

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

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

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

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.