



St Mary's

Catholic Primary School and Nursery

St Mary's Catholic Primary School Curriculum
Year Nursery - Summer Term 2
Complete Growth and Change > Transition to Reception
Story themes: Supertato, Zog

End Points

This half term we will be continuing with Growth and Change, talking about transition to Reception classes, including visits to new classrooms and taking part in “leaver” celebrations. We will have our Sports Day and we will be performing our Summer Show for parents and friends.

Children will be independent in selecting and using resources. They will show tolerance towards each other and establish new/different friendships within the group. Nursery staff will be observing carefully to ensure that each child goes to their new Reception class with someone that they know and play with. They will meet their new teacher and visit their Reception class. 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 construct and execute longer sentences and engage in conversations with Nursery staff and other children.

The children will have good 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. They will be able to show a difference between pictures and writing in their mark making. Many 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 will recognise and name some 3D shapes too.

Children will have positive attitudes about the differences between people and cultures. They will know about Jesus and that our school is named after his mother Mary.

Children will be able to imagine and pretend, developing their skills through small world role play and situational role play. They will have opportunity to choose materials and to use them creatively as well as being taught techniques to apply in their independent learning.



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	We will continue to follow Foundations for Phonics, part of the whole school Little Wandle Phonics Programme, with particular emphasis upon blending phonemes together.			
Religious Education	Unit of work : Our Church Family <ul style="list-style-type: none"> • Is beginning to understand that we belong to God's family • Knows that we belong to our church family • Knows that we have a Parish Church – St. Mary's • Know that Sunday is a special day for our Church Family 			
Personal, Social and Emotional Development	Safeguarding Curriculum Links	Development matters		
	<ul style="list-style-type: none"> • Prepare for Reception • Meeting new teacher • Finding out friends they will be with. • Remember Nursery rules without adult needing to remind them. • Road safety • Fire Safety (Fire Drill) 	<ul style="list-style-type: none"> • Selecting and using activities and resources independently in the Nursery. • Have a sense of responsibility and know they are a part of a community. • Have 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". • Begin to understand and recognise how others may be feeling. 		
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 most of what happens. 	Vocabulary pages to accompany each story.	1 big hippo Sleeping Bunnies 5 cheeky monkeys jumping on the bed 5 little apples	Supertato Zog



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	<ul style="list-style-type: none"> • Use a wider range vocabulary (expressive language). • Understand a question or instruction that has 2 parts. • Understand “why” questions. Begin to use “why” questions. • Sing a large repertoire of songs and rhymes. • Be able to talk about familiar books and be able to tell a long story. • 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 many turns 	Each child to receive a copy to take home and share with family.	(links to EYFS Master the Curriculum (1 rhyme per week, linked to EYFS Master the curriculum maths)).	
Physical Development	Real PE Foundations		Development matters	
	To roll a large ball, chase and collect it in a balanced position. To chase a large ball rolled by a partner and collect in a balanced position. To catch a large ball dropped by a partner. To catch a large ball after 1 or 2 bounces.		Continue to develop their movement, balancing, riding (scooters, trikes and bikes) and ball skills. Use large-muscle movements to wave flags and streamers, paint and make marks.	



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		<p>Match their developing physical skills to tasks and activities in the setting. For example, they decide whether to crawl, walk or run across a plank, depending on its length and width.</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> <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>
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, illustrator. - Talk about favourite authors and illustrators. Develop their phonological awareness so that they can: <ul style="list-style-type: none"> - spot and suggest rhymes - count or clap syllables in a word - recognize words with the same initial sound. 	<ul style="list-style-type: none"> Write some or all their name. Write some letters accurately.



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	<p>- blend phonemes together aurally, e.g sh-oe = shoe; c-a-t = cat</p> <ul style="list-style-type: none"> Engage in extended conversations about stories, learning new vocabulary. Recognise their name, without picture clue. 		
Mathematics	EYFS Master the Curriculum		
	<p>Week 7 - Number composition and 1-5 revision</p> <p>Week 8 - Night and Day, order events.</p> <p>Week 9 - Positional language</p> <p>Week 10 - Positional language</p> <p>Week 11 - Consolidation</p> <p>Week 12 - Consolidation</p>		
Understanding the World	Natural World (Snap Science)	People, Culture & Communities (Geography/RE/PHSE)	Past & Present (History)
	<p>What melts? Children can name some materials that melt and describe what they observe during the melting Process.</p> <p>What is inside an egg? Children can identify some animals that lay eggs and talk about the young animals that hatch from them.</p> <p>What can I see, touch and smell on our Welly Wednesday walk?</p>	No unit this term	<p>What happens as I grow up? To know that 'the past' is events that have already happened. To know that 'the present' is time happening now. Using common words and phrases for the passing of time (e.g. now, long ago). Beginning to look for similarities and differences over time in their own lives. To know that people change as they grow older.</p>



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			<p>Being aware that some things have changed and some have stayed the same in their own lives.</p> <p>Recalling special events in their own lives.</p> <p>Use artefacts and photographs to answer simple questions about the past.</p> <p>Sort artefacts from then and now.</p> <p>To know that photographs can tell us about the past.</p> <p>To know that we remember some (but not all) of the events that we have lived through.</p> <p>To know that the past can be represented in photographs.</p> <p>Use sources of information, such as artefacts, to answer simple questions</p> <p>Make simple observations about the past from a source.</p>	
Expressive Arts and Design	Creating with Materials (ART)	Creating with Materials (DT)	Being Imaginative & Expressive (Music Sing Up)	Helicopter Stories Role Play/Small World/Creative Area (Development matters)
	<ul style="list-style-type: none"> • Create closed shapes with continuous lines and begin to use these shapes to represent objects. • Draw with increasing complexity and detail, such as 	<ul style="list-style-type: none"> • Make imaginative and complex “small worlds” using construction toys etc • Explore different materials freely, in 	<ul style="list-style-type: none"> • Sing a large repertoire of songs. • Use large-muscle movements to wave flags and streamers, paint and make 	<ul style="list-style-type: none"> • Begin to develop complex stories using small world equipment (story table, for example)



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	<p>representing a face with a circle and including details.</p> <ul style="list-style-type: none">• Use drawing to represent ideas like movement or loud noises.• Show different emotions in their drawings and paintings, like happiness, sadness, fear, worry etc• Explore colour and colour-mixing. <p>s.</p>	<p>order to develop ideas about how to use them and what to make.</p>	<ul style="list-style-type: none">• 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.• Play instruments with increasing control to express their feelings and ideas.	



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