

## Knowledge and Understanding of the World

This challenge allows children to explore water, looking at the language of mathematics, using a variety of high quality texts and exploring planting and growing. They can also have lots of fun with soap flakes, bubbles and other textures to improve strength and dexterity.

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

- Where do puddles go?
- How can I make bubbles?
- Why did Noah build an ark?
- What would you see at the seaside?
- Can I make some friends for the Rainbow Fish?
- What does Mrs Wishy Washy do?

**They will carry out a range of investigations, exploring water and the properties of water.**

### Pupils will be learning to:

**22-36** Imitate everyday actions and events from own family and cultural background in pretend play, e.g. making and drinking tea. Enjoy playing with small-world models such as the seaside, a train track and the dolls house.  
**30-50** Show interest in different occupations and ways of life. Comment and ask questions about aspects of their familiar world such as the place where they live or the natural world. Talk about some of the things they have observed such as plants, animals, natural and found objects.

## Nursery

### Summer 2 Curriculum Map

**Our Big Question:**  
**What can I do with water?**

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

Pupils will learn about showing **mutual respect** and **tolerance** to those with different faiths and beliefs by discussing rules and beliefs during circle time. In PSHE, pupils will focus on **respect** by learning about what makes a healthy relationship and the importance of respecting their bodies and keeping healthy and safe. They will continue to use **individual liberty** when making decisions about their learning. They will be reminded of the **rule of law** when learning & embedding the school rules and value the importance of **democracy** when sharing and taking turns in their play.

## Expressive Art and Design

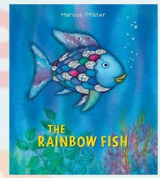
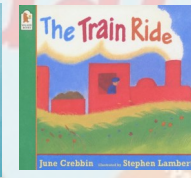
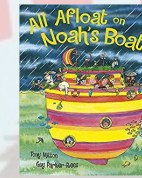
We will be experimenting with printing with natural materials

### Pupils will be learning to:

**22-36** Create sounds by banging, shaking, tapping or blowing. Make-believe by pretending.  
**30-50** Realise tools can be used for a purpose. Use available resources to create props to support role-play.

## Literacy

Learning will be based on our Main Texts:



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

### Pupils will be learning to:

**22-36** Repeat words or phrases from familiar stories. Distinguish between the different marks they make. Fill in the missing word or phrase in a known rhyme, story or game, e.g. 'Humpty Dumpty sat on a ...'.  
**30-50** Handle books carefully. Know information can be relayed in the form of print. Hold books the correct way up and turn pages. Sometimes give meaning to marks as they draw and paint. Listens to and joins in with stories and poems, one-to-one and also in small groups.  
**40-60** Give meaning to marks as they draw and write. To write some letters in their name.

## Save The Dates



**WOW DAY: making clouds in a bottle**

**Monday 3rd June 2019**



**FINISH: Thursday 11th July**  
**Big Splash water challenge day**



## 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** Make comparisons between quantities.

Use some language of quantities, such as 'more' and 'a lot'.

Recognise that a group of things changes in quantity when something is added or taken away.

**30-50** Show an interest in numerals in the environment.

Show an interest in representing numbers. Realise not only objects, but anything can be counted, including steps, claps or jumps.

**40-60** Select the correct numeral to represent 1 to 5, then 1 to 10 objects.

Use the language of 'more' and 'fewer' to compare two sets of objects.

### Shape Space and Measure

**Pupils will be learning to:**

**22-36** Categorise objects according to properties such as shape or size.

Use the language of size.

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

Talk about the shapes of everyday objects, e.g. 'round' and 'tall'.

**40-60** Use mathematical names for 'solid' 3D shapes and 'flat' 2D shapes, and mathematical terms to describe shapes.

## 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 their friends and family

To identify special people in their lives

To identify basic ways to use medicine correctly

To identify how to manage feelings

## Communication and Language

**Pupils will be learning to:**

**22-36** Show interest in play with sounds, songs and rhymes.

Develop their understanding of simple concepts (e.g. big/little).

Learn new words very rapidly and be able to use them in communicating.

**30-50** Be able to follow directions (if not intently focused on own choice of activity). Understand the use of objects (e.g. "What do we use to cut things?").

Build up vocabulary that reflects the breadth of their experiences.

## Physical Development

**Pupils will be learning to:**

**22-36** Show control in holding and using jugs to pour, hammers, books and mark-making tools.

**30-50** Move freely and with pleasure and confidence in a range of ways, such as slithering, shuffling, rolling, crawling, walking, running, jumping, skipping, sliding and hopping. Manage washing and drying hands.

Hold pencil near point between first two fingers and thumb and use it with good control.

Copy some letters, e.g. letters from their name.

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