e.g. making snips in paper with scissors.
Understanding the World CRC Articles 16, 18, 23, 30, 31	The children are encouraged to talk about their own experiences and make sense of their own life. They are encouraged to talk about the past and the future. Through stories, non-fiction books and role-play, the children learn about different occupations. They are taught to develop positive attitudes about the differences between people. Through discussions, the children learn about different countries in the world. The children have planted seeds in the Spring term and will now learn to care for the Nursery garden. They will be able to make observations of plants and discuss how they grow using the text <i>'The Tiny Seed'</i>. The children will begin show care, respect and concern for living things and the environment. The Nursery will have ducklings and caterpillars to support the children to learn about life cycles of animals and insects. They will learn about their habitats. Through everyday play, the children are taught to notice the different materials around them and begin to talk about simple forces they fee e.g., push or pull

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Expressive Arts & Design CRC Articles 29, 31	The children will explore various materials and develop their ideas about how to use them. They will begin to learn how to join them together using staplers, sellotape, masking tape and glue. The children are encouraged to draw shapes that represent objects and will be supported to draw with increasing complexity and detail, such as representing a face with a circle and including details. The children will be encouraged to express emotions in their drawings e.g., happiness and sadness. The children will experience mixing colours when painting to make their own colours. The children will be encouraged to sing to themselves and to make up simple songs (independently or within a group), and to make up their own rhythms. They will learn entire songs and use instruments in a variety of ways to express feelings and ideas. The children will be encouraged to make up their own songs. The children will begin to develop stories and imaginative play using small world play, props and resources. Through the story '<i>What if..</i>', the children will learn that there are many forms of creativity and expression such as painting, dance and music.
Safeguarding CRC Articles 2, 3, 4, 5, 7, 8, 10, 12, 13, 16, 17, 28, 29, 36, 37, 38	The children will be taught why we have certain rules e.g walking inside to avoid accidents. They are encouraged to put all their belongings and resources away to avoid falls and trips. The children will be taught to use tools such as scissors, spades and the large wooden blocks safely. All children are encouraged to tell an adult if they have hurt themselves and how. We will discuss who we can talk to when they feel upset or worries and who our 'Safe Adults' are. . When using the computer and other electrical devises such as i-pads, children will be taught about how to be safe online using <i>Smartie the Penguin</i> to help them understand.