



Nursery		
	First Half	Second Half
Theme	Growing and Minibeasts	Animals
Core Books	<p>Jasper's Beanstalk What the Ladybird Heard The Munching Crunching Caterpillar Ten wiggly Caterpillars Ten Little Ladybirds Aaaaarrggggh Spider</p>	<p>Rumble in The Jungle Brown Bear Brown Bear Polar Bear Polar Bear Dear Zoo The Three Billy Goats</p>
Role Play	Florist/garden centre	The Vets
Communication and Language	<p><u>Listening attention and understanding</u> Enjoy listening to longer stories and remember much of what happens Understand a question or instruction that has 2 parts (get your book bag and line up at the door) Listen to others one to one or in small groups, when conversation interests them Listen to stories with increasing attention and recall Answer 'who', 'when' and 'where' questions Begin to understand 'why; questions e.g., why does the Caterpillar get so fat? Listen to stories with increasing attention and recall Show understanding of prepositions such as 'under', 'on top', 'behind' by carrying out an action or selecting correct picture Listen to and talk about stories Listen carefully to rhymes and songs, paying attention to how they sound</p>	<p><u>Listening attention and understanding</u> Enjoy listening to longer stories and remember much of what happens Understand a question or instruction that has 2 parts (get your book bag and line up at the door) Listen to stories with increasing attention and recall Answer 'who', 'when' and 'where' questions Begin to understand 'why; questions e.g., why does the Caterpillar get so fat? Listen to stories with increasing attention and recall Show understanding of prepositions such as 'under', 'on top', 'behind' by carrying out an action or selecting correct picture Engage in story times Listen to and talk about stories</p>



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Summer Curriculum Map

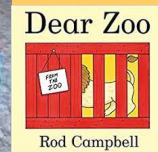
Speaking

Use a wider range of vocabulary
Join in with repeated refrains and anticipates key events and phrases in rhymes and stories
Sing a repertoire of songs
Know many rhymes
Talk about familiar books
Tell a long story
Use longer sentences – 4 to 6 words
Start a conversation and continue for many turns
Use talk in imaginary play situations
Use talk in pretending that objects stand for something else in play, e.g., 'This box is my castle'
Retell a simple past event in correct order (e.g. went down slide, hurt finger)
Use new vocabulary throughout the day
Ask questions to find out more and to check understanding
Use language to imagine and recreate roles and experiences in play situations



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Begin to use connectives such as 'because'
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Summer Curriculum Map

Physical Development

Fine motor skills

Use one handed tool for example making snips in paper
Use a comfortable pencil grip – encourage tripod grip
Start to develop skills using a knife and fork
Show a preference for a dominant hand
Become independent in doing up zips/buttons
Begin to use anti-clockwise movement and retrace vertical lines
Imitate drawing simple shapes such as circles and lines
Copy some letters, e.g. letters from their name
Use pencils and pens to draw freely
Use simple tools to effect changes to materials
Begin to form recognisable letters in their names (not copied)

Gross motor skills

Continue to develop movement, balancing, riding bikes and bat skills
Skip, hop, stand on one leg and hold a pose in a game e.g. musical stature
Use large muscle movements to wave flags/streamers and make marks
Collaborate with others to manage large items e.g. safely move the large blocks
Move freely, with pleasure and confidence in a range of ways, such as slithering, shuffling, rolling, crawling, walking, running, jumping, and hopping
Use anticlockwise movement and retrace vertical lines
Show increasing control over an object in pushing, patting, throwing, catching or kicking



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<p>Personal, Social and Emotional Development</p>	<p><u>Building Relationships</u> Play alongside others rather than just by themselves Play with 1 or more other children, extend and elaborate on play ideas Confident to talk to other children when playing, and will communicate freely about own home and community Play in a group, extend and elaborate on play ideas, e.g. build up a role-play activity with other children Show kindness and consideration of others in shared play activities</p> <p><u>Self -Regulation</u> Develop appropriate ways of being assertive Learn to tolerate delay when needs are not immediately met, and understand wishes may not always be met Show ability to follow simple instructions after giving focussed attention to what an adult has said Talk about their feelings using words like, 'angry' or 'worried'. Begin to understand how others might be feeling Begin to be able to negotiate and solve problems without aggression, e.g. when someone has taken their toy Identify and moderate their own feelings socially and emotionally e.g. stay calm in the face of frustration</p> <p><u>Managing self</u> Select and use activities and resources, with help when needed - helping them to achieve a chosen goal or one suggested to them Develop their sense of responsibility and membership of a community. Shows confidence in asking adults for help Enjoy responsibility of carrying out small tasks Begin to accept the needs of others and take turns and share resources, sometimes with support from others Welcome and value praise for what they have done Show more confidence in social situations Develop their sense of responsibility and membership of a community. Develop confidence to speak to others Manage all their own personal needs confidently and independently</p>	<p><u>Building Relationships</u> Practise skills of assertion, negotiation and compromise and look to a supportive adult for help in resolving conflict with peers Seek out others to share experiences with and may choose to play with another child who has similar interests Develop confidence to talk to other children when playing, and communicate freely about own home and community Show kindness and consideration of others in shared play activities</p> <p><u>Self -Regulation</u> 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 Develop their sense of responsibility and membership of a community. Shows confidence in asking adults for help Enjoy responsibility of carrying out small tasks Begin to accept the needs of others and take turns and share resources, sometimes with support from others Welcome and value praise for what they have done Show more confidence in social situations</p> <p><u>Managing self</u> Select and use activities and resources, with help when needed - helping them to achieve a chosen goal or one suggested to them Develop their sense of responsibility and membership of a community. Shows confidence in asking adults for help Enjoy responsibility of carrying out small tasks Begin to accept the needs of others and take turns and share resources, sometimes with support from others Welcome and value praise for what they have done Show more confidence in social situations Manage all their own personal needs confidently and independently</p>
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Summer Curriculum Map

Literacy

Word reading

Begin to develop phonological awareness
Recognise words with the same initial sound
Recognise and suggest rhymes
Count and clap syllables in a word
Recognise familiar words and signs such as own name and advertising logos
Show awareness of rhyme and alliteration



Comprehension

Begin to be aware of story structures
Engage in extended conversations about stories, learning new vocabulary
Understand that print has meaning
Understand that we read print left to right, top to bottom
Hold books the correct way up and turns pages
Suggest how a story might end

Writing

Write some letters accurately
Write some or all of their name
Use some of their print and letter knowledge in early writing e.g. a pretend shopping list, writing 'a' for apple
Use some clearly identifiable letters to communicate meaning, represent some sounds correctly

Word reading

Begin to develop phonological awareness
Recognise words with the same initial sound
Orally blend and segment the sounds in simple CVC words
Recognise and suggest rhymes
Count and clap syllables in a word
Recognise familiar words and signs such as own name and advertising logos

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Summer Curriculum Map

Mathematics

Number

Show an interest in numerals in the environment
 Recognise up to 3 objects, without having to count them individually
(subitise)
 Show 'finger numbers' up to 10
 Link numerals and amounts: for example, showing the right number of objects to match the numeral, up to 5.
 Experiment with their own symbols and marks as well as numerals
 Compare quantities using language: 'more than', 'fewer than'
 Solve real world mathematical problems with numbers up to 5
 Separate a group of three or four objects in different ways, begin to recognise that the total is still the same
 Subitise with numbers greater than 5
 Count confidently beyond 10
 Compare numbers using mathematical vocabulary e.g. 'more than', 'less than' equal to

Number patterns

Extend and create ABAB patterns – stick, leaf, stick, leaf
 Notice and correct an error in a repeating pattern
 Continue and create repeating patterns

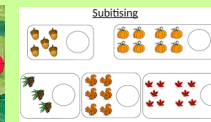
Shape, space and measures

Talk about and identify patterns around them. For example: stripes on clothes, designs on rugs and wallpaper. Use informal language like 'pointy', 'spotty' etc.
 Extend and create ABAB patterns
 Notice and correct an error in a repeating pattern
 Use the language of length and height - compare different lengths and heights



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Shape, space and measures

Describe a familiar route. Use spatial words in play including: 'in', 'on', 'under', 'up', 'down', 'beside' and 'between' e.g. "Let's put the troll under the bridge and the billy goat beside the stream"
 Begin to describe a sequence of events, real or fictional using words such as 'first', 'then', 'after', 'before'



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Summer Curriculum Map

Understanding the World

People culture and communities

Know some of the things that make them unique, and talk about some of the similarities and differences in relation to friends or family
Continue to develop positive attitudes about the differences between people
Talk about members of their immediate family and their community

The Natural World (Science/Geography)

Talk about some of the things they have observed such as plants, animals, natural and found objects
Plant seeds and care for growing plants
understand the key features of the life cycle of a plant and animal
Develop an understanding of growth and changes over time
Comment and asks questions about aspects of their familiar world such as the place where they live or the natural world
Describe what they see, hear and feel whilst outside



Past and Present

Remember and talk about significant events in their own experience
Talk about people who help us
Talk about things that make them unique

Technology

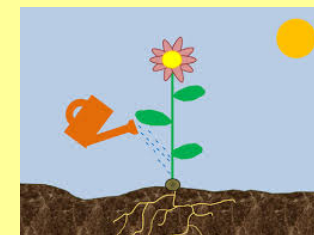
Show skill in making toys work by pressing parts or lifting flaps to achieve effects such as sound, movements or new images
Complete a simple program on a computer

People culture and communities

Know some of the things that make them unique, and talk about some of the similarities and differences in relation to friends or family
Show interest in different occupations and ways of life
Talk about the lives of the people around them and their roles in society

The Natural World (Science/Geography)

Explore and talk about different forces they can feel
Talk about the difference between materials and changes that they notice
Talk about some of the things they have observed such as plants, animals, natural and found objects
Develop an understanding of growth and changes over time
Comment and asks questions about aspects of their familiar world such as the place where they live or the natural world
Show care and concern for living things and the environment



Past and Present

Remember and talk about significant events in their own experience
Begin to make sense of their own life story and family history

Technology

Complete a simple program on a computer
Use ICT hardware to interact with age-appropriate computer software



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Summer Curriculum Map

Expressive Arts and Design

Creating with materials

Join different materials
Explore different textures
Draw with increasing complexity and detail
Explore colour and colour-mixing
Explore what happens when they mix colours
Use construction materials
Join construction pieces together to build and balance
Explore and learns how sounds can be changed
Choose particular colours to use for a purpose
Select tools and techniques needed to shape, assemble and join materials they are using

Being imaginative and expressive

Begin to develop complex stories using small world equipment
Make imaginative and complex 'small worlds' with blocks and construction kits
Respond to what they have heard, expressing feelings and thoughts
Create their own songs or improvise a song around one they know
Play instruments with control to express feelings and idea
Engage in imaginative role-play based on own first-hand experiences
Create movement in response to music
Build stories around toys, e.g. farm animals needing rescue from an armchair 'cliff'
Use available resources to create props to support role-play
Create their own songs, or improvise a song around one they know
Play instruments with increasing control to express their feelings and ideas
Sing to self and make up simple songs
Begin to build a repertoire of songs and dances
Create simple representations of events, people and objects

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