



St Mary's
Catholic Primary School and Nursery

St Mary's Catholic Primary School Curriculum

Year Nursery - Summer Term 1

Main Themes: Growth and Change

Story Themes: Titch Jack and the Beanstalk and the Very Hungry Caterpillar

End Points

This half term we will be finding out about growth and change

Children will be independent in selecting and using resources. They will learn that we are changing all the time. The children will find out that they began as babies and now they are children and in time they will continue to grow and change.

There will be the opportunity to watch live caterpillars grow and change, becoming chrysalis and then butterflies. Children will learn that they have grown and are growing; they will learn about planting and growing seeds as well as finding out about the link between growing seeds and our food.

They will show independence in self-care and looking after belongings. They will be able to enjoy listening to longer stories and talk about them, give good recall etc, as well as give longer focus to tasks in hand. They will be able to engage fully in conversations with Nursery staff and other children.

The children will have greater control in movement – finer motor and gross motor. Most children will have established a dominant hand and show greater control in using scissors and so on.

The children will continue to develop their understanding of the 5 key concepts about print and be able to give good focus to longer stories. They will be able to show a clear difference between their pictures and their writing. Some children will be able to write their name independently, others will copy their names with greater accuracy.

Most children will be able to subitise 3 objects quickly. Most children will be able to recite numbers past 5 and say 1 number for each item in order, recalling the last number in the count. (Cardination of number). Most children will recognise and name 2D shapes – circle, triangle, square and oblong. Some children will recognise and name some 3D shapes.

Children will show positive attitudes about the differences between people and cultures. They will know that we celebrate Easter because Jesus rose from the dead. They will continue to understand and respect living creatures (from Welly Wednesday Walks, Feeding the birds at our bird table etc.



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	<p>Children will be able to imagine and pretend, developing their skills through small world role play and situational role play (A bike repair shop role play and small world play about the story of Titch). They will have opportunity to choose materials and to use them creatively as well as being taught techniques to apply in their independent learning.</p> <p>Through our practise we will continue to follow Foundations for Phonics, part of the whole school Little Wandle Phonics programme. During the Summer Term there will be particular emphasis upon blending phonemes together.</p>	
Religious Education	<p>Unit of work : New Life</p> <ul style="list-style-type: none"> • To know that at Easter we celebrate because Jesus rose from the dead. • To begin to understand that Jesus gave us a special gift of joy and peace. • To begin to understand that Jesus is always with us. • To know that Mary is the mother of Jesus and our mother. 	
Personal, Social and Emotional Development	Safeguarding Curriculum Links	
	<p>Show sensitivity to their own and others' needs.</p> <p>Remember Nursery rules without adult needing to remind them.</p> <p>Medicine safety</p>	<ul style="list-style-type: none"> • Selecting and using activities and resources, with little help if needed. • Have a sense of responsibility and know they are member of a community. • Develop greater confidence to be more outgoing with unfamiliar people, in the safe context of their setting. • Show confidence in new social situations. • Play with one or more other children; Begin help to find solutions to conflicts and rivalries. • Follow rules independently, understanding why they are important. • Talk about their feelings using words like "happy", "sad", "angry" or "worried". • To develop understanding of how others may be feeling.



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Communication & Language	Development Matters:	Vocabulary:	Nursery Rhymes:	Shared Reading Spine texts:
	<ul style="list-style-type: none">• Enjoy listening to longer stories and can remember much of what happens.• Use a wider range vocabulary (expressive language).• Understand a question or instruction that has 2 parts such as “Get your coat and wait by the door”.• Understand “why” questions, like: Why do you think the caterpillar got so fat?”• Sing a large repertoire of songs and rhymes.• Be able to talk about familiar books.	<p>Vocabulary pages to accompany each story.</p> <p>Each child to receive a copy to take home and share with family.</p>	<p>5 little men in a flying saucer Humpty Dumpty One little elephant Ring a ring a roses London Bridge is falling down</p> <p>(1 rhyme per week, linked to EYFS Master the curriculum maths).</p>	<p>Titch Jack and the Beanstalk The Very Hungry Caterpillar</p>



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	<ul style="list-style-type: none"> • Use longer sentences of 4 - 6 words with fluency. • Be able to express a point of view. • Start a conversation with an adult or friend - continue for several turns <p>Use talk to organize themselves and their play</p>			
Physical Development	Real Foundations		Development matters	
	<p>Sit and roll a ball along the floor around body using 1 or 2 hands.</p> <p>Sit and roll a ball up and down legs and round upper body using 2 hands.</p> <p>Stand and roll a ball up and down legs and upper body using 2 hands.</p> <p>To side-step in both directions.</p> <p>Begin gallop, leading with either foot.</p> <p>Begin to hop on either foot.</p> <p>Begin to skip.</p>		<p>Continue to develop their movement, balancing, riding (scooters, trikes and bikes) and ball skills.</p> <p>Skip, hop, stand on one leg and hold a pose for a game like musical statues.</p> <p>Increasingly able to use and remember sequences and patterns of movements which are related to music and rhythm.</p> <p>Use large-muscle movements to wave flags and streamers, paint and make marks.</p> <p>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.</p>	



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		<p>Use one-handed tools and equipment, for example, making snips in paper with scissors.</p> <p>Use a comfortable grip with good control when holding pens and pencils.</p> <p>Show a preference for a dominant hand.</p>
Literacy	Literacy – Reading Development matters	Literacy-Writing Development matters
	<ul style="list-style-type: none"> Understand the 5 key concepts about print: <ul style="list-style-type: none"> - print has meaning - print can have different purposes - we read English text from left to right and from top to bottom. - the names of different parts of the book. - page sequencing. - Consolidate front/back, which way up, title, blurb, pages, spine, author. - introduce “illustrator”. Develop their phonological awareness so that they can: <ul style="list-style-type: none"> - identify rhymes - count or clap syllables in a word - recognize words with the same initial sound. - blend phonemes together aurally, e.g sh-oe = shoe; c-a-t = cat Engage in extended conversations about stories, learning new vocabulary. Recognise their name, without a picture clue. 	<ul style="list-style-type: none"> Copy some or all their name. Write some letters accurately.
Mathematics	Phase:	



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	<p><u>Sequencing:</u> Daily routines, Familiar stories</p> <p><u>Positional Language:</u> On and under, In and out, In front and behind</p> <p><u>More Than / Fewer Than</u></p> <p><u>Shape – 2D:</u> Circles, Triangles, Rectangles</p> <p><u>Shape – 3D:</u> Cubes, Cuboids, Cylinders, Spheres</p> <p>Consolidation</p>		
Understanding the World	Natural World	People, Culture & Communities (Geography/RE/PHSE)	Past & Present (History)
	<p>What can I see, touch and smell on our Welly Wednesday walk? Use all their senses in hands-on exploration of natural materials.</p> <p>Begin to understand the need to respect and care for the natural environment and all living things.</p> <p>What can I grow for my dinner? Cress</p> <p>Children can name the fruits and vegetables that they have grown, describe how they cared for the plants and the changes they noticed.</p> <p>What melts?</p> <p>Children can name some materials that melt and describe what they observe during the melting Process.</p>	<p>What would I do if I worked in a shop?</p> <p>Show interest in different occupations.</p>	No unit this term



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Expressive Arts and Design	Creating with Materials	Creating with Materials	Being Imaginative & Expressive (Music Sing Up)	Helicopter Stories Role Play/Small World/Creative Area (Development matters)
	<ul style="list-style-type: none"> -Explore different materials freely, in order to develop their ideas about how to use them and what to make. -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. 		<ul style="list-style-type: none"> -Sing a large repertoire of songs. -Use large-muscle movements to wave flags and streamers, paint and make marks. -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. 	



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		-Play instruments with increasing control to express their feelings and ideas.	