

Parkview Primary School
Curriculum Map for Nursery Term: Summer

Prior learning	<p>During the Spring Term, the children will have had the opportunity to develop a love for their natural environment by planting seeds and seedlings, looking after the nursery pet and even thinking about ways they could help the local wildlife get through winter.</p> <p>They will have been encouraged to use their imagination to think of ways to help them travel through space and explore new worlds!</p>	
Theme	<p>Terrific Tales Main focus: Environmental awareness: artic, jungle, ocean</p>	<p>Ticket to Ride Main focus: Environmental awareness: pollution, designing and making</p>
Key Texts	<p>Summer Term One Goldilocks and the Three Bears The Gingerbread Man The Three Billy Goats Gruff The Smartest Giant in Town</p>	<p>Summer Term Two The Very Noisy Farm The Very Silly Sheep Goodnight Tractor Car, Car, Truck Jeep How to Catch a Star Commotion in the Ocean Topsy and Tim Go on Holiday</p>
	What will I be learning about during this unit?	What new vocabulary will I learn during this unit of work?
Communication and Language	<ul style="list-style-type: none"> • I will be able to understand and respond to a range of questions that start with words like who, what and where. • I will use my imagination when I play, and use words and phrases to talk about what I am doing. For example: 'Let's go on a bus... you sit there... I'll be the driver.' • When I talk with my friends, I understand that sometimes we will agree and sometimes disagree. When I disagree with my friends, I will talk with them to let them know why I feel the way I do. 	<p>My turn, your turn, because, re-tell, beginning, middle, end</p>

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Personal, Social and Emotional Development	<ul style="list-style-type: none">• I will try and talk with my friends about the way I am feeling. For example; “I’m sad because...” or “I love it when ...”• I will begin to understand that I am part of the ‘nursery family’ and therefore will need to do my part at tidy up time, or help comfort a friend when they are sad.• I will try to make myself and my friends feel better in different ways, such as by thinking about my breathing when I get cross or worried and massaging my friends to help them feel calm and relaxed when we have ‘feel good Fridays’.• I will try to find solutions to problems with my friends. For example, accepting that not everyone can be Spider-Man in the game, and suggesting other ideas.	Why, how do you feel, can I help, me first, you next, wish, want, try, struggle, proud
Physical Development	<p>I will practise tricky movements such as standing on one leg, hopping and skipping.</p> <p>I will think about the tools that I use to complete a task. For example, choosing a spade to enlarge a small hole I dug with a trowel.</p> <p>I will work with my friends to move large items, such as moving a long plank safely or carrying large hollow blocks.</p>	Scissors, snips, skip, hop, choose, decide, help, work together, safely, challenge

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Literacy	<p>I will try to hold pens and pencils between my first two fingers and my thumb when I draw and write.</p> <p>I will add marks to the drawings I make, for example: "That says mummy".</p> <p>I will notice the letters that make up my name.</p> <p>I will be able to write some letters like those in my name.</p> <p>I will have long conversations with my friends about different stories.</p> <p>I will begin to think about the sounds I hear in words.</p> <p>I will be able to understand the sounds that make up a word. For example, when I hear the sounds c/a/t I will be able to blend them and know the word is cat.</p> <p>I will be able to identify things by pictures. For example, when I see a picture of a pig I will be able to say p/i/g.</p>	Same, different, name, letters, pages, order, first, next, last
Maths	<p>I will be able to use my fingers to show numbers up to five in different ways.</p> <p>I will be able to match number cards with amounts of objects up to five.</p> <p>I will solve problems like how many plates will I need if four friends come for tea?</p> <p>I will think carefully about the shapes I use to complete my model: flat surfaces for building, a triangular prism for a roof etc.</p> <p>When my adult makes mistakes when they make a repeating pattern, I will help them out.</p>	Numbers: 1, 2, 3, 4, 5, match, same, equals, mistake, repeat, first, next, then, after Shape names: triangle, square, circle, rectangle, cube, cone, sphere

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Understanding the World	<ul style="list-style-type: none"> • I will use a globe to help me to explore different environments around the world like the jungle, the ocean and the arctic. • I will think about things we could all do together to help protect our world. • I will explore collections of materials with similar and/or different properties to help me invent things, just like 'Mrs Armitage'. • I will explore how things work so that I can improve my inventions. RE: • I will use a globe to understand where I live. • I will explore where my family came from. • I will talk with my friends about the things that are special to me. 	<p>Same, different, touch, smell, see, hard, soft, smooth, rough Near, far, old, new, train, bus, car, bicycle, aeroplane, ship RE: World, country, language , special, unique, individual</p>
Expressive arts and design	<ul style="list-style-type: none"> • I will look closely at the things around me as I draw and paint so that my pictures are just right. • I will try to represent movement and music when I draw and paint, just like the artist Kandinsky. • I will listen and enjoy different types of music from the past and present and from other countries and cultures. 	<p>Draw, colour, look, same, like, dislike, why, reason</p>
Enrichment	<p>Summer Term One Fairy Tale character dress up day</p>	<p>Summer Term Two Graduation Teddy Bear's Picnic Sports day Paddling pool day</p>