

# Nursery Curriculum 2022/23

## Summer 1: Traditional Tales

<p><b>Phonics</b></p> <p><u>Progression of sounds</u></p> <ul style="list-style-type: none"> <li>v w y z qu ch</li> </ul> <p><u>Picture cards</u></p> <ul style="list-style-type: none"> <li>volcano wave yo-yo zebra queen cherries</li> </ul> <p><u>Phonemic awareness</u></p> <ul style="list-style-type: none"> <li>Teach children to identify initial sounds of words and objects.</li> </ul> <p><u>Continuous Provision</u></p> <ul style="list-style-type: none"> <li>Teach phonemic awareness and oral blending every day to build children's focused listening and attention.</li> <li>Support children to grow these skills in a fun and age-appropriate way.</li> </ul>	<p><b>Reading and Writing</b></p> <p><u>Comprehension</u></p> <ul style="list-style-type: none"> <li>Discuss the actions of characters in stories; suggesting events and endings for stories; describing characters in stories; talking about the order in which story events happen; retelling stories; discussing the information presenting in non-fiction books; explaining their own imaginative play</li> </ul> <p><u>Vocabulary and grammar</u></p> <ul style="list-style-type: none"> <li>Learning Pirate words</li> <li>Games involving object description; role-play areas (dolls' house, and see half-termly sections below); prepositional games; describing objects, characters and real people</li> </ul> <p><u>Composition and love of reading:</u></p> <ul style="list-style-type: none"> <li>Listen to a range of fiction and non-fiction texts, as whole-class, in small groups on the sofa, I-to-I under the wicker arch; making up nonsense or funny sentences; singing songs and chanting rhymes; developing imaginative play; inventing own stories on a theme; linking artwork and other creative activities to stories and story worlds</li> </ul>
<p><b>Oracy</b></p> <p><u>Three Little Pigs group drama</u></p> <p><u>Role-play</u></p> <ul style="list-style-type: none"> <li>Grocery shop</li> <li>Garden Centre</li> </ul> <p><u>Continuous provision</u></p> <p>Singing songs and chanting rhymes; joining in with repeated phrases/refrains in stories; developing imaginative play</p>	<p><b>Handwriting</b></p> <ul style="list-style-type: none"> <li>Handwriting: writing own name each day; mark-making on different surfaces using a range of materials including sensory trays, tracing letters and other shapes; developing fine-motor skills through action songs, manipulating small objects (e.g. sticklebricks, beads, lego, pegs in boards), using scissors, pricking holes around an outline shape</li> <li>A range of activities to promote fine motor skills, e.g. pouring, cutting, hole-punching, sorting, threading, colouring, using smaller construction toys, pegboards.</li> </ul>
<p><b>Maths</b></p> <ul style="list-style-type: none"> <li>Giant footprints on the carpet. Who made them? Are your own footprints longer or shorter than the giant's? Measure and compare.</li> <li>Sing 5 Little Ducks went Swimming One Day. Encourage the children to use their fingers to represent the number of ducks.</li> <li>Read One Mole Digging a Hole. Practise counting up to 10 and back again. Pull a number star from the bag. What number is it?</li> <li>Sing 1,2,3,4,5 Once I caught a Fish Alive. Use 5 plastic frogs and number stars and sing 5 Little Speckled Frogs. Encourage the children to use their fingers to represent the number of frogs.</li> <li>Read Goldilocks and the Three Bears by Mike and Carl Gordon. Show the children our three toy</li> </ul>	<p><b>Science</b></p> <p><u>Plants</u></p> <ul style="list-style-type: none"> <li>Read Jack and the Beanstalk and Jaspers Beanstalk. Have you ever planted anything? Apart from beans, what other things can you plant?</li> <li>Read The Tiny Seed. Discuss the cycle from seed to adult plant and around again.</li> <li>Read Titch. Talk about how we grow just like plants. How have you grown?</li> </ul> <p>Plant seeds in clear plastic bags, sticking them to the window. Observe and photograph growth process.</p>

<p>bears. Which is the biggest? Which is the smallest? Which bear is medium sized?</p> <ul style="list-style-type: none"> <li>• Read Handa's Hen. Encourage children to help count the different animals on each page and represent the number of animals with their fingers.</li> <li>• Sit in a circle, show the children the dice and count the spots on each side. Take turns rolling the dice into the middle. Count the spots together and do that many hops, nods, claps, flaps, jumps, flicks etc.</li> <li>• Sing One Potato, Two Potato</li> <li>• Read The Smartest Giant in Town by Julia Donaldson.</li> <li>• Play Matching Pairs: A pair is a set of two things that go together, e.g. a pair of gloves, shoes or earrings. Count pairs.</li> <li>• Read I to 10 and Back Again. Practise counting up to 10 and back again with the children.</li> <li>• Also: at the interest table, scales with counting bears, and puzzles</li> <li>• .</li> </ul>	
<p><b>History</b> <u>Chronology</u> When retelling the events in traditional tales, children are able to use a range of tenses, including the past. Children develop an understanding of chronological order by retelling events from traditional tales.</p>	<p><b>Geography</b></p>
<p><b>RE</b></p>	<p><b>Music</b></p> <ul style="list-style-type: none"> <li>• Create simple rhythms using body percussion</li> <li>• Play Pass the Rhythm. Copy the body rhythm and continue it around the circle.</li> </ul> <p><u>Continuous Provision</u></p> <ul style="list-style-type: none"> <li>• Sing 'Lycra' songs, e.g. Tiny Turtle; Zoom, Zoom, Zoom; Popcorn; Twinkle, Twinkle, Little Star.</li> <li>• Sing/perform action songs, e.g. Have You Ever Had a Penguin Home for Tea; Heads, Shoulders, Knees and Toes.</li> <li>• A range of music played in the classroom, including tidy-up tunes and children's requests</li> <li>• Movement to music, e.g. Walk, Walk, Walk</li> <li>• Friday disco</li> <li>• Improvised play on a range of instruments as part of continuous provision</li> </ul>
<p><b>Art</b> <u>Focused activities</u></p> <ul style="list-style-type: none"> <li>• Paint magic, sparkly beans</li> <li>• Add photos and cotton-wool clouds to the magic beanstalk</li> </ul> <p><u>Continuous provision</u></p> <ul style="list-style-type: none"> <li>• Drawing: pastels, chalks, pencils, oil pastels, dry sand/mark-making tools, felt-tip pens</li> <li>• Painting: Finger painting, watercolour, acrylic, pipettes, block painting, sponges, string, Q-tip scrapers, bubble blowing, sandy paint/large brushes</li> <li>• Sculpture and three dimensional work: playdough,</li> </ul>	<p><b>DT</b> <u>Focused activities</u></p> <ul style="list-style-type: none"> <li>• Junk bridge-building</li> <li>• Making paper-plate pig masks</li> <li>• Making finger puppets</li> <li>• Making royal crowns</li> </ul> <p><u>Continuous provision</u></p> <ul style="list-style-type: none"> <li>• Construction: Magformers, community blocks, 3D Geo-connectors, Duplo, Mobilo, Magnetico, Lego, constructions with sand, building with crates and planks</li> <li>• Junk modelling</li> </ul>

<p>coloured sand/glitter/paintbrushes, clay sculpture</p> <ul style="list-style-type: none"> <li>• Printing: Sponge, hand, Duplo, stamps, gears, bubble-wrap rolling pins, tyre-tracks, junk, wax relief, balloons, stencils, corks, rubbings</li> <li>• Collage: Range of collage activities, mixed media</li> </ul>	<ul style="list-style-type: none"> <li>• Designing and making cards</li> </ul>
<p><b>PE</b></p> <p><u>Ball Skills: Unit 1</u></p> <ul style="list-style-type: none"> <li>• To develop rolling and stopping a ball to a target.</li> <li>• To develop accuracy when throwing to a target.</li> <li>• To develop bouncing and catching a ball.</li> <li>• To develop dribbling a ball with their feet and kicking a ball.</li> </ul> <p><u>Continuous Provision</u></p> <p>Riding bikes, jumping off crates, climbing and jumping from the climbing frame, negotiating planks and tyres, obstacle course, bouncing on the trampoline</p>	<p><b>PSHE</b></p> <p><u>The Colour Monster.</u></p> <p>What colour was the monster when he felt happy? In a circle, tell the class one thing that makes them happy.</p> <p><u>Giraffes Can't Dance.</u></p> <p>How does Gerald feel when the other animals laugh at him? Is it kind to laugh at people when they can't do something? What could you do instead?</p> <p><u>The Lion Inside.</u></p> <p>Can you think of anything that they are scared of? Can you remember doing something that was really brave?</p> <p><u>Continuous Provision</u></p> <ul style="list-style-type: none"> <li>• Follow routines, access resources independently, follow instructions, move around the space safely</li> <li>• Manage own needs, including toileting</li> <li>• Make relationships with adults and children, seek out companionship with others, make own wants and needs known</li> <li>• Talk about how others might be feeling and respond accordingly</li> </ul>