Nursery Summer Term Curriculum Plan
Me and My Outdoor World, People Who Help Us

Communication and Language	Physical Development	Personal, Social and Emotional

We will focus on supporting children to consolidating their communication skills as they grow in confident, becoming more expressive and able to interact effectively with both adults and other children.
 	
Children are learning to:
• Listen carefully and begin to understand why listening is important.
• Listen attentively and respond with relevant questions, comments, or actions.
• Maintain attention during short whole class and small group activities.
• Engage in story times, joining in with repeated phrases and anticipating key events.
• Ask and answer simple questions such as what, where, who.
• Explain their ideas using 'because' and link their thoughts using 'and'.
 	
Children are also beginning to:
• Wait their turn when speaking.
• Start and sustain conversations with adults and peers for many turns.
• Ask *why* questions to deepen their understanding.
• Use a wider range of vocabulary in their play and learning.
• Use talk to organise themselves and their play. ("Let's go on a bus… you sit there… I'll be the driver")
• Use pronouns me, he, she correctly.
• Sing familiar songs and join in with nursery rhymes and number songs.
• Use and understand the concepts more, less, long, short, tall, short, full, empty, heavy, light.
	The children will continue to consolidate their physical skills, showing increasing control, confidence and coordination in their movement. They will also develop greater precision and dexterity in their fine motor skills.
	
	Gross- Motor Development
	Children are learning to:
	• Run with increasing confidence and control.
	• Skip, hop and balance on one leg.
	• Hold a still position for games such as musical statues.
	• Use core strength to maintain good posture when sitting on the floor and on a chair with both feet flat on the ground.
	• Use climbing equipment independently and jump safely from low heights.
	• Ball skills are developing as children:
	  ○ Kick a stationary ball with either foot.
	  ○ Throw with increasing force and accuracy.
	  ○ Catch a large ball using two hands.
	Children also:
	• Take part in group games and team activities.
	• Work collaborate to move and manage large equipment safely, such as planks or large blocks.
	
	Fine motor skills
	Children are supported to:
	• Develop greater control and confidence when using tools and mark-making equipment.
	• Hold pencils and other tools comfortably, ideally using a two finger and a thumb or a tripod grip.
	• Draw and paint using clearer shapes and pictures.
	• Begin to form some letters in their name.
		The children will continue to consolidate their skills, showing growing confidence, independence and readiness for their next stage of learning.
		
		Children are learning to:
		• Build and maintain friendships by initiating play, inviting others to join and sharing ideas.
		• Work and play cooperatively in small group, taking turns.
		• Listen to and consider others' ideas when organising activities.
		• Recognise similarities and differences between themselves and others, developing positive attitudes.
		
		Children are becoming increasingly confident in:
		• Choose the resources and skills they need for their chosen activities.
		• Following routines and rules with minimal adult support.
		• Managing personal care routines, including using the toilet and washing hands independently.
		• Putting on and take off coats, shoes, wellies, and dressing-up clothes.
		
		Children are supported to:
		• Show greater control over their feelings and behaviour during play.
		• Recognise how others may be feeling and offer comfort and support.
		• Talk through problems, solve conflicts and express themselves appropriately.
		• Speak positively about their achievements.

Personal, Social and Emotional	Literacy	Maths
Zones of Regulation **Children will:** • Begin to recognise and talk about their own behaviour. • Use simple strategies to manage their feelings with adult guidance. • Understand that their behaviour can affect others. **Jigsaw –Relationships** **Children will:** • Talk about their family and the people who are important to them. • Understand what make a good friend and describe what they like about their friends. • Work and play cooperatively, enjoying being part of a group. • Begin to recognise and talk about different feelings, such as anger or upset. • Learn what to say and do if someone is unkind. • Use calming strategies or quiet areas to help regulate their emotions. **Jigsaw- Change Me** **Children will:** • Understand that we grow and change from babies into children and adults. • Name basic body parts and develop respect for themselves. • Recall past experiences and events. • Talk about their feelings as they prepare for the transition to School. • Express both excitement and nervousness about starting Reception.	The children will deepen their understanding of books, print, and sounds. They are showing greater engagement, joining in with stories and are beginning to recognise familiar sounds. They are also starting to give meaning to their marks and are beginning to write their names and simple words. **Early Reading and Book Handling** **Children are learning to understand the five key concepts about print:** ○ Print has meaning. ○ Print can have different purposes. ○ English text is read from left to right and from top to bottom. ○ Books have different parts, such as the front cover, title and pages. ○ Pages are read in sequence. **Children are beginning to learn to:** • Enjoy listening to longer stories, join in with repeated phrases and remember key events. • Show an awareness of how stories are structured and talk about what might happen next in a story. • Learn and use new vocabulary from books and stories. • Answer simple questions and share their thoughts, ideas and opinions about what they hear. • Recognising some words that start with the same initial sound, such as mother and money. • Develop oral blending skills through fun sound games, such as Fred Games. (Can you touch your l-i-p-s?) **Mark Making and Early Writing** **Children are beginning to:** • Use their knowledge of print and letters in early writing, (eg: writing a simple list that starts at the top of the page or using a letter to represent a word. • Give meanings to their marks and begin to form some letters correctly. • Write some or all of their name with increasing confidence	Children begin to consolidate their early maths skills, developing confidence in recognising numbers, comparing quantities and understanding time and order in everyday situations. **Number** **Children are learning to:** • Compare quantities using language such as more than and fewer than. • Quickly recognise small quantities without counting (*subitising*). • Recite numbers beyond 5. • Count up to five items accurately and begin to understand that the final number represents the total. • Match numerals and quantities (up to 5), for example, by selecting the correct number of objects to match the written number. • Solve simple, real-life mathematical problems using numbers up to 5. • Use their own marks, symbols and numerals to represent quantities. **Shape and Measure** **Children are beginning to:** • Use both informal and mathematical vocabulary to describe shapes. (eg: sides, corners, straight, flat and round). • Talk about the position and directions using words like in front of and behind. • Compare weight and capacity using language such as heavy/light and full/empty. **Time** **Children are beginning to:** • Use everyday time related vocabulary, such as morning, afternoon, evening and night. • Describe events using words like earlier, later, too soon and in a minute. • Understand sequences in daily routines, noticing what happens first, next and later.

Understanding of the World	Expressive Arts and Design

Children will continue to develop their understanding of themselves, their families and the wider world around them. Through stories, hands-on experiences and explorations we will encourage curiosity, respect and a growing awareness of both people and nature.
 	
Me, My Family and Community
Children are beginning to:
• Remember and talk about special events and experiences in their own lives.
• Show an interest in different jobs and ways people live.
• Learn about people who help us, such as doctors, firefighters, and shop workers.
• Understand that we are part of a wider community.
• Explore different countries through stories and shared experiences.
• Develop positive attitudes towards similarities and differences between people
 	
Exploring the Natural World
Children are learning to:
• Show curiosity and talk about things they observe, such as plants, animals, and natural objects.
• Use a growing vocabulary to describe what they see.
• Plant seeds and learn how to care for growing plants.
• Explore simple life cycles (e.g. plants like beans or pumpkins, and animals such as chicks).
• Show respect and care for living things and the environment.
• Observe seasonal changes, including weather, plants and animals.
• Use small world play and real-life experiences to explore the world around them.
 	
Children are beginning to:
• Explore early science concepts through play.
• Talk about different materials and how they change.
• Exploring simple forces such as:
  ○ sinking and floating
  ○ magnetic attraction
• Understand where food comes from. (Eg: milk from cows, apples from trees.)
	Children will continue to develop their creativity through music, art, construction, and imaginative play. As their confidence grows, they will express their ideas and emotions more freely, beginning to create their own stories, designs and compositions.
	
	Music and Sound
	Children are beginning to:
	• Create their own songs or adapt familiar ones
	• Match the pitch of a tone sung by another person.
	• Respond to music by expressing their thoughts, feelings and ideas.
	• Perform simple songs to an audience with a growing confidence.
	• Play untuned instruments with increasing control to express themselves.
	Art, Colour and Materials
	Children are learning to:
	• Choose colours for a purpose in their creations.
	• Draw closed shapes using continuous lines to represent objects.
	• Develop their own ideas and select appropriate materials to express them.
	• Show different emotions in their drawings and paintings, such as happiness, sadness or excitement.
	• Explore joining materials and experiment with a range of textures.
	
	Construction, Design, Imaginative and Pretend Play
	
	Children are beginning to:
	• Create imaginative and more complex small world scenes using blocks and construction kits. (Eg: building a city with buildings and parks).
	• Build with a variety of construction materials, including smaller and more detailed kits.
	• Participate in simple food preparation activities.
	• Invent their own stories through play, acting them out using small world resources or in role play.