



## NURSERY CURRICULUM PLAN

Summer Term 2025

This term Nursery children will be learning about:

	<b>SUMMER 1 – New Life / Changes / Health and selfcare</b>	<b>SUMMER 2 – Patterns, Summer, holidays and transitions</b>
<b>Communication &amp; Language</b>	<ul style="list-style-type: none"> <li>• Learning new vocabulary related to our wonderful words.</li> <li>• Understand ‘why’ questions.</li> <li>• Talk about familiar stories- create story maps</li> <li>• Nursery rhymes and songs related to our topics</li> </ul>	<ul style="list-style-type: none"> <li>• Learning new vocabulary related to our wonderful words.</li> <li>• Sing a large repertoire of songs.</li> <li>• Know many rhymes, be able to talk about familiar books, and be able to tell a long story.</li> </ul>
<b>Personal, Social and Emotional Development</b>	<ul style="list-style-type: none"> <li>• Develop their sense of responsibility and membership of a community, respecting and caring for our learning environment.</li> <li>• Find solutions to conflicts and rivalries. For example, accepting that not everyone can be Spider-Man in the game, and suggesting other ideas.</li> <li>• Increasingly follow rules, understanding why they are important.</li> <li>• Begin to understand how others might be feeling.</li> <li>• Develop listening skills using circle times</li> <li>• Manage self-snack</li> </ul>	<ul style="list-style-type: none"> <li>• Develop their sense of responsibility and membership of a community, respecting and caring for our learning environment.</li> <li>• Show more confidence in new social situations when transitioning to their new setting.</li> <li>• Remember rules without needing an adult to remind them.</li> <li>• Be increasingly independent in meeting their own care needs, e.g., using the toilet, washing, and drying their hands thoroughly as the children transition into Reception.</li> </ul>
<b>Physical Development</b>	<ul style="list-style-type: none"> <li>• Fiddly fingers activities to support pre-writing skills.</li> <li>• Use large-muscle movements to wave flags and streamers, paint and make marks.</li> <li>• Collaborate with others to manage large items, such as moving a long plank safely, carrying large hollow blocks.</li> <li>• Learn about keeping ourselves safe in the woodlands and by the pond.</li> <li>• Learn how to write our names.</li> </ul>	<ul style="list-style-type: none"> <li>• Fiddly fingers activities to support pre-writing skills.</li> <li>• Use a comfortable grip with good control when holding pens and pencils.</li> <li>• Show a preference for a dominant hand.</li> <li>• Be increasingly independent as they get dressed and undressed, for example, putting coats on and doing up zips as the children transition into Reception.</li> <li>• Name writing</li> </ul>

<b>Literacy</b>	<ul style="list-style-type: none"> <li>• Play What's in the box – focusing on letters using the Little Wandle order (starting with S,A,T,P,I,N)</li> <li>• Recognise words with the same initial sound, such as 'money' and 'mother.'</li> <li>• Share quality texts linked to topics.</li> <li>• Recognise our names.</li> <li>• 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; writing 'm' for mummy.</li> </ul>	<ul style="list-style-type: none"> <li>• Play What's in the box – focusing on initial letters</li> <li>• Spot and suggest rhymes.</li> <li>• Count or clap syllables in a word.</li> <li>• Write some or all of their name as appropriate</li> <li>• Begin to write letters accurately using the Little Wandle formation rhymes to help them.</li> </ul>
<b>Mathematics</b>	<p>Link numerals and amounts: for example, showing the right number of objects to match the numeral, up to 10.</p> <p>Explore 2D and 3D shapes, e.g. circles, rectangles, triangles and cuboids. Use mathematical language: 'sides', 'corners'; 'straight', 'flat', 'round'.</p> <p>Extend and create ABAB patterns – stick, leaf, stick, leaf. Notice and correct an error in a repeating pattern.</p> <p>During sporting events use ordinal numbers, first, second, third.</p> <p>Sing number rhymes and songs.</p>	<ul style="list-style-type: none"> <li>• Begin to experiment with their own symbols and marks as well as numerals.</li> <li>• Begin to solve real world mathematical problems with numbers up to 5, such as if there are five apples on a plate and we eat two, how many are left? Describe a familiar route, such as walking to the woodlands.</li> <li>• Discuss routes and locations, using words like 'in front of' and 'behind'.</li> </ul>
<b>Understanding the World</b>	<ul style="list-style-type: none"> <li>• Spring/New life – focusing on the story Croc and Bird we will look at how many animals hatch from eggs.</li> <li>• Explore materials and talk about their properties.</li> <li>• Animal life cycles, what happens when the animals hatch from their eggs.</li> <li>• Weekly sessions at the school pond/woodlands.</li> <li>• Tadpoles in class to observe changes.</li> </ul>	<ul style="list-style-type: none"> <li>• Summer season – look at changes in the garden.</li> <li>• Water/Under the Sea – look at our family map and find the land and sea</li> <li>• Talk about the country in which we live and recognise that there are different countries.</li> <li>• Talk about our family history and countries we have visited.</li> </ul>

<b>Expressive Arts and Design</b>	<ul style="list-style-type: none"> <li>• Music Around the World</li> <li>Use drawing to represent ideas like movement or loud noises.</li> <li>• Listen with increased attention to sounds and respond the different musical styles they have heard, expressing their thoughts and feelings.</li> <li>• Remember and sing entire songs.</li> <li>Keep the beat!</li> <li>Clap syllables in words and their names.</li> <li>Develop use of powder paint and other media.</li> </ul>	<ul style="list-style-type: none"> <li>• Talk about their feelings regarding transition and show different emotions in their drawings – happiness, sadness, fear, etc to represent this.</li> <li>• Sing the pitch of a tone sung by another person ('pitch match').</li> <li>• Sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs.</li> <li>• Create their own songs about leaving nursery or starting reception.</li> </ul>
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