

## Knowledge and Understanding of the World

This is a very exciting challenge as children start to use their imagination and exploration skills. They will also look at healthy eating, change in the environment and seasonal changes. Children will become scientists finding homes for creatures and considering where creatures might go in different types of weather. There will be lots of dressing up and re-enacting stories, songs and dance as well as music.

In their lessons, they will be thinking about the questions:

- Why is a caterpillar always hungry?
- Who lives underneath the grass/stone/logs?
- How can we make a happy home for our ugly bugs?
- What do we need to do to prepare for the Ugly Bug Ball?
- Who would you go as to the Ugly Bug Ball?

**22-36** Learns that they have similarities and differences that connect them to, and distinguish them from, others. Notices detailed features of objects in their environment. Operates mechanical toys, e.g. turns the knob on a wind-up toy or pulls back on a friction car.

**30-50** Remembers and talks about significant events in their own experiences. Recognises and describes special times or events for family or friends. Can talk about some of the things they have observed such as plants, animals, natural and found objects. Developing an understanding of growth, decay and changes over time. Knows how to operate simple equipment. Shows an interest in technological toys with knobs or pulleys, or real objects.

## Nursery

### Summer 1 Curriculum Map

#### Our Big Question:

Who goes to the ugly Bug Ball?

### Links to Our School Values & The British Values?

Pupils will be learning about **Individual Liberty** to have a positive sense of themselves. They will learn about the values of freedom of choice and difference.

Making choices about how we learn and learning that we all like different things.

## Expressive Art and Design

We will be experimenting with printing with natural materials

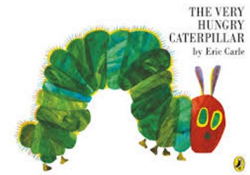
Pupils will be learning to:

**22-36** Creates sounds by banging, shaking, tapping or blowing. Shows an interest in the way musical instruments sound.

**30-50** Imitates movement in response to music. Taps out simple repeated rhythms. Creates movement in response to music. Sings to self and makes up simple songs. Makes up rhythms. Explores and learns how sounds can be changed.

## Literacy

Learning will be based on our Main Text:



### The Very Hungry Caterpillar

We will be continuing to practise writing our names and visit the new school library each week.

**22-36** Has some favourite stories, rhymes, songs, poems or jingles.

**30-50** Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories. Holds books the correct way up and turns pages. Ascribes meanings to marks that they see in different places.

**40-60** Continues a rhyming string. Hears and says the initial sound in words. Links sounds to letters, naming and sounding the letters of the alphabet. Gives meaning to marks they make as they draw, write and paint. Write own name.

## Save The Dates



**DAY:** Caterpillars arrive in Nursery  
Tuesday 23rd April

Minibeast Workshop Thursday 2nd  
May



**FINISH:** Ugly Bug Ball

Thursday 19th May 2019



## Maths

Pupils will be learning about numbers and shapes through songs and games, in their play and within our environment.

### Number

**Pupils will be learning to:**

**22-36** Selects a small number of objects 22-36  
Knows that a group of things changes in quantity when something is added or taken away. 30-50 Separates a group of three or four objects in different ways, beginning to recognise that the total is still the same. Shows interest in shapes in the environment.

**40-60** Recognises numerals 1 to 5. Counts up to three or four objects by saying one number name for each item. Selects the correct numeral to represent 1 to 5, then 1 to 10 objects.

### Shape Space and Measure

**Pupils will be learning to:**

**22-36** Shows an interest in shape and space by playing with shapes or making arrangements with objects.

**30-50** Uses shapes appropriately for tasks.

**40-60** Uses familiar objects and common shapes to create and recreate patterns and build models. Uses everyday language related to time.

## PSED

### Relationships

**Overarching aims of this terms theme:**

- **Identity** (personal qualities, attitudes, skills, attributes and achievements and what influences these)
- **Relationships** (including different types and in different settings)
- **Risk** (identification, assessment and how to manage risk rather than simply the avoidance of risk for self and others) and **safety** (including behaviour and strategies to employ in different settings)
- **Diversity and equality** (in all its forms)
- **Rights** (including the notion of universal human rights), **responsibilities** (including fairness and justice) and **consent** (in different contexts)
- **A healthy (including physically, emotionally and socially) balanced lifestyle** (including within relationships, work-life, exercise and rest, spending and saving and diet)
- **Power** (how it is used and encountered in a variety of contexts including persuasion, bullying, negotiation and 'win-win' outcomes)

**During their lessons, pupils will learn:**

- To understand the feeling of loss
- To talk about our friends and family
- To identify special people in their lives
- To identify basic ways to use medicine correctly

## Communication and Language

**Pupils will be learning to:**

**22-36** Shows interest in play with sounds, songs and rhymes. Understands 'who', 'what', 'where' in simple questions (e.g. Who's that? What's that? Where is?). Uses simple sentences (e.g. 'Mummy gonnawork.')

Beginning to use word endings (e.g. going, cats).

**30-50** Understand 'why' and 'how' questions. Focusing attention –still listen or do, but can shift own attention. Shows understanding of prepositions such as 'under', 'on top', 'behind' by carrying out an action or selecting correct picture. Builds up vocabulary that reflects the breadth of their experiences.

**40-60** Listens and responds to ideas expressed by others in conversation or discussion. Uses talk to organise, sequence and clarify thinking, ideas, feelings and events.

## Physical Development

**Pupils will be learning to:**

**22-36** Squats with steadiness to rest or play with object on the ground, and rises to feet without using hands. Climbs confidently and is beginning to pull themselves up on nursery play climbing equipment. Helps with clothing, e.g. puts on hat, unzips zipper on jacket, takes off unbuttoned shirt.

**30-50** Holds pencil between thumb and two fingers, no longer using whole-hand grasp. Holds pencil near point between first two fingers and thumb and uses it with good control. Can copy some letters, e.g. letters from their name. 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.

**40-60** Begins to use anticlockwise movement and retrace vertical lines. Begins to form recognisable letters.