

## Nursery Summer Term Curriculum Overview 2022

	Week 1	Week 2	Week 3	Week 4	Week 5		Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12
<b>HALF TERM</b>	<b>PSED SR, MS, BR</b>						<ul style="list-style-type: none"> <li>To help to 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>To increasingly follow rules, understanding why they are important</li> <li>To be able to not always need an adult to remind of a rule</li> <li>To develop appropriate ways of being assertive</li> <li>To talk with others to solve conflicts</li> <li>To talk about their feelings using words like 'happy', 'sad', 'angry' or 'worried'</li> <li>To begin to understand how others might be feeling.</li> </ul>						
	<b>COM &amp; LANG LAU, S</b>						<ul style="list-style-type: none"> <li>To enjoy listening to longer stories and can remember much of what happens</li> <li>To be able to find to pay attention to more than one thing at a time</li> <li>To use a wider range of vocabulary</li> <li>To understand a question or instruction that has two parts, such as "Get your coat and wait at the door"</li> <li>To sing a large repertoire of songs</li> <li>To develop their communication, but may continue to have problems with irregular tenses and plurals, such as 'runned' for 'ran', 'swimmed' for 'swam'</li> <li>To be able to say some sounds: r, j, th, ch, and sh and multisyllabic words such as 'pterodactyl', 'planetarium' or 'hippopotamus'</li> <li>To be able to express a point of view and to debate when they disagree with an adult or a friend, using words as well as actions</li> <li>To use talk to organise themselves and their play: "Let's go on a bus... you sit there... I'll be the driver."</li> </ul>						
	<b>PHYSICAL DEV GM, FM</b>						<ul style="list-style-type: none"> <li>To be able to skip, hop, stand on one leg and hold a pose for a game like musical statues</li> <li>To use large-muscle movements to wave flags and streamers, paint and make marks</li> <li>To start taking part in some group activities which they make up for themselves, or in teams</li> <li>To be able to use and remember sequences and patterns of movements which are related to music and rhythm</li> <li>To collaborate with others to manage large items, such as moving a long plank safely, carrying large hollow blocks</li> <li>To use a comfortable grip with good control when holding pens and pencils</li> <li>To start to eat independently and learning how to use a knife and fork</li> <li>To show a preference for a dominant hand</li> <li>To use a comfortable grip with good control when holding pens and pencils</li> <li>To start to eat independently and learning how to use a knife and fork</li> <li>To show a preference for a dominant hand</li> </ul>						

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LITERACY C, WR, W	<ul style="list-style-type: none"> <li>• To understand the five key concepts about print:               <ul style="list-style-type: none"> <li>- print has meaning</li> <li>- print can have different purposes</li> <li>- we read English text from left to right and from top to bottom</li> <li>- the names of the different parts of a book</li> <li>- page sequencing</li> </ul> </li> <li>• To develop their phonological awareness, so that they can:               <ul style="list-style-type: none"> <li>- spot and suggest rhymes</li> <li>- count or clap syllables in a word</li> <li>- recognise words with the same initial sound, such as money and mother</li> </ul> </li> <li>• To 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; write 'm' for mummy</li> <li>• To write some or all of their name</li> <li>• To write some letters accurately.</li> </ul>	<ul style="list-style-type: none"> <li>• To understand the five key concepts about print:               <ul style="list-style-type: none"> <li>- print has meaning</li> <li>- print can have different purposes</li> <li>- we read English text from left to right and from top to bottom</li> <li>- the names of the different parts of a book</li> <li>- page sequencing</li> </ul> </li> <li>• To develop their phonological awareness, so that they can:               <ul style="list-style-type: none"> <li>- spot and suggest rhymes</li> <li>- count or clap syllables in a word</li> <li>- recognise words with the same initial sound, such as money and mother</li> </ul> </li> <li>• To 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; write 'm' for mummy</li> <li>• To write some or all of their name</li> <li>• To write some letters accurately.</li> </ul>
MATHEMATIC N, NP	<ul style="list-style-type: none"> <li>• To be able to recognise of up to 3 objects, without having to count them individually ('subitising')</li> <li>• To know that the last number reached when counting a small set of objects tells you how many there are in total ('cardinal principle')</li> <li>• To experiment with their own symbols and marks as well as numerals</li> <li>• To solve real world mathematical problems with numbers up to 5</li> <li>• To compare quantities using language: 'more than', 'fewer than'</li> <li>• To talk about and explore 2D and 3D shapes (for example, circles, rectangles, triangles and cuboids) using informal and mathematical language: 'sides', 'corners'; 'straight', 'flat', 'round'</li> <li>• To describe a familiar route</li> <li>• To discuss routes and locations, using words like 'in front of' and 'behind'</li> <li>• To make comparisons between objects relating to size, length, weight and capacity</li> <li>• To select shapes appropriately: flat surfaces for building, a triangular prism for a roof etc</li> <li>• To combine shapes to make new ones – an arch, a bigger triangle etc</li> <li>• To talk about and identifies the patterns around them. For example: stripes on clothes, designs on rugs and wallpaper</li> <li>• Use informal language like 'pointy', 'spotty', 'blobs' etc</li> <li>• To extend and create ABAB patterns – stick, leaf, stick, leaf</li> <li>• To notice and correct an error in a repeating pattern</li> <li>• To begin to describe a sequence of events, real or fictional, using words such as 'first', 'then...'</li> </ul>	<ul style="list-style-type: none"> <li>• To be able to recognise of up to 3 objects, without having to count them individually ('subitising')</li> <li>• To know that the last number reached when counting a small set of objects tells you how many there are in total ('cardinal principle')</li> <li>• To experiment with their own symbols and marks as well as numerals</li> <li>• To solve real world mathematical problems with numbers up to 5</li> <li>• To compare quantities using language: 'more than', 'fewer than'</li> <li>• To talk about and explore 2D and 3D shapes (for example, circles, rectangles, triangles and cuboids) using informal and mathematical language: 'sides', 'corners'; 'straight', 'flat', 'round'</li> <li>• To describe a familiar route</li> <li>• To discuss routes and locations, using words like 'in front of' and 'behind'</li> <li>• To make comparisons between objects relating to size, length, weight and capacity</li> <li>• To select shapes appropriately: flat surfaces for building, a triangular prism for a roof etc</li> <li>• To combine shapes to make new ones – an arch, a bigger triangle etc</li> <li>• To talk about and identifies the patterns around them. For example: stripes on clothes, designs on rugs and wallpaper. Use informal language like 'pointy', 'spotty', 'blobs' etc</li> <li>• To extend and create ABAB patterns – stick, leaf, stick, leaf</li> <li>• To notice and correct an error in a repeating pattern</li> <li>• To begin to describe a sequence of events, real or fictional, using words such as 'first', 'then...'</li> </ul>

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<b>UNDERSTANDING WORLD</b> PP, PCC, TNW	<ul style="list-style-type: none"> <li>• To explore collections of materials with similar and/or different properties</li> <li>• To begin to make sense of their own life-story and family's history</li> <li>• To begin to understand the need to respect and care for the natural environment and all living things</li> <li>• To explore and talk about different forces they can feel</li> <li>• To talk about the differences between materials and changes they notice</li> <li>• To continue to develop positive attitudes about the differences between people</li> </ul>	<ul style="list-style-type: none"> <li>• To explore collections of materials with similar and/or different properties</li> <li>• To begin to make sense of their own life-story and family's history</li> <li>• To begin to understand the need to respect and care for the natural environment and all living things</li> <li>• To explore and talk about different forces they can feel</li> <li>• To talk about the differences between materials and changes they notice</li> <li>• To continue to develop positive attitudes about the differences between people.</li> </ul>
<b>EXP ARTS</b> CM, BI	<ul style="list-style-type: none"> <li>• To begin to develop complex stories using small world equipment like animal sets, dolls and dolls houses etc</li> <li>• To explore different materials freely, in order to develop their ideas about how to use them and what to make</li> <li>• To develop their own ideas and then decide which materials to use to express them</li> <li>• To create closed shapes with continuous lines, and begin to use these shapes to represent objects</li> <li>• To draw with increasing complexity and detail, such as representing a face with a circle and including details</li> <li>• To use drawing to represent ideas like movement or loud noises</li> <li>• To show different emotions in their drawings and paintings, like happiness, sadness, fear etc</li> <li>• To respond to what they have heard, expressing their thoughts and feelings</li> <li>• To sing the pitch of a tone sung by another person ('pitch match')</li> <li>• To sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs</li> <li>• To create their own songs, or improvise a song around one they know</li> </ul>	<ul style="list-style-type: none"> <li>• To begin to develop complex stories using small world equipment like animal sets, dolls and dolls houses etc</li> <li>• To explore different materials freely, in order to develop their ideas about how to use them and what to make</li> <li>• To develop their own ideas and then decide which materials to use to express them</li> <li>• To create closed shapes with continuous lines, and begin to use these shapes to represent objects</li> <li>• To draw with increasing complexity and detail, such as representing a face with a circle and including details</li> <li>• To use drawing to represent ideas like movement or loud noises</li> <li>• To show different emotions in their drawings and paintings, like happiness, sadness, fear etc</li> <li>• To respond to what they have heard, expressing their thoughts and feelings</li> <li>• To sing the pitch of a tone sung by another person ('pitch match')</li> <li>• To sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs</li> <li>• To create their own songs, or improvise a song around one they know.</li> </ul>

**Parasha:**

- Parashat Acharei mot– keeping Kosher
- Parashat Kedoshim - being nice to each other
- Parashat Behar– Hashem cares about what we do.

**Chagim: Yom Haatzmaut**

- To know it is Israel’s birthday on Yom Haatzmaut
- To know the Israeli flag is blue and white with a Magen David.

**Chagim: Lag b’omer**

- To have a lag b’omer teddy bears picnic.

**Chagim Shavuot**

- 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 visit to Edgware shul with Rabbi Lister.

**Tefillah**

- To extend the first paragraph of Shema to Uvekumecha
- To sing an array of Adon Olam tunes
- To learn I have a Mezuza song.

**Chagim: The three weeks**

- To know that the Bet HaMikdash was a big Bet Knesset 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.

**Jewish Way of Life: Tefillah**

- To extend the first paragraph of Shema to Uvisharecha
- To ensure children feel an ownership of Tefillah and an awareness of Hashem
- 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.

**Jewish Way of Life: Shabbat**

- 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.