

Nursery Curriculum Map

Nursery	Summer 2	Theme:	We Do Like to Be Beside the Seaside.	
	Teaching	Learning		
Subject	Weeks 1-6	Success Criteria		
<p style="text-align: center;">Literacy</p> <p style="text-align: center;">Books: Lighthouse Keepers Lunch The Pirates of Scurvy Sands Pirates Next Door Commotion in the Ocean Sea Saw Under the Sea</p> <p style="text-align: center;">Love for reading books: Elmer The Lion Inside I'm not just a scribble Round is a Mooncake All join in</p>	<p>Access to Love for Reading books and other books, poems and literature (fiction and non-fiction) in the reading corner where children are able to look at books independently or read with an adult.</p> <p>Tales toolkits – Guided discussions surrounding our 5 love for reading books focusing on the character, setting, problem and solution in the story.</p> <p>Daily nursery rhymes – listen to and join in with our nursery rhymes.</p> <p>Poem of the day – listen to our poem of the day.</p> <p>Guided Reading – children to listen to our weekly book from rising stars and discuss after.</p> <p>Phonics – children to engage in our daily phonics sessions and play at the phonics station.</p> <p>Who's here today display – children to practice forming the letters to their names using the name cards for reference each day.</p> <p>Letter of the week formation – children to practice forming the letter of the week using the formation rhymes.</p> <p>Message in a bottle – write our names in the bottle.</p> <p>Letters to the pirates 0- shared write activity.</p> <p>Story maps – children to discuss and draw pictures as a class to create a story map for the lighthouse keepers' lunch.</p> <p>Newspaper articles – our trip to the lighthouses.</p>	<p style="text-align: center;">Writing</p> <p>Gives meanings to the marks as they draw and paint.</p> <p>Ascribes meanings to the marks that they see in different places.</p> <p>Continues a rhyming string.</p> <p>Begins to break the flow of speech into words.</p> <p>Hears and says initials sounds in words.</p> <p>Writes own name.</p>	<p style="text-align: center;">Reading</p> <p>Enjoys rhyming and rhythmic activities.</p> <p>Continues a rhyming string.</p> <p>Shows an awareness of rhyme and alliteration.</p> <p>Listens to a join in with stories and poems.</p> <p>Listens to stories with increasing attention and recall.</p> <p>Begins to be aware of the way stories are structured.</p> <p>Suggests how a story might end.</p> <p>Describes main story setting, events and principle characters.</p> <p>Recognises familiar words and signs.</p> <p>Looks at books independently.</p> <p>Handles books with care.</p> <p>Holds books the correct</p>	<p style="text-align: center;">Physical development</p> <p>Can copy some letters.</p> <p>Holds pencil near point between first two fingers and thumb and uses it with good control.</p> <p>Shows a preference for a dominant hand.</p> <p>Begins to form recognisable letters.</p> <p>Begins to use anticlockwise movement and retrace vertical lines.</p>

	<p>What happens next – children to predict the end of the story – the pirate cruncher. Speech bubbles – children to develop their own narrative to an illustration from the story. Postcards – children to send their own post cards home.</p>		<p>way up and turns pages. Hears and says initial sounds in words. Knows that print carries meaning.</p>	
<p>Mathematics</p>	<p>Access to Maths station in CP with counting and shape activities. Number of the week formation – children to practice forming the number of the week. Fishing – Children practice catching the fish at the messy play station – how many have you caught? Can they recognise the numbers on the fish? Dough Disco Counting – Can the children make and count fish at the station – can they match them to the correct numeral? Counting shells – matching numerals to quantity. Pirate and under the sea counting – count the characters and pictures. Counting sea life in the water area. Pirates size order – children to order the different pirates and discuss their size. Parrot positional language – children to discuss where the parrot is in the images. Pirate ship game – children to move in the different directions given – children to describe where they are standing using positional language. Treasure counting – children to match the correct amount of treasure coins to the numeral. Number formation – children to trace and independently form the pirate numbers. Number formation in the sand.</p>	<p>Number Uses number names and number language spontaneously. Recites number in order 1-10. Knows that numbers identify how many objects are in a set. Begin to represent numbers using fingers, marks on paper or pictures. Sometimes matches numeral and quantity correctly. Shows an interest in number problems. Shows an interest in representing numbers. Counts objects to 10 and beginning to count beyond 10. Recognises some numerals of personal significance. Recognises numerals 1-5.</p>	<p>Shape, space and measure Shows an awareness of similarities of shapes in the environment. Shows an interest in shape by sustained construction activities or by talking about shapes or arrangements. Begins to use the language of size. Uses positional language. Can describe their relative position such as 'behind' or 'next to'. Orders two or three items by length or height. Selects a particular named shape.</p>	

<p>Knowledge and Understanding of the World</p>	<p>Children to talk about their half term holidays and share their adventures with each other. Children to develop an understanding of different faiths using the SACRE R.E. planning. Trips out to the beach and walks to the lighthouses. Discussion about what Fleetwood beach was like in the past - what did their parents, grandparents do when they went to the beach? Use family photography to help. Look at different beaches around the world – do they look like our beach? Why? Why not? What animals live in the sea? Look at video’s, images etc. What do we know about them? Discussion about looking after our environment and looking after the beach – what can we do to help? Float or sink investigation – children to make a boat and discuss if it will float or sink? Lighthouse discussion – discuss why we need a lighthouse – guest speaker – lifeguard. Look at characteristics of summer and staying safe in the sun.</p>	<p>People and Communities</p> <p>Shows an interest in the lives of people who are familiar to them. Remembers and talks about significant events in their own experiences. Recognises and describes special times or events for family or friends.</p>	<p>The World</p> <p>Comments and ask questions about aspects of their familiar world. Talks about why things happen and how they work. Developing an understanding of growth, decay and changes over time. Shows care and concern for living things and the environment. Can talk about some of the things they have observed such as plants, animals, natural and found objects.</p>	<p>Technology</p> <p>Knows how to operate simple equipment. Knows information can be retrieved from computers. Completes a simple program on a computer. Uses ICT hardware to interact with age-appropriate computer software.</p>
<p>Expressive arts and Design</p>	<p>Access to home corner throughout the half term – pirate boat – children to build their own narrative surrounding the theme. Access to creative area where children are able to access resources to make their own creations using paint, colours, a variety of pencils, glitter, tissue paper, ribbons, fabrics etc. Access to a variety of bricks and building material in the construction area to build and join blocks together. Access to small worlds station for children to develop stories around the theme – beach, under the sea, pirates.</p>	<p>Exploring and using media and materials</p> <p>Begins to build a repertoire of songs and dances. Understands that they can use lines to enclose a space and then begin to use these shapes to represent objects. Uses various construction materials. Beginning to construct,</p>	<p>Being Imaginative</p> <p>Uses movement to express feelings. Create movement in response to music. Sings to self and makes up simple songs. Notices what adults do, imitating what is observed and then doing it spontaneously when adult is not there. Engages in imaginative</p>	

	<p>Opportunities for children to create movement to music and sing along to the music and nursery rhymes.</p> <p>Junk modelling – children to use a variety of recycled materials to create something new – lighthouse/pirate boats – do they sink/float investigation.</p> <p>Use different materials to create a seaside picture.</p> <p>Draw a picture of what they can see when they are at the beach.</p> <p>Draw in the sand – give meaning to their pictures.</p> <p>Make and decorate pirate hats.</p> <p>Make a telescope using different materials – discuss what we use a telescope for.</p> <p>Use different instruments to create to sounds of the ocean.</p> <p>Children to sing along and create movement to our seaside music.</p> <p>Baking – children to help combine different ingredients to create different food for our lighthouse keepers’ lunch.</p> <p>Paper plate crafts – make parrots and jellyfish using the paper plate combined with other materials.</p>	<p>stacking blocks vertically and horizontally, making enclosures and creating spaces.</p> <p>Joins construction pieces together.</p> <p>Explores what might happen when they mix colours.</p> <p>Understands that different materials can be combined to create new effects.</p> <p>Explores the different sounds of instruments.</p> <p>Constructs with a purpose in mind using a variety of materials.</p>	<p>role play based on firsthand experiences.</p> <p>Builds stories around toys.</p> <p>Uses available resources to create props to support role play.</p> <p>Plays alongside other children who are engaged in the same theme.</p> <p>Creates simple representations of events, people or objects.</p> <p>Introduces a storyline or narrative into their play.</p>	
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<p>Personal, Social and Emotional Development</p>	<p>Task wall - children can choose where they would like to play – self-selecting activities. Continue to reinforce our class rules and routines in Nursery. Listening and following directions. Taking turns with the resources in all the rooms. Learning to get on with all their classmates and resolving conflicts. Feelings wall – children to express how they are feeling. Children to reimagine roles they may have seen before in the home corner and around nursery. Discuss and demonstrate friendly behaviors to the children within the different areas. Class monitors – children to take on a role around nursery helping each other. Children can talk about what they have done over the holidays. Discussion about overcoming difficulties and what to do if we get stuck and how we can change strategies. Revisit past work and discuss how we can refine that work. Welcome’s new pupils into nursery and shows friendly behaviour towards them. Key person time – children have time to talk with heir key person 1 to 1 or in a small group encouraging them to talk about themselves. Circle time – discussion about looking after our environment and how we can help. Staying safe in the summer discussion about wearing a sunhat, drinking water etc. Discuss going into reception and how they may be feeling – review and help children who may be feeling anxious, scared etc. Visits to the reception classroom to develop an awareness of the surroundings and expectations.</p>	<p>Making Relationships Can play in a group, extending and elaborating play ideas. Initiate play, offering cues for peers to join in. Keeps play going by responding to what others are saying or doing. Demonstrates friendly behaviour, initiating conversations and froing good relations with peers and familiar adults.</p>	<p>Self-Confidence and Self Awareness Can select and use activities and resources with help. Welcomes and values praise for what they have done. Enjoys responsibilities of carrying out small tasks. Is more outgoing with unfamiliar people and more confident in new social situations. Confident to talk to other children when playing and will communicate freely about home and community. Shows confidence in asking adults for help.</p>	<p>Managing Feelings and Behaviour. Aware of own feelings and knows that some actions and words can hurt other feelings. Begin to accept the needs of others and can take turns and share resources, sometimes with support from others. Can usually adapt behaviour to different events, social situations and change of routines.</p>
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<p>Communication and Language</p>	<p>Learning to speak out in a group. Develop relationship with peer further, initiating play and offering cues for others to join in. Answer questions surrounding our picture of the day. Discussion within the different continuous provision areas with peers and adult in the setting developing listening and attention skills and vocabulary. Children to begin to extend their sentences to link thoughts. Circle time activities (PSED/PHSE link). Understanding and following instructions. Listening to a variety of stories and answering questions surrounding them. Following rules and instructions in PE. Beginning to be able to answer how and why questions surrounding our themes. Children to develop language surrounding our themes using our word wall and discussions. Children to develop language surrounding our themes – we do like to beside the seaside. Children to use the language they have learnt within different areas of the nursery classroom. Children to begin to ask questions surrounding the themes. Children to begin to introduce narrative during play situations in the home corner and small world area and other surrounding areas in continuous provision. Children to develop language based on different experience in and out of the classroom – baking, trips out, outdoor CP etc. Key person time – children to work with their key person 1to1 to in a small group to allow opportunities to talk about themselves.</p>	<p>Listening and Attention</p> <p>Listens to others one to one or in small groups when conversations interest them. Listens to stories with increasing attention and recall. Focusing attention – still listen or do but can shift own attention. Is able to follow directions. Two-channeled attention – can listen and do for a short period of time.</p>	<p>Understanding</p> <p>Understands use of objects. Shows an understanding of prepositions by carrying out an action or selecting a picture. Responds to simple instructions. Beginning to understand how and why questions. Listens and responds to ideas expressed by others in conversations or discussions.</p>	<p>Speaking</p> <p>Beginning to use more complex sentences to link thoughts. Can retell simple past events in order. Uses talk to connect ideas and explain what is happening. Questions why things happen and gives explanations. Uses vocabulary focused on objects and people that are important to them. Builds up vocabulary that reflects the breadth of their experiences. Uses talk in pretending that objects stand for something else in play. Introduces storyline and narrative into their play. Links statements and sticks to a main theme or intention.</p>
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<p>Physical Development</p>	<p>In addition to the activities below, the children have daily access to the Outdoor Areas which includes den making, wheeled vehicles on the track, sand, water, PE trolley of equipment, space hoppers, gardening equipment, small world toys, construction, role play areas, chalk & large boards, instruments, mats for free movement, large building blocks & the parachute.</p> <p>Weekly P.E. sessions – children to take part in weekly P.E. sessions where they will develop their fundamental skills using Lancashire planning.</p> <p>Children to use their pencil control books to improve pencil grip with support from adults and develop control.</p> <p>Children to assess the mark making station where they are able to develop pencil grip and draw.</p> <p>Children to write their names each day on the who's here today board.</p> <p>Children to access the fine motor skills station where they will play with different activities to develop their skills including tweezers, scissors control, dough disco etc.</p> <p>Those still in nappies to discuss with parents and create a plan to become more independent on the toilet.</p> <p>Discuss hygiene with children and the importance of washing our hands.</p> <p>Children to practice helping to put their coats on.</p> <p>Lighthouse keepers' lunch – discuss what healthy and unhealthy foods are – can we make a healthy lunch for the lighthouse keeper.</p> <p>Staying safe in the summer discussion.</p> <p>Throwing and catching game using the beach ball.</p>	<p>Moving and Handling</p> <p>Draws lines and circles using gross motor movements.</p> <p>Moves freely and with pleasure and confidence in a range of ways.</p> <p>Runs skillfully on whole foot.</p> <p>Beginning to use one handed tools and equipment.</p> <p>Use one handed tools and equipment.</p> <p>Holds pencil near point between first two fingers and thumb and uses it with good control.</p> <p>Can copy some letters.</p> <p>Shows a preference for a dominant hand.</p> <p>Jumps of an object and lands appropriately,</p> <p>Negotiates space successfully when playing racing and chasing games.</p> <p>Begins to form recognisable letters.</p>	<p>Health and Self-Care</p> <p>Observes the effects of activity on their bodies.</p> <p>Dresses with help, e.g. puts arms into open-fronted coat or shirt when held up, pulls up own trousers, and pulls up zipper once it is fastened at the bottom.</p> <p>Beginning to be independent with self-care.</p> <p>Gains more bowel and bladder control and can attend to toileting needs most of the time themselves.</p> <p>Can usually manage washing and drying hands.</p> <p>Understands that equipment and tools have to be used safely.</p> <p>Eats a healthy range of foodstuff and understands need for a variety of food.</p> <p>Usually clean and dry during the day.</p>	
<p align="center">Characteristics of Effective Learning</p>				

Playing and Exploring

<p>Finding out and exploring.</p>	<p>Play with the children in a variety of area in continuous provision encouraging them to explore and show your own interest in discovering new things. Children to discuss the daily picture – asking questions surrounding it. Help children with their coats where needed, allowing them the opportunity to try independently first. Exploring different materials found at the beach.</p>	<p>Showing curiosity about objects, events and people. Engaging in open ended activities. Showing particular interest.</p>
<p>Playing with what they know.</p>	<p>Model pretending an object is something else and help develop roles and stories within different areas particularly the home corner and small worlds station. Free play small worlds stations – allow the children to develop their own narrative surrounding a theme. Children to take on different roles within the home corner using the different props to support role play.</p>	<p>Pretending objects are things from their experiences. Taking on a role in their play. Acting out experiences with other people. Representing their experiences in play.</p>
<p>Being willing to 'have a go'.</p>	<p>Encourage children to try new activities and to judge risks for themselves – children to choose where they would like to play using the task wall. When choosing at the task wall encourage children to try new areas and give support in those areas where needed. Children to look at the book you choose and discuss what they are doing – could we do that in school – how?</p>	<p>Initiating activities. Showing a 'can do attitude'. Taking a risk, engaging in new experiences and learning by trial and error.</p>

Active Learning

Being involved and concentrating.	Stimulate children’s interests through shared attention and calm over-stimulated children. Use timers for set activities where children try to beat the time and therefore maintaining concentration on that task.	Showing high levels of energy, fascination. Maintaining focus on their activity for a period of time.
Keeping on trying.	Encourage children to learn together and from each other – if a challenge occurs can anyone help – how can they help. Set goals for children and show that we might not meet them straight away, but we continue to try.	Persisting with an activity when challenge occurs. Bouncing back after difficulties.
Enjoying achieving what they set out to do.	Help the children become aware of their own goals, make plans and to review their own progress and successes. Be specific when you praise children especially noting effort – tell children why we are praising them – what goal are they meeting – can they move up the planets.	Showing satisfaction in meeting their goals. Being proud of how they accomplish something not just the end result.
Creating & Thinking Critically		
Having their own ideas.	Encourage open-ended thinking by not settling on the first idea – what else is possible? Has anyone else got any ideas? Talking aloud – helps children to think and control what they do. Model self-talk, describing your actions in play. Ask critical thinking questions to broaden ideas and develop thoughts.	Thinking of ideas. Finding new ways to do things.
Making links.	Give children sustained thinking time to help explore ideas and make links – use a timer. Support children’s interest over time, reminding them of previous approaches and encouraging them to make connections between their experience – can we predict what might happen?	Making predictions. Making links and noticing patterns in their experiences.

	Children to begin to extend their sentences linking thoughts.	
Choosing ways to do things.	<p>Model a plan-do-review process yourself – construction area – children to plan their boats/lighthouses, build it and then look back and discuss it with their teacher.</p> <p>Give feedback and help children to review their own progress and learning. Talk with the children about what they are doing, how they plan to do it, what worked well and what they could change next time.</p>	<p>Planning, making decisions about how to approach a task and solve a problem and reach a goal.</p> <p>Reviewing how well the approach worked.</p>
Online Safety	Rules and responsibilities for using the computers and other hardware and software.	Talk about why it is important to use computers safely.
RE	<p>Who helps our community?</p> <p>Develop thinking surrounding the Buddhist faith – looking at different acts of kindness and treating each other fairly.</p>	Lancashire SACRE