

CURRICULUM MEDIUM TERM PLAN FOR NURSERY SUMMER 2022

Themes Summer 1: Myself/My Senses

Summer 2: Journeys

RELIGIOUS EDUCATION

Good News: **What is good news?**

Pupils know and understand that everyone has good news to share and that Pentecost is the celebration of the Good News of Jesus.

Friends: **Is it good to have friends?**

We can all make friends. Jesus had good friends. What does Jesus tell us about friendship?

Our World: **What makes our world so wonderful?**

Pupils will think about what we love and wonder about our world and will know and understand that God gave us this wonderful world.

The EYFS Curriculum consists of seven areas- three 'Prime' and four 'Specific'.

The three Prime Areas are in bold.

The prime areas are important because they lay the foundations for children's success in all other areas of learning and of life.

PERSONAL, SOCIAL and EMOTIONAL DEVELOPMENT

Children learn

- **That we are all different and that different is not better or worse.**
- **To talk about their feelings using words like 'happy', 'sad', 'angry', or 'worried'.**
- **To show empathy for others and to demonstrate care and concern for the patient in the nursery hospital role-play area.**
- **To play in a group, extending and elaborating play ideas and keep play going by responding to what others are saying or doing.**
- **To talk with others to solve conflicts.**

COMMUNICATION and LANGUAGE

Children learn to

- **Talk about stories and relate them to their own experiences.**
- **Use role-play to recall and retell a story.**
- **Use talk to organise themselves and their play: "Let's go on a bus...you sit there....I'll be the driver".**
- **Use longer sentences of four to six words.**
- **Recount significant events in sequence.**
- **Key Texts-**
'Maisy Goes to Hospital', 'All Kinds of People', 'I Can', 'The Train Ride', 'We're Going on a Bear Hunt'.

PHYSICAL DEVELOPMENT

Children learn to

- **Hold a pencil correctly.**
- **Travel around, under, over and through balancing and climbing equipment demonstrating increasing control and coordination.**
- **Explore a range of large and small apparatus to discover what 'I Can Do!'**
- **Demonstrate a sense of direction-negotiate a pathway or journey independently and/or follow a route, symbol or verbal instruction.**
- **Be able to fasten/unfasten zips, buttons, poppers and take off and put on own shoes and socks.**

The specific areas provide the range of experiences and opportunities for children to broaden their knowledge and skills

LITERACY

Children learn to

- Write some or all of their name correctly using the correct letter formation.
- Look closely at the shapes of letters and listen carefully at the sounds they make.
- Begin to blend the sounds together in simple words.
- Play at writing with confidence and experience writing for a purpose eg making 'Get Well Soon' cards, recording hospital appointments, writing doctors notes and prescriptions, sending postcards, designing travel tickets, recording a journey on a map. Use some of their print and letter knowledge in their early writing eg 'm' for mummy.

MATHEMATICS

Children learn to

- Recognise numerals 1-5, 1-10 and order correctly.
- Select shapes appropriately e.g. flat surfaces for building, a triangular prism for a roof etc.
- Talk about and identify the patterns around them e.g. stripes on clothes, designs on rugs, and wallpaper. Use informal language such as 'pointy', 'spotty', 'blobs' etc.
- make a graph of children's eye colour and count, discuss and compare the data collected and displayed
- Describe a sequence of events, real or fictional, using words such as 'first', 'then'...
- Describe routes and locations, using words like 'in front of' and 'behind'.

UNDERSTANDING the WORLD

Children learn to

- Use all their senses in hands-on exploration of natural materials- touch, see, hear, smell, listen
- Describe facial features and expressions that express feelings
- Talk about and identify similarities and differences with reference to 'myself' and others- children know some of the things that make them unique, and can speak about some of the similarities and differences in relation to friends or family.

- Begin to explore their immediate family history-parents, grandparents, siblings, aunties, uncles, cousins.
- Be aware of the role of the doctor, nurse, hospital receptionist. They will explore the jobs they do, the equipment they may use and the treatment they administer in order to look after others.
- Explore the concept of going on a journey and being somewhere else near and far-consider 'What do you need to take with you?', How will you get there/travel?, What did you see/hear on the way?, How did you feel before you went on the journey, during, when you got there?, What was it like there? What did you do? etc.

EXPRESSIVE ARTS and DESIGN

Children learn to

- Explore and express feelings in a safe context through role-play
- Show different emotions in their drawings and paintings, like happiness, sadness, fear etc.
- Draw and paint from close observation- 'My Face'
- Explore texture through art work: collage
- Respond to what they have heard expressing their thoughts and feelings
- Create their own songs, or improvise a song they know.