Nursery Summer Term Curriculum Overview 2026

	Week 1	Week 2	Week 3	Week 4	Week 5		Week 6	Week 7	Week 8	Week 9	Week 10
PSED	• 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. **(MHM – Engage)** • Develop their sense of responsibility and membership of a community • Become more outgoing with unfamiliar people, in the safe context of their setting **(MHM - Celebrate, Relate)** • Show more confidence in new social situations **(MHM - Celebrate, Relate)** • Play with one or more other children, extending and elaborating play ideas **(MHM - Celebrate, Relate, Engage)** • Find solutions to conflicts and rivalries. For example, accepting that not everyone can be Spider-Man in the game, and suggesting other ideas **(MHM - Celebrate, Relate)** • Increasingly follow rules, understanding why they are important **(MHM - Relate)** • Remember rules without needing an adult to remind them • Develop appropriate ways of being assertive • Talk with others to solve conflicts **(MHM - Relate)** • Talk about their feelings using words like 'happy', 'sad', 'angry' or 'worried' **(MHM – Meet your Brain)** • Understand gradually how others might be feeling **(MHM – Meet your Brain, Relate)** • Be increasingly independent in meeting their own care needs, e.g. brushing teeth, using the toilet, washing and drying their hands thoroughly • Make healthy choices about food, drink, activity and toothbrushing.					**HALF TERM**	• 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. **(MHM – Engage)** • Develop their sense of responsibility and membership of a community • Become more outgoing with unfamiliar people, in the safe context of their setting **(MHM - Celebrate, Relate)** • Show more confidence in new social situations **(MHM - Celebrate, Relate)** • Play with one or more other children, extending and elaborating play ideas **(MHM - Celebrate, Relate, Engage)** • Find solutions to conflicts and rivalries. For example, accepting that not everyone can be Spider-Man in the game, and suggesting other ideas **(MHM - Celebrate, Relate)** • Increasingly follow rules, understanding why they are important **(MHM - Relate)** • Remember rules without needing an adult to remind them • Develop appropriate ways of being assertive • Talk with others to solve conflicts **(MHM - Relate)** • Talk about their feelings using words like 'happy', 'sad', 'angry' or 'worried' **(MHM – Meet your Brain)** • Understand gradually how others might be feeling **(MHM – Meet your Brain, Relate)** • Be increasingly independent in meeting their own care needs, e.g. brushing teeth, using the toilet, washing and drying their hands thoroughly • Make healthy choices about food, drink, activity and toothbrushing.				
COM & LANG	• Enjoy listening to longer stories and can remember much of what happens • Pay attention to more than one thing at a time, which can be difficult • Use a wider range of vocabulary • Understand a question or instruction that has two parts, such as "Get your coat and wait at the door" • Understand 'why' questions, like: "Why do you think the caterpillar got so fat?" • Sing a large repertoire of songs • Know many rhymes, be able to talk about familiar books, and be able to tell a long story • Develop their communication, but may continue to have problems with irregular tenses and plurals, such as 'runned' for 'ran', 'swimmed' for 'swam' • Develop their pronunciation but may have problems saying: - some sounds: r, j, th, ch, and sh - multisyllabic words such as 'pterodactyl', 'planetarium' or 'hippopotamus' • Use longer sentences of four to six words • 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 • Start a conversation with an adult or a friend and continue it for many turns • Use talk to organise themselves and their play: "Let's go on a bus... you sit there... I'll be the driver."						• Enjoy listening to longer stories and can remember much of what happens • Pay attention to more than one thing at a time, which can be difficult • Use a wider range of vocabulary • Understand a question or instruction that has two parts, such as "Get your coat and wait at the door" • Understand 'why' questions, like: "Why do you think the caterpillar got so fat?" • Sing a large repertoire of songs • Know many rhymes, be able to talk about familiar books, and be able to tell a long story • Develop their communication, but may continue to have problems with irregular tenses and plurals, such as 'runned' for 'ran', 'swimmed' for 'swam' • Develop their pronunciation but may have problems saying: - some sounds: r, j, th, ch, and sh - multisyllabic words such as 'pterodactyl', 'planetarium' or 'hippopotamus' • Use longer sentences of four to six words • 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 • Start a conversation with an adult or a friend and continue it for many turns • Use talk to organise themselves and their play: "Let's go on a bus... you sit there... I'll be the driver."				

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PHYSICAL DEV	• Continue to develop their movement, balancing, riding (scooters, trikes and bikes) and ball skills • Go up steps and stairs, or climb up apparatus, using alternate feet • Skip, hop, stand on one leg and hold a pose for a game like musical statues • Use large-muscle movements to wave flags and streamers, paint and make marks • Start taking part in some group activities which they make up for themselves, or in teams. • Increasingly be able to use and remember sequences and patterns of movements which are related to music and rhythm • Match their developing physical skills to tasks and activities in the setting. For example, they decide whether to crawl, walk or run across a plank, depending on its length and width • Choose the right resources to carry out their own plan. For example, choosing a spade to enlarge a small hole they dug with a trowel • Collaborate with others to manage large items, such as moving a long plank safely, carrying large hollow blocks • Use one-handed tools and equipment, for example, making snips in paper with scissors • Use a comfortable grip with good control when holding pens and pencils • Show a preference for a dominant hand • Be increasingly independent as they get dressed and undressed, for example, putting coats on and doing up zips.		• Continue to develop their movement, balancing, riding (scooters, trikes and bikes) and ball skills • Go up steps and stairs, or climb up apparatus, using alternate feet • Skip, hop, stand on one leg and hold a pose for a game like musical statues • Use large-muscle movements to wave flags and streamers, paint and make marks • Start taking part in some group activities which they make up for themselves, or in teams. • Increasingly be able to use and remember sequences and patterns of movements which are related to music and rhythm • Match their developing physical skills to tasks and activities in the setting. For example, they decide whether to crawl, walk or run across a plank, depending on its length and width • Choose the right resources to carry out their own plan. For example, choosing a spade to enlarge a small hole they dug with a trowel • Collaborate with others to manage large items, such as moving a long plank safely, carrying large hollow blocks • Use one-handed tools and equipment, for example, making snips in paper with scissors • Use a comfortable grip with good control when holding pens and pencils • Show a preference for a dominant hand • Be increasingly independent as they get dressed and undressed, for example, putting coats on and doing up zips.
LITERACY	• To understand the five key concepts about print: - 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: - 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.		• To understand the five key concepts about print: - 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: - 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.

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MATHEMATIC	• Develop fast recognition of up to 3 objects, without having to count them individually (‘subitising’). Recite numbers past 5 • Say one number for each item in order: 1,2,3,4,5 • Know that the last number reached when counting a small set of objects tells you how many there are in total (‘cardinal principle’) • Show ‘finger numbers’ up to 5 • 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 • Solve real world mathematical problems with numbers up to 5 • Compare quantities using language: ‘more than’, ‘fewer than’ • 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’ • Understand position through words alone – for example, “The bag is under the table,” – with no pointing • Describe a familiar route • Discuss routes and locations, using words like ‘in front of’ and ‘behind’ • Make comparisons between objects relating to size, length, weight and capacity • Select shapes appropriately: flat surfaces for building, a triangular prism for a roof etc • Combine shapes to make new ones – an arch, a bigger triangle etc • 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 • Extend and create ABAB patterns – stick, leaf, stick, leaf • Notice and correct an error in a repeating pattern • Begin to describe a sequence of events, real or fictional, using words such as ‘first’, ‘then...’		• Develop fast recognition of up to 3 objects, without having to count them individually (‘subitising’). Recite numbers past 5 • Say one number for each item in order: 1,2,3,4,5 • Know that the last number reached when counting a small set of objects tells you how many there are in total (‘cardinal principle’) • Show ‘finger numbers’ up to 5 • 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 • Solve real world mathematical problems with numbers up to 5 • Compare quantities using language: ‘more than’, ‘fewer than’ • 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’ • Understand position through words alone – for example, “The bag is under the table,” – with no pointing • Describe a familiar route • Discuss routes and locations, using words like ‘in front of’ and ‘behind’ • Make comparisons between objects relating to size, length, weight and capacity • Select shapes appropriately: flat surfaces for building, a triangular prism for a roof etc • Combine shapes to make new ones – an arch, a bigger triangle etc • 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 • Extend and create ABAB patterns – stick, leaf, stick, leaf • Notice and correct an error in a repeating pattern • Begin to describe a sequence of events, real or fictional, using words such as ‘first’, ‘then...’
UND WORLD	• Use all their senses in hands-on exploration of natural materials • Explore collections of materials with similar and/or different properties • Talk about what they see, using a wide vocabulary • Begin to make sense of their own life-story and family’s history • Show interest in different occupations. • Explore how things work • Plant seeds and care for growing plants. • Understand the key features of the life cycle of a plant and an animal • Begin to understand the need to respect and care for the natural environment and all living things • Explore and talk about different forces they can feel • Talk about the differences between materials and changes they notice • Continue developing positive attitudes about the differences between people • Know that there are different countries in the world and talk about the differences they have experienced or seen in photos.		• Use all their senses in hands-on exploration of natural materials • Explore collections of materials with similar and/or different properties • Talk about what they see, using a wide vocabulary • Begin to make sense of their own life-story and family’s history • Show interest in different occupations. • Explore how things work • Plant seeds and care for growing plants. • Understand the key features of the life cycle of a plant and an animal • Begin to understand the need to respect and care for the natural environment and all living things • Explore and talk about different forces they can feel • Talk about the differences between materials and changes they notice • Continue developing positive attitudes about the differences between people • Know that there are different countries in the world and talk about the differences they have experienced or seen in photos.

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EAD	• Take part in simple pretend play, using an object to represent something else even though they are not similar. • Begin to develop complex stories using small world equipment like animal sets, dolls and dolls houses etc. • Make imaginative and complex 'small worlds' with blocks and construction kits, such as a city with different buildings and a park • Explore different materials freely, to develop their ideas about how to use them and what to make • Develop their own ideas and then decide which materials to use to express them • Join different materials and explore different textures • Create closed shapes with continuous lines, and begin to use these shapes to represent objects • Draw with increasing complexity and detail, such as representing a face with a circle and including details • Use drawing to represent ideas like movement or loud noises • Show different emotions in their drawings and paintings, like happiness, sadness, fear etc • Explore colour and colour-mixing • Listen with increased attention to sounds • Respond to what they have heard, expressing their thoughts and feelings • Remember and sing entire songs • Sing the pitch of a tone sung by another person ('pitch match') • Sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs • Create their own songs or improvise a song around one they know • Play instruments with increasing control to express their feelings and ideas.		• Take part in simple pretend play, using an object to represent something else even though they are not similar. • Begin to develop complex stories using small world equipment like animal sets, dolls and dolls houses etc. • Make imaginative and complex 'small worlds' with blocks and construction kits, such as a city with different buildings and a park • Explore different materials freely, to develop their ideas about how to use them and what to make • Develop their own ideas and then decide which materials to use to express them • Join different materials and explore different textures • Create closed shapes with continuous lines, and begin to use these shapes to represent objects • Draw with increasing complexity and detail, such as representing a face with a circle and including details • Use drawing to represent ideas like movement or loud noises • Show different emotions in their drawings and paintings, like happiness, sadness, fear etc • Explore colour and colour-mixing • Listen with increased attention to sounds • Respond to what they have heard, expressing their thoughts and feelings • Remember and sing entire songs • Sing the pitch of a tone sung by another person ('pitch match') • Sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs • Create their own songs or improvise a song around one they know • Play instruments with increasing control to express their feelings and ideas.
JS	**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 create bonfire craft for Lag B'omer. **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 flower craft • To visit to Edgware shul and see the torah. **Tefillah** • To extend the first paragraph of Shema • To sing an array of Adon Olam tunes.		**Jewish Way of Life: Tefillah** • 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. **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 book, Shabbat candlestick, challah cloth, spices for Havdalah, a havdalah candle and two challah rolls.