



## NURSERY CURRICULUM PLAN

Summer Term 2026

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> </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>• 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>• Write some or all of their name as appropriate</li> </ul>
<b>Literacy</b>	<ul style="list-style-type: none"> <li>• Little Wandle Phonics</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> </ul>	<ul style="list-style-type: none"> <li>• Little Wandle Phonics</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> </ul>

	<ul style="list-style-type: none"> <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>• Begin to write letters accurately using the Little Wandle formation rhymes to help them.</li> </ul>
<b>Mathematics</b>	<ul style="list-style-type: none"> <li>• Link numerals and amounts: for example, showing the right number of objects to match the numeral, up to 10.</li> <li>• Explore 2D and 3D shapes, e.g. circles, rectangles, triangles and cuboids. Use mathematical language:</li> <li>• 'sides', 'corners'; 'straight', 'flat', 'round'.</li> <li>• Extend and create ABAB patterns – stick, leaf, stick, leaf. Notice and correct an error in a repeating pattern. During sporting events use ordinal numbers, first, second, third.</li> <li>• Sing number rhymes and songs.</li> </ul>	<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. Explore materials and talk about their properties. Animal life cycles, what happens when the animals hatch from their eggs.</li> <li>• Weekly sessions at the school pond/woodlands.</li> <li>• World Earth Day- protecting our planet!</li> <li>• Ocean creatures/animals of the world</li> </ul>	<ul style="list-style-type: none"> <li>• Summer season – look at changes in the garden. 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> <li>• Ocean creatures/animals of the world.</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. Keep the beat!</li> <li>• Develop use of powder paint and other media.</li> <li>• Art Week</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>