



The Ark Federation

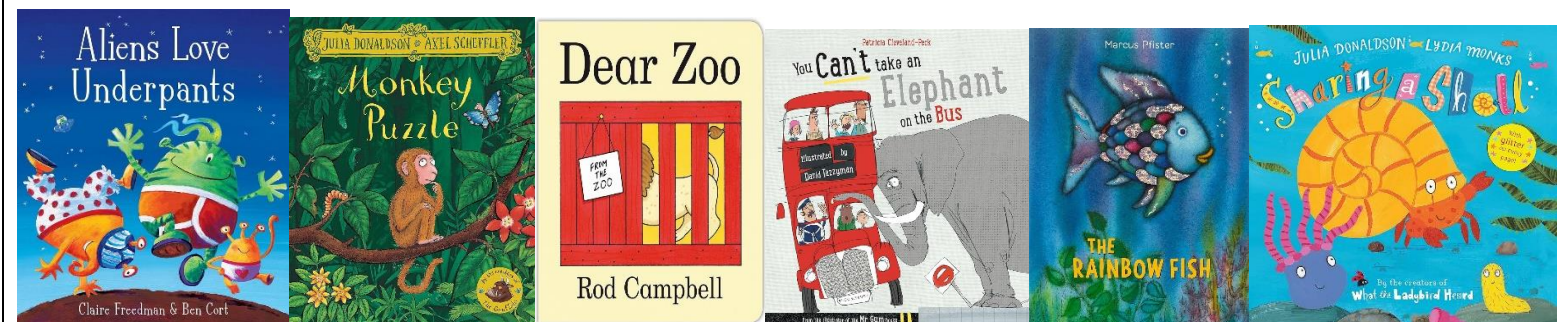
Nursery's Curriculum Map Summer Term 2

Summer term 2 is upon us, during this term, we will be preparing the children for the transition to Reception. We will continue to encourage the children to become more independent with their self-help skills, e.g., managing their own clothes, coats, shoes, remembering to wash their hands before eating and after going to the toilet, and being able to roll up their sleeves. We will also reassure the children and will discuss any worries they might have about moving on from Nursery to Reception. We will also be focusing on changes in the weather as we are moving towards Summer and learn about the importance of keeping safe in the sun. We will be looking at journeys, travel and places we can visit.

Miss Love

Topic – Summer week theme: Journeys and travel

Power of reading books to support us with our knowledge and love of stories are;



Areas of Learning: Prime Areas



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Communication & Language	Personal, Social & Emotional Development	Physical Development
<p>April 2024 starters:</p> <p>To demonstrate single channelled attention i.e they can shift to a different task if their attention is fully obtained.</p> <p>To show interest in the noise's adults make when they read stories and in playing with sounds, songs and rhymes.</p> <p>To be able to recognise and respond to many familiar sounds.</p> <p>To understand more complex sentences such as "put your toys away and then we'll read a book".</p> <p>To understand 'who', 'what', 'where' in simple questions such as "what's that? Where's this?".</p> <p>Beginning to understanding simple concepts such as big/little.</p> <p>To hold conversations, jumping from topic to topic and use simple sentences such as "mummy gone work".</p> <p>January 2024 starters:</p> <p>To listen to others one to one or in small groups, when conversations interest them.</p>	<p>April 2024 starters:</p> <p>To separate from their main carer with the support and encouragement from a familiar adult</p> <p>To express their own preferences and interests.</p> <p>To show interest in others' play and beginning to join in.</p> <p>To seek out others to share experiences, and may begin to form a special friendship with another child.</p> <p>To show affection and concern for people who are special to them.</p> <p>To express their own feelings such as happy, sad, cross or worried.</p> <p>To show awareness that some actions can hurt or harm others.</p> <p>To show an understanding and cooperate with some boundaries and routines.</p> <p>To control their own actions/behaviours and the ability to distract self when upset.</p> <p>To gain more bowel and bladder control and attend to toileting needs themselves most of the time.</p>	<p>April 2024 starters:</p> <p>To move freely and with pleasure and confidence in a range of ways.</p> <p>To mount stairs, steps or climbing equipment using alternate feet.</p> <p>To draw lines and circles using gross motor movements, catch large balls and stand momentarily on one foot when shown.</p> <p>To begin to make large movements and develop fine motor skills through funky finger activities and 'Dough Disco.'</p> <p>January 2024 starters:</p> <p>To experiment with different ways of moving.</p> <p>To jump off an object and land appropriately.</p> <p>To use their fine motor skills to use one handed tools and equipment e.g. make snips in paper with child scissors.</p> <p>Beginning to hold a pencil between their thumb and two fingers, they're no longer using a whole hand grasp.</p> <p>To copy some letters from their names.</p> <p>September 2023 Starters:</p> <p>To be able to negotiate space successfully when playing racing and chasing games with others, adjusting their speed or changing direction to avoid obstructions.</p> <p>To show increasing control over an object in pushing, patting, throwing, catching or kicking it.</p> <p>To use tools to effect changes to materials and show a preference for a dominant hand.</p>



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To start a conversation with an adult or a friend and continue it for many turns.

To listen to stories with increasing attention and recall.

To understand the use of objects, prepositions such as 'under', 'on top', 'behind', and 'why' and 'how' questions.

To respond to simple instructions such as "to get or put away an object".

To use more complex sentences to link thoughts eg using and, because.

To retell a simple past event in the correct order and use a range of tenses.

To use talk to organise themselves and their play.

September starters 2023:

To be able to focus their attention and listening.

To join in with repeated refrains and anticipate key events and phrases in rhymes and stories.

To respond to instructions involving a two-part sequence such as "put your coat away and then sit on the carpet".

January 2024 starters: To talk to others when playing is growing and they are beginning to talk about their own home and community.

To select and use activities and resources with help.

To initiate play, offering cues to their peers to join in with them.

To play in a group, extending and elaborating play ideas ie building up a role play activity with other children.

To be aware of their own feelings, and know that some actions and words can hurt others' feelings.

To help or give comfort when others are distressed.

To dress themselves with help and be independent in self-care.

September starters 2023:

To become more confident in new social situations and more outgoing towards unfamiliar people.

To enjoy the responsibility of carrying out small tasks and show confidence in asking adults for help.

To responding to what others are saying or doing throughout play.

To hold a pencil near the point between the first two fingers and thumb and use it with good control.

To begin to write their names independently using letters which are recognisable.



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<p>To listen and respond to ideas expressed by others in conversations or discussions.</p> <p>To use talk to connect ideas, explain what is happening and anticipate what might happen next.</p> <p>To be able to express a point of view and debate when they disagree with an adult or a friend.</p> <p>To recall and relive past experiences using intonation and phrasing to make the meaning clear to others.</p> <p>To build a vocabulary which reflects the breath of their experiences.</p>	<p>To demonstrate friendly behaviour, initiating conversations and forming good relationships with peers and familiar adults.</p> <p>To begin to accept the needs of others and, with support, can take turns and share resources.</p> <p>To adapt their behaviour to different events, social situations and changes in routine.</p> <p>To understand the need for safety when tackling new challenges, and consider and manage some risks without direct supervision.</p> <p>To make healthy choices about food, drink, activity and tooth brushing and may be able to give reasons why it's important.</p>	
<p>Children will be encouraged and supported to use more complex sentences and extend their sentences. The children will be challenged to explain their thinking and understanding.</p>	<p>Key Vocabulary: Emotions, happy, loved, calm, sad, angry, nervous, mixed, friends, crossed, worried, empathy, different, healthy.</p>	<p>Key Vocabulary: Rolling, crawling, walking, running, hopping and skipping, pinch, pat, squeeze, dancing fingers, thread, push, pull and balance, safe.</p>

Areas of Learning: Specific Areas

Maths	Literacy	Expressive arts and design	Understanding the World
To continue:	April 2024 starters:	April 2024 starters: To join in singing their	April 2024 starters: To have a sense of their own immediate family



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<p>To explore colour and colour mixing.</p> <p>To make comparisons between objects relating to size.</p> <p>To talk about and explore 2D shapes.</p> <p>To Develop fast recognition of up to 3 objects, without having to count them individually ('subitising'). Saying one number for each item in order: 1,2,3,4,5.</p> <p>To Know that the last number reached when counting a small set of objects tells you how many there are in total Show 'finger numbers' up to 5</p> <p>September 2023 starters: To recite numbers to 10.</p> <p>To develop fast recognition of up to 3 objects, without having to count them individually (subitising).</p> <p>To say one number for each item in order up to 5 and can show finger numbers to 5.</p>	<p>To enjoy rhyming and rhythmic activities, and recognise rhythm in spoken words.</p> <p>To listen to and join in with stories and poems, one to one and also in small groups.</p> <p>To know the difference between different marks they make.</p> <p>January starters 2024:</p> <p>To join in with repeated refrains and anticipate key events and phrases in rhymes and stories.</p> <p>To show awareness of how a story is structured and how they might need.</p> <p>To listen to stories with increasing recall and attention.</p> <p>To show interest in illustrations, print in books and print in the environment.</p> <p>The give meanings to marks as they draw and paint and ascribe meanings to marks that they see in different places.</p>	<p>favourite songs and create sounds.</p> <p>To show an interest in how musical instruments sound and enjoy experimenting with blocks, colours and marks.</p> <p>To develop preferences for forms of expression.</p> <p>To use movement to express feelings and create movement in response to music.</p> <p>To sing to themselves and make up simple songs.</p> <p>To begin to make marks intentionally, they may express ideas and feelings through these and give them meaning.</p> <p>To explore different materials, using all their senses to investigate them, they make simple models which express ideas.</p> <p>To develop pretend play, pretending that one object represents another.</p> <p>January starters 2024:</p>	<p>and relations.</p> <p>To be able to pretend in their play, they imitate everyday actions and events from their own family and cultural background.</p> <p>To begin to have their own friends and learn that they have similarities and differences that connect them to, and distinguish them from, others.</p> <p>To notice some detailed features of objects in their environment.</p> <p>To enjoy exploring natural materials and materials with different properties both inside and outside.</p> <p>To show interest and respond to different natural phenomena such as walking through tall grass or looking for worms and minibeasts.</p> <p>Recognise and describes special times or events for family and friends.</p> <p>January starters 2024:</p> <p>To display an interest in the lives of people who are familiar to them.</p> <p>To remember and talk about significant events for family or friends.</p> <p>To use all their senses in hands-on exploration of natural materials.</p> <p>To comment and ask questions about aspects of their familiar world such as the place where they live or the natural world.</p> <p>To talk about changes they notice and differences between materials.</p> <p>To enjoy exploring how things work.</p> <p>September 2023 starters: Features of different minibeasts Sorting by</p>
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<p>To link numerals and amounts up to 5.</p> <p>Counting out 6 objects from a large set.</p> <p>To show an interest in representing numbers and realise not only objects, but anything can be counted, including steps, claps or jumps.</p> <p>To begin to talk about and explore 2D and use mathematical language 'sides', 'corners', 'straight', 'flat'.</p> <p>To understand position through words alone with no pointing, and can discuss routes and locations.</p> <p>To make comparisons between objects relating to size, length, weight and capacity.</p> <p>To notice and correct an error in a repeating pattern.</p> <p>To describe a sequence of events, real or fictional, using words such as 'first', 'then', etc.</p> <p>Writing and recognising numbers</p>	<p>September 2023 starters:</p> <p>To be able to look at books independently, they know that print carries a meaning and, in English, is read from left to right and from top to bottom.</p> <p>To hold books the correct way up and turn pages.</p> <p>To name the different parts of a book.</p> <p>To engage in extended conversations about stories, learning new vocabulary.</p> <p>To give meaning to marks they make as they draw, write and paint.</p> <p>To write their own names using letters which are recognisable. They can hear and say the initial sounds in words.</p>	<p>To sing a few familiar songs and are beginning to move rhythmically.</p> <p>To join in with dancing and ring games.</p> <p>To tap out a simple repeated pattern and imitates movement in response to music.</p> <p>To explore how sounds and colours can be changed.</p> <p>To show an interest in using various construction materials, beginning to stack blocks horizontally and vertically, making enclosures and spaces.</p> <p>To realise tools can be used for a purpose. To notice what the adults are doing and beginning to imitate what is observed, they may do it spontaneously when the adult is not there.</p> <p>To engage in imaginative role play based on their own first-hand experiences.</p> <p>To begin to draw with increasing complexity and detail, such as</p>	<p>features – legs, wings, spots etc</p> <p>To be able to talk about similarities and differences.</p> <p>To learn about the life cycles of different creatures.</p> <p>To know some of the things that make them unique, and can talk about some of the similarities and differences in relation to friends or family.</p> <p>To be able to talk about some of the things they have observed such as plants, animals, natural and found objects using a wide vocabulary.</p> <p>To talk about why things, happen and how things work.</p> <p>To show care and concern for living things and the environment.</p>
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from 0 to 10 and back again.

representing a face with a circle and including details.

September 2023 starters:

To build a repertoire of songs and dances.

To enjoy exploring the different sounds of instruments and what happens when they mix colours.

To experiment to create different textures and understand that different media can be combined to create new effects.

To construct with a purpose in mind, using a variety of resources, materials, tools and techniques.

To develop complex stories around toys, using available resources to create props to support their play.

To make imaginative and complex 'small worlds' with blocks.

To capture experiences and responses with a range of media, such as music, dance, paint



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		<p>and other materials or words.</p> <p>To show different emotions in their drawings such as happiness, sadness, fear, etc.</p>	
<p>Key Vocabulary: Red; blue, yellow, purple, mix, shade, sides, corners, straight, flat. match, same, opposite, bigger/little/small. Number, numeral, 5 frame, counting, counters, how many and altogether. Height, taller, shorter, length, long. Capacity, heavy and light.</p>	<p>Key Vocabulary: Book; rhyme, join in, picture, illustration, words, text, follow, repeat, look, favourite, hearing, listening, sound, recognise, logo, Listen, hear, noise, sound, difference, same, similar, loud, quiet, squeak, bark, horn, cars, trees, marks, pencils, pens, paper, drawing, writing, straight, pencil, marks, sand, glitter</p>	<p>Key Vocabulary: Banging; shaking, tapping and blowing, imagination, create, curved, straight, build, materials, use, show, notice, work, local area, buildings, Join, stick, glue and cut, lines.</p>	<p>Key Vocabulary; Summer, Culture, dark, light, senses, patterns, hot, warm, life cycles, shell, beach, hat, waves, sunglasses, sunshine, surfing, ice cream, picnic, canoeing, season, swim, lemonade, travel, summer camp, camping, humid, popsicles.</p>

Phonics	<p>Summer term 1: September 2023 starters: Alliteration To explore initial sounds of words. Select objects with a given initial sound from a choice of two. Identify initial sounds of words. Match to objects with the same initial sound. Play with alliteration. Play ‘</p> <p>Oral Blending and Segmenting Identify the initial sounds of words. Build awareness that words can be broken up into sounds. Choose the correct object when hearing the word broken into single sounds. Blend and say a simple CVC and VC word after hearing it broken down into its individual sounds. Segment CVC and VC words into their individual sounds. Start to blend the sounds of longer words. Identify how many sounds are in a CVC or VC word.</p>
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Read Write Inc phonics Phase 2- teach set 1 sounds. Identify words with these initial sounds. Blend and segment VC and CVC words with these sounds. what's in the box' using weekly letter sounds they have been learning through Read, write inc.