

Nursery Curriculum 2022/23

Summer 2: Animals

<p>Phonics</p> <p><u>Progression of sounds</u></p> <ul style="list-style-type: none"> ck x sh th ng nk <p><u>Picture cards</u></p> <ul style="list-style-type: none"> sock (sound at the end) box (sound at the end) shells ring (sound at the end) pink (panda) (sound at the end) thumb/teeth (sound at the end) <p><u>Phonemic awareness</u></p> <ul style="list-style-type: none"> Teach children to identify the final sounds of words and objects. <p><u>Continuous Provision</u></p> <ul style="list-style-type: none"> Teach phonemic awareness and oral blending every day to build children's focused listening and attention. Support children to grow these skills in a fun and age-appropriate way. 	<p>Reading and Writing</p> <p><u>Comprehension</u></p> <ul style="list-style-type: none"> 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 <p><u>Vocabulary and grammar</u></p> <ul style="list-style-type: none"> Games involving object description; role-play areas (dolls' house, and see half-termly sections below); prepositional games; describing objects, characters and real people <p><u>Composition and love of reading:</u></p> <ul style="list-style-type: none"> 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
<p>Oracy</p> <p><u>Role-play</u></p> <ul style="list-style-type: none"> acting the parts of different jungle animals; pet shop <p><u>Continuous Provision</u></p> <ul style="list-style-type: none"> singing songs and chanting rhymes; joining in with repeated phrases/refrains in stories; developing imaginative play 	<p>Handwriting</p> <ul style="list-style-type: none"> 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 A range of activities to promote fine motor skills, e.g. pouring, cutting, hole-punching, sorting, threading, colouring, using smaller construction toys, pegboards.
<p>Maths</p> <ul style="list-style-type: none"> Farm Maths. Place farm mat on the ground and choose a child to roll a dice. Count out that many cows from the animal farm box. Read Wiggly Pig has 10 Balloons. Counting round and round. Counting round the circle in ones. See if we can get all the way to 10 (or try 20). Counting songs, e.g. 5 Little Monkeys, 1,2,3,4,5 Once I caught a fish alive, Zoom Zoom Zoom Counting to an Instrument: Sit in a circle. Slowly hit a drum or tambourine a number of times. Count the strikes. Read 'Six Dinner Sid.' Count how many dinners he has been given. As they do, take that meal away. How many meals are left? Give each child a sheet with different length worms drawn on. Can you use Lego to make worms the same length? Which is the longest? Which is the 	<p>Science</p> <p><u>Animals including humans</u></p> <ul style="list-style-type: none"> Read Neon Leon. Discuss camouflage and explore other animals that use it. <p><u>Living things and their habitats</u></p> <ul style="list-style-type: none"> Read Wild and Free and explain how different wild animals live in different parts of the world. Look on the globe at where some of the animals in the story come from. Discuss the wild animals we have in England.

<p>shortest? Model first on the whiteboard.</p>	
<p>History</p>	<p>Geography <u>Foundations of human and physical geography</u></p> <ul style="list-style-type: none"> • Discuss children's experiences and knowledge of farms and farm animals. • Question children about the jungle and read Walking through the Jungle. • Act out moving through the jungle as different creatures
<p>RE</p>	<p>Music Read Giraffes Can't Dance and play musical statues, dancing to the types of music in the story.</p> <p><u>Continuous Provision</u></p> <ul style="list-style-type: none"> • Sing 'Lycra' songs, e.g. Tiny Turtle; Zoom, Zoom, Zoom; Popcorn; Twinkle, Twinkle, Little Star. • Sing/perform action songs, e.g. Have You Ever Had a Penguin Home for Tea; Heads, Shoulders, Knees and Toes. • A range of music played in the classroom, including tidy-up tunes and children's requests • Movement to music, e.g. Walk, Walk, Walk • Friday disco • Improvised play on a range of instruments as part of continuous provision
<p>Art</p> <p><u>Focused activities</u></p> <ul style="list-style-type: none"> • Painting by marble rolling <p><u>Continuous provision</u></p> <ul style="list-style-type: none"> • Drawing: pastels, chalks, pencils, oil pastels, dry sand/mark-making tools, felt-tip pens • Painting: Finger painting, watercolour, acrylic, pipettes, block painting, sponges, string, Q-tip scrapers, bubble blowing, sandy paint/large brushes • Sculpture and three dimensional work: playdough, coloured sand/glitter/paintbrushes, clay sculpture • Printing: Sponge, hand, Duplo, stamps, gears, bubble-wrap rolling pins, tyre-tracks, junk, wax relief, balloons, stencils, corks, rubbings • Collage: Range of collage activities, mixed media 	<p>DT</p> <p><u>Focused activities</u></p> <ul style="list-style-type: none"> • Making paper-plate snakes • Making lion masks • Making toilet-roll rain-sticks <p><u>Continuous provision</u></p> <ul style="list-style-type: none"> • Construction: Magformers, community blocks, 3D Geo-connectors, Duplo, Mobilo, Magnetico, Lego, constructions with sand, building with crates and planks • Junk modelling • Designing and making cards
<p>PE</p> <p>Games: Unit 1</p> <ul style="list-style-type: none"> • To work safely and develop running and stopping. • To develop throwing and learn how to keep score. • To work co-operatively and learn to take turns. • To work with others to play team games. <p>Read 'The Animal Boogie'</p> <ul style="list-style-type: none"> • Get chn dancing and boogieing, pretending to be the different animals in the story. • Read 'Sloth Slept On' 	<p>PSHE</p> <p><u>Continuous Provision</u></p> <ul style="list-style-type: none"> • Follow routines, access resources independently, follow instructions, move around the space safely • Manage own needs, including toileting • Make relationships with adults and children, seek out companionship with others, make own wants and needs known • Talk about how others might be feeling and respond accordingly

- Would you prefer to run like a cheetah or move slowly like a sloth? Practise both.

Continuous Provision

- Riding bikes, jumping off crates, climbing and jumping from the climbing frame, negotiating planks and tyres, obstacle course, bouncing on the trampoline