

Nursery Summer Term Curriculum Overview 2021

	Week 1	Week 2	Week 3	Week 4	Week 5		Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12
HALF TERM	PSED MR, SCSA, MFB.					Self -Confidence and Self-Awareness <ul style="list-style-type: none"> To be more outgoing towards unfamiliar people and more confident in new social situations To describe self in positive terms and talk about abilities. Managing Feelings and Behaviour <ul style="list-style-type: none"> To tolerate delay when needs are not immediately met, and understands wishes may not always be met To be aware of the boundaries set, and of behavioural expectations in the setting. Making Relationships <ul style="list-style-type: none"> To be able to play in a group, extending and elaborating play ideas To initiates conversations, attends to and take account of what others say. 	Self -Confidence and Self-Awareness <ul style="list-style-type: none"> To be more outgoing towards unfamiliar people and more confident in new social situations To describe self in positive terms and talk about abilities. Managing Feelings and Behaviour <ul style="list-style-type: none"> To tolerate delay when needs are not immediately met, and understands wishes may not always be met To be aware of the boundaries set, and of behavioural expectations in the setting. Making Relationships <ul style="list-style-type: none"> To be able to play in a group, extending and elaborating play ideas To initiates conversations, attends to and take account of what others say. 						
	COM & LANG LA, U, S.					Listening and Attention <ul style="list-style-type: none"> To focus attention – still listen or do, but can shift own attention To begin to maintain attention, concentrate and sit quietly during appropriate activity. Understanding <ul style="list-style-type: none"> To begin to understand ‘why’ and ‘how’ questions To begin to follow a story without pictures or props. Speaking <ul style="list-style-type: none"> To use talk to connect ideas, explain what is happening and anticipate what might happen next, recall and relive past experiences To question why things happen and gives explanations. Asks e.g. who, what, when, how. 	Listening and Attention <ul style="list-style-type: none"> To focus attention – still listen or do, but can shift own attention To begin to maintain attention, concentrate and sit quietly during appropriate activity. Understanding <ul style="list-style-type: none"> To begin to understand ‘why’ and ‘how’ questions To begin to follow a story without pictures or props. Speaking <ul style="list-style-type: none"> To use talk to connect ideas, explain what is happening and anticipate what might happen next, recall and relive past experiences To question why things happen and gives explanations. Asks e.g. who, what, when, how. 						
	PHYSICAL DEV MH, HSC.					Moving and Handling <ul style="list-style-type: none"> To move freely and with pleasure and confidence in a range of ways, such as slithering, shuffling, rolling, crawling, walking, running, jumping, skipping, sliding and hopping To run skilfully and negotiates space successfully, adjusting speed or direction to avoid obstacles To be able to catch a large ball. Health and Self-Care <ul style="list-style-type: none"> To observe the effects of activity on their bodies. 	Moving and Handling <ul style="list-style-type: none"> To begin to experiment with different ways of moving. To begin to jump off an object and land appropriately To begin to negotiate space successfully when playing racing and chasing games with other children, adjusting speed or changing direction to avoid obstacles. Health and Self-Care <ul style="list-style-type: none"> To observe the effects of activity on their bodies. 						
	LITERACY R, W.					Reading <ul style="list-style-type: none"> To recognise familiar words and signs such as own name and advertising logos To recognise that print carries meaning and, in English, is read from left to right and top to bottom To be able to continue to hear a rhyming string To know that information can be retrieved from books and computers. Writing <ul style="list-style-type: none"> To give meaning to marks they make as they draw, write and paint To begin to break the flow of speech into words To continue a rhyming string To hear and say the initial sound in words. 	Reading <ul style="list-style-type: none"> To recognise familiar words and signs such as own name and advertising logos To recognise that print carries meaning and, in English, is read from left to right and top to bottom. To hear and say the initial sound in words. Writing <ul style="list-style-type: none"> To give meaning to marks they make as they draw, write and paint To begin to break the flow of speech into words To continue a rhyming string To hear and say the initial sound in words. 						

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MATHEMATIC N, SSM.	<p>Numbers</p> <ul style="list-style-type: none"> To compare two groups of objects, saying when they have the same number To show curiosity about numbers by offering comments or asking questions To be able to count actions or objects that cannot be moved To count objects to 10, and beginning to count beyond 10 To estimate how many objects they can see and to check by counting all of them. <p>Shapes, Space and Measures</p> <ul style="list-style-type: none"> To talk about the shapes of everyday objects, e.g. 'round' and 'tall' To begin to use mathematical names for 'solid' 3D shapes and 'flat' 2D shapes, and mathematical terms to describe shapes To select a particular named shape. 	MATHEMATIC N, SSM.	<p>Numbers</p> <ul style="list-style-type: none"> To compare two groups of objects, saying when they have the same number To show curiosity about numbers by offering comments or asking questions To be able to count actions or objects that cannot be moved To count objects to 10, and beginning to count beyond 10 To estimate how many objects they can see and to check by counting all of them. <p>Shapes, Space and Measures</p> <ul style="list-style-type: none"> To talk about the shapes of everyday objects, e.g. 'round' and 'tall' To begin to use mathematical names for 'solid' 3D shapes and 'flat' 2D shapes, and mathematical terms to describe shapes To select a particular named shape.
UND WORLD PC, W, T.	<p>People and Communities</p> <ul style="list-style-type: none"> To be able to identify that some of the things that make them unique, and can talk about some of the similarities and differences in relation to friends or family. <p>The World</p> <ul style="list-style-type: none"> To talk about why things happen and how things work To develop an understanding of growth, decay and changes over time. <p>Technology</p> <ul style="list-style-type: none"> To complete a simple programme on a computer. 	UND WORLD PC, W, T.	<p>People and Communities</p> <ul style="list-style-type: none"> To be able to identify that some of the things that make them unique, and can talk about some of the similarities and differences in relation to friends or family. <p>The World</p> <ul style="list-style-type: none"> To talk about why things happen and how things work To develop an understanding of growth, decay and changes over time. <p>Technology</p> <ul style="list-style-type: none"> To complete a simple programme on a computer.
EXP ARTS & D EMM, BI.	<p>Exploring and using Media and Materials</p> <ul style="list-style-type: none"> To understand that they can use lines to enclose a space, and then begin to use these shapes to represent objects To experiment to create different textures. <p>Being Imaginative</p> <ul style="list-style-type: none"> To capture experiences and responses with a range of media, such as music, dance and paint and other materials or words To create simple representations of events, people and objects. 	EXP ARTS & D EMM, BI.	<p>Exploring and using Media and Materials</p> <ul style="list-style-type: none"> To understand that they can use lines to enclose a space, and then begin to use these shapes to represent objects To experiment to create different textures. <p>Being Imaginative</p> <ul style="list-style-type: none"> To capture experiences and responses with a range of media, such as music, dance and paint and other materials or words To create simple representations of events, people and objects.
JS	<p>Chagim: Yom Haatzmaut</p> <ul style="list-style-type: none"> To know it is Israel's birthday on Yom Haatzmaut To know the Israeli flag is blue and white with a Magen David. <p>Chagim: Lag b'omer</p> <ul style="list-style-type: none"> To have a lag b'omer teddy bears picnic. <p>Chagim Shavuot</p> <ul style="list-style-type: none"> To know that on Shavuot Hashem gave us the Ten Commandments To know we decorate our homes and the shul with flowers To make paper flowers and chocolate krispie mountains To arrange a zoom visit to Edgware shul with Rabbi Lister. <p>Tefilla</p> <ul style="list-style-type: none"> To extend the first paragraph of Shema to Uvekumecha To sing an array of Adon Olam tunes To learn I have a Mezuza song. <p>Songs</p> <ul style="list-style-type: none"> To Learn an array of Shabbat and other early years Jewish songs. 	JS	<p>Chagim: The three weeks</p> <ul style="list-style-type: none"> To know that the Bet HaMikdash was a big Bet Kneset in Yerushalayim where everyone felt close to Hashem To know that we are sad because the Bet HaMikdash was destroyed To understand that there is a time to be sad and a time to be happy. <p>Tefillah</p> <ul style="list-style-type: none"> To extend the first paragraph of Shema to Uvisharecha To ensure children feel an ownership of Tefilla and an awareness of Hashem. <p>Jewish Way of Life: Tefillah</p> <ul style="list-style-type: none"> To know we talk to Hashem each day in our tefillah To know how to recite the first paragraph of the Shema To know up to "umaitiv lakol" in the first bracha of Bircat Hamazon To fluently know the chorus of Adon Olam. <p>Jewish Way of Life: Shabbat</p> <ul style="list-style-type: none"> To know we light Shabbat candles as Shabbat comes in each week in our home To know we use a special Kiddush cup to make Kiddush on Shabbat To know we have two challot on our shabbat table To know we cover the two challot with a challah cloth To know we light a special candle with three wicks for Havdalah To know we smell spices after Shabbat To make a Shabbat box, Shabbat candlestick from plaster of paris, challah cloth, spices for Havdalah, a havdalah candle and two challah rolls.