

# Curriculum Overview for Nursery Summer 2022-23

<p><b>Bears</b></p> <p>Quality texts: Goldilocks and the Three Bears, We're Going on a Bear hunt, Whatever Next, A range of non-fiction texts based on specific bears.</p> <p>Key focus– story sequencing, features of a book, role play using props, tales toolkit. Early mark making.</p> <p><b>What is your favourite book? ?</b></p> <p>Quality texts: Aliens Love Underpants (continue space theme from whatever next), Dinosaurs love Underpants, Gruffalo, Tiger who came for Tea, Three Little Pigs</p> <p>Key focus - features of a book, story sequencing, retelling, role play using</p>	<p>props, tales toolkit.</p> <p><b>What lives in our Nursery Garden?</b></p> <p>Quality texts: Mad about Minibeasts, Super Worm, Snails and slugs, Ladybirds, The Bad tempered Ladybird, What the Ladybird heard?, Ten Little Ladybugs, Spiders, Aaaarrgghh Spider, The Busy Spider</p> <p>Key focus– mini beasts, counting, comparing, habitats, sorting, life cycles.</p> <p><b>What can we do in summer?</b></p> <p>Quality texts: Guess How Much I Love you in Summer, Toddle Waddle, Kipper's Sunny Day</p>	<p><b>Gross motor</b></p> <p>Are increasingly able to use and remember sequences and patterns of movements which are related to music and rhythm.</p> <p>Collaborate with others to manage large items, such as moving a long plank safely, carrying large hollow blocks.</p> <p>Sit on a push-along wheeled toy, use a scooter or ride a tricycle</p> <p>Start taking part in some group activities which they make up for themselves, or in teams.</p>	<p><b>Fine motor</b></p> <p>Use a comfortable grip with good control when holding pens and pencils.</p> <p>Develop manipulation and control.</p> <p>Explore different materials and tools</p> <p>Show an increasing desire to be independent, such as wanting to feed themselves and dress or undress.</p> <p>Be increasingly independent in meeting their own care needs, e.g. brushing teeth, using the toilet, washing and drying their hands thoroughly</p>
<p><b>PSED</b></p> <p>Notice and ask questions about differences such as skin colour, types of hair, gender, special needs and disabilities, and so on.</p> <p>Feel strong enough to express a range of emotions.</p> <p>Be increasingly able to talk about and manage their emotions.</p> <p>Help to find solutions to conflicts and rivalries. For example, accepting that not everyone can be Spider-Man in the game, and suggesting other ideas.</p> <p>Talk with others to solve conflicts.</p> <p>Begin to show 'effortful control'. For example, waiting for a turn and resisting the strong impulse to grab what they want or push their way to the front.</p>	<p>Increasingly follow rules, understanding why they are important.</p> <p>Do not always need an adult to remind them of a rule.</p> <p>Feel strong enough to express a range of emotions. · Grow in independence, rejecting help ("me do it"). Sometimes this leads to feelings of frustration and tantrums.</p> <p>Select and use activities and resources, with help when needed. This helps them to achieve a goal they have chosen, or one which is suggested to them.</p> <p>Become more outgoing with unfamiliar people, in the safe context of their setting.</p> <p>Show more confidence in new social situations.</p>	<p><b>Number</b></p> <p>React to changes of amount in a group of up to three items.</p> <p>Compare amounts, saying 'lots', 'more' or 'same'.</p> <p>Fast recognition of up to 3 objects, without having to count them individually ('subitising').</p> <p>Recite numbers past 5.</p> <p>Say one number for each item in order: 1,2,3,4,5.</p> <p>Show 'finger numbers' up to 5.</p> <p>Solve real world mathematical problems with numbers up to 5.</p>	<p><b>Numerical Patterns</b></p> <p>Describe a familiar route</p> <p>Begin to describe a sequence of events, real or fictional, using words such as 'first', 'then...'</p> <p>Understand position through words alone – for example, "The bag is under the table," – with no pointing.</p> <p>Talk about and explore 2D and 3D shapes</p> <p>Select shapes appropriately: flat surfaces for building, a triangular prism for a roof etc. Combine shapes to make new ones – an arch, a bigger triangle etc.</p>
<p><b>Communication and language</b></p> <p>Enjoy listening to longer stories and can remember much of what happens.</p> <p>Know many rhymes, be able to talk about familiar books, and be able to tell a long story.</p> <p>Understand and act on longer sentences like 'make teddy jump' or 'find your coat'.</p> <p>Understand 'why' questions, like: "Why do you think the caterpillar got so fat?"</p> <p>Can find it difficult to pay attention to more than one thing at a time.</p> <p>Sing a large repertoire of songs</p>	<p><b>Writing</b></p> <p>Enjoy drawing freely.</p> <p>Add some marks to their drawings, which they give meaning to. For example: "That says mummy."</p> <p>Make marks on their picture to stand for their name.</p> <p>Write some or all of their name.</p> <p>Use some of their print and letter knowledge in their early writing. For example: writing a pretend shopping list that starts at the top of the page; write 'm' for mummy</p> <p>Write some letters accurately.</p>	<p><b>Creative with Materials</b></p> <p>Make rhythmical and repetitive sounds.</p> <p>Explore different materials freely, in order to develop their ideas about how to use them and what to make.</p> <p>Join different materials and explore different textures</p> <p>Show different emotions in their drawings and paintings, like happiness, sadness, fear etc</p> <p>Play instruments with increasing control to express their feelings and ideas.</p>	<p><b>Being Imaginative</b></p> <p>Make imaginative and complex 'small worlds' with blocks and construction kits, such as a city with different buildings and a park.</p> <p>Sing the pitch of a tone sung by another person ('pitch match').</p> <p>Listen with increased attention to sounds.</p> <p>Sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs. Create their own songs, or improvise a song around one they know.</p>
	<p><b>Speaking</b></p> <p>Use longer sentences of four to six words.</p> <p>Use a wider range of vocabulary</p> <p>Develop their communication, but may continue to have problems with irregular tenses and plurals, such as 'runned' for 'ran', 'swimmed' for 'swam'.</p> <p>May have problems saying: some sounds: r, j, th, ch, and sh and multisyllabic words such as 'pterodactyl', 'planetarium' or 'hippopotamus'</p> <p>Can start a conversation with an adult or a friend and continue it for many turns</p> <p>Be able to express a point of view and to debate when they disagree with an adult or a friend, using words as well as actions.</p> <p>Use talk to organise themselves and their play: "Let's go on a bus... you sit there... I'll be the driver."</p> <p>Start to develop conversation, often jumping from topic to topic..</p>	<p><b>Understanding of the world</b></p> <p>Use all their senses in hands-on exploration of natural materials.</p> <p>Explore collections of materials with similar and/or different properties.</p> <p>Notice differences between people</p> <p>Begin to make sense of their own life-story and family's history.</p> <p>Know that there are different countries in the world and talk about the differences they have experienced or seen in photos.</p>	<p><b>Characteristics of Learning</b></p> <p>Playing and exploring Showing curiosity about objects, events and people. Using senses to explore the world around them. Engaging on open ended activities. Showing particular interests. Pretending things are from their experience. Representing their experiences in play. Initiating activities. Showing a 'can do' attitude. Active Learning - Maintaining focus on their activity for a period of time. Showing high levels of energy, fascination. Not easily distracted. Paying attention to detail. Showing satisfaction in meeting their own goal. Being proud of how they have accomplished something . Creative and Critical Thinking. Thinking of ideas. Finding ways to solve problems. Finding</p>