

Lawford Mead Primary School Foundation Stage Curriculum

Nursery: Summer 1

Autumn Term 1	Why do leaves go crispy?	Spring Term 1	How does that building stay up?	Summer Term 1	Why is water wet?
Autumn Term 2	Where does snow go?	Spring Term 2	Can we explore it?	Summer Term 2	How many pebbles on a beach?

These topics are subject to change and kept open ended so we can adapt according to children's views, ideas and interests.

Personal, Social and Emotional development <i>(Making relationships, self-confidence and self-awareness and Managing feelings and behaviour)</i>		Communication and Language <i>(. Listening and Attention, understanding and speaking)</i>		Physical Development <i>(Moving and handling, Health and self-care)</i>	
<p>Learning Objectives: Making Relationships 30-50 Months Initiates play, offering cues to peers to join them. Demonstrates friendly behaviour, initiating conversations and forming good relationships with peers and familiar adults.</p> <p>40-60 Months Initiates conversations, attends to and takes account of what others say.</p> <p>Self –confidence and self-awareness 30-50 Months Can select and use activities and resources with help. Is more outgoing towards unfamiliar people and more confident in new social situations. Shows confidence in asking adults for help.</p> <p>40-60 Months Confident to speak to others about own needs, wants, interests and opinions. Can describe self in positive terms and talk about abilities.</p> <p>Managing feelings and behaviour 30-50 Months Aware of own feelings, and knows that some actions and words can hurt others' feelings. Can usually tolerate delay when needs are not immediately met, and understands wishes may not always be met.</p> <p>40-60 Months Understand that own actions affect other people e.g. Becomes upset or tries to comfort another child when they realise they have upset them. Aware of the boundaries set, and of behavioural expectations in the setting.</p>	<p>Experiences/Provision:</p> <p>Home Visits for new children</p> <p>Circle times, working on listening skills and sharing of news.</p> <p>Children to talk about their Half Term break – anything on Tapestry?</p> <p>Special events – special personal events, birthdays,</p> <p>Outside area: opportunities for sharing, working together and team building</p> <p>Taking turns in table top games</p> <p>Discussion about water safety & the dangers of going near water unsupervised. Looking at signs placed ear water</p> <p>Paddling in water, barefoot</p> <p>Using 'Taste the Rainbow' as positive behaviour reinforcement.</p>	<p>Learning Objectives: Listening and attention 30-50 Months Listens to others one to one or in small groups, when conversation interests them. Is able to follow directions (if not intently focused on own choice of activity).</p> <p>40-60 Months Maintains attention, concentrates and sits quietly during appropriate activity.</p> <p>Understanding 30- 50 Months Understands use of objects (e.g. <i>"What do we use to cut things?"</i>) Responds to simple instructions, e.g. to get or put away an object. Beginning to understand 'how' and 'why' questions.</p> <p>40-60 Months Responds to instructions involving a 2 part sequence. Listens and responds to ideas expressed by others in conversation or discussion.</p> <p>Speaking 30-50 Months Beginning to use more complex sentences to link thoughts (e.g. <i>using and, because</i>). Uses a range of tenses (e.g. <i>play, playing, will play, played</i>).</p> <p>40-60 Months Extends vocabulary, especially by grouping and naming, exploring the meaning and sounds of new words. Uses talk to organise, sequence and clarify thinking, ideas, feelings and events.</p>	<p>Experiences/Provision:</p> <p>Establish Rules and Routines with new children</p> <p>Story times encouraging the children to retell what they have heard, sharing their ideas and asking questions.</p> <p>Talking about themselves and their likes and dislikes</p> <p>Opportunities to talk about festivals and celebrations they have attended</p> <p>Practising alphabet (singing) and singing relevant Jolly Phonics songs.</p> <p>Letters and Sounds Phase 1</p> <p>Discussing change including seasonal,</p> <p>Understanding what the objects are used for in the classroom/introduction to different areas</p> <p>Watching clips of creatures moving in water – how can they describe those movements?</p>	<p>Learning Objectives: Movement and handling 30-50 Months Can stand momentarily on one foot when shown. Can catch a large ball. Draws lines and circles using gross motor movements. Holds pencil between thumb and two fingers, no longer using whole-hand grasp</p> <p>40-60 Months Handles tools, objects, construction and malleable materials safely and with increasing control. Shows a preference for a dominant hand. Begins to use anticlockwise movement and retrace vertical lines.</p> <p>Health and Self-care 30-50 Months Can tell adults when hungry or tired or when they want to rest or play. Gains more bowel and bladder control and can attend to toileting needs most of the time themselves. Can usually manage washing and drying hands.</p> <p>40-60 Months Shows some understanding of good practises with regard to eating. Sleeping, exercise and hygiene can contribute to good health. Usually dry and clean during the day. Shows understanding of how to transport and store equipment safely.</p>	<p>Experiences/Provision:</p> <p>Hygiene (washing hands etc.) What else can we wash with water? Why do we need to keep clean? What happens</p> <p>Cutting and sticking-independent and guided.</p> <p>Changes to body when exercising in P.E. Spatial awareness- ring games, small apparatus Parachute games – indoors and outside</p> <p>Washing socks in mild detergent, rinsing and hanging outside to dry</p> <p>Playdough/ sensory provisions – see through slime</p> <p>Practising independence skills, putting on & doing up fastenings on own coat.</p> <p>Running to catch bubbles</p> <p>Pouring and lifting different sized containers – checking for accuracy</p> <p>Outside – filling and lifting heavier buckets and containers – Do you need a friend to help carry it?</p> <p>Pouring water down guttering/ filling containers</p> <p>Putting up and taking down umbrellas to use outside when raining.</p> <p>Freezing objects for children to 'get to' with small hammers</p>

Literacy <i>(Reading and Writing)</i>		Mathematics <i>(Numbers and Shape, Space and Measure)</i>		Understanding the World <i>People and communities, the World and Technology)</i>		Expressive Arts and Design <i>(Exploring and using media and materials and Being Imaginative)</i>	
<p>Learning Objectives:</p> <p>Reading 30-50 months Enjoys rhyming and rhythmic activities. Shows awareness of rhyme and alliteration. Listens to and joins in with stories and poems, one-to-one and also in small groups. Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories. Recognises familiar words and signs such as own name and advertising logos.</p> <p>40-60 months Hears and says the initial sound in words. Links sounds to letters, naming and sounding the letters of the alphabet. Enjoys an increasing range of books</p> <p>Writing 30-50 months Sometimes gives meaning to marks as they draw and paint. 40-60 months Gives meaning to marks they make as they draw, write and paint. Hears and says the initial sound in words. Writes own name and other things such as labels, captions. Attempts to write short sentences in meaningful contexts</p>	<p>Experiences/Provision:</p> <p>Nursery rhymes – Incey Wincey spider</p> <p>Provisions based around stories</p> <p>Letters and sounds phase 1</p> <p>Waterproof books in water tray</p> <p>Book area inside and outside</p> <p>Mark making with different coloured pens, crayons, chalk, biro's, pencils</p>	<p>Learning Objectives:</p> <p>Numbers 30-50 months Uses some number names and number language spontaneously. Uses some number names accurately in play. Recites numbers in order to 10.</p> <p>40-60 months Recognise some numerals of personal significance. Recognises numerals 1 to 5, then 1-10</p> <p>Shape space and measure 30-50 months Shows an interest in shape and space by playing with shapes or making arrangements with objects. Shows awareness of similarities of shapes in the environment. 40-60 months Beginning to use everyday language related to money</p>	<p>Experiences/Provision:</p> <p>Number rhymes and songs</p> <p>Recognising numbers in the environment including the use of Numicon to represent numbers</p> <p>Basic one to one correspondence through a variety of counting activities</p> <p>Representing numbers in a variety of ways</p>	<p>Learning Objectives:</p> <p>People and communities 30-50 Months Shows interest in the lives of people who are familiar to them. Remembers and talks about significant events in their own experience. Recognises and describes special times or events for family or friends. Shows interest in different Occupations and ways of life. Knows 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>40-60 Months Enjoys joining in with family customs and routines.</p> <p>The World 30-50 Talk about why things happen and how things work Show care and concern for living things 40-50 Looks closely at similarities, differences, patterns & change</p> <p>Technology 30-50 Months Shows skill in making toys work by pressing parts or lifting flaps to achieve effects such as sound, movements or new images. 40-60 Months Uses ICT hardware to interact with age appropriate computer software.</p>	<p>Experiences/Provision:</p> <p>Talking about family celebrations, and with whom they are shared.</p> <p>Talking about weather changes – rain and sunshine are needed to make a rainbow</p> <p>Investigating the different forms of water</p> <p>Times of the day – daily routines</p> <p>Pretend birthday celebrations</p> <p>Investigating what floats/sinks. Can they explain or predict why?</p> <p>Investigating the properties of different water play equipment.</p> <p>Investigating sliced fruit in water. Do the notice sensory properties of water?</p> <p>Investigating light box, layer translucent coloured materials to effect change.</p> <p>Come Outside film – water</p> <p>Watering plants outside – why?</p>	<p>Learning Objectives:</p> <p>Exploring and using media and materials 30-50 Months Enjoys joining in with dancing and ring games. Sings a few familiar songs. Beginning to move rhythmically. Explores and learns how sounds can be changed 40-60 Months Begins to build a repertoire of songs and dances. Explores what happens when they mix colours. Understands that different media can be combined to create new effects.</p> <p>Being Imaginative 30-50 Months Notices what adults do, imitating what is observed and then doing it spontaneously when the adult isn't there. Engages in imaginative role-play based on own first-hand experiences 40-60 Months Chooses particular colours to use for a purpose. Plays alongside other children who are engaged in the same theme. Plays co-operatively as part of a group to act out a narrative</p>	<p>Experiences/Provision:</p> <p>Singing/Nursery rhymes</p> <p>Dancing with coloured scarves/ ribbons on sticks</p> <p>Pretending to be other people in the home corner and the outdoor area,</p> <p>Bathing dolls in role play – baby bath & towels</p> <p>Just dance and music on for dancing during daily moving up time.</p> <p>Investigating different coloured water , gloop, play dough and other sensory activities</p>

Additional resources	Vocabulary	Displays/ areas of interest	Outings/ visitors	Special events
<ul style="list-style-type: none"> Seasonal changes – signs of spring Water sprays for squirting Different size and shape umbrellas – what's the same? Paddling pool 	<ul style="list-style-type: none"> Seasonal change Water, ice, freeze, damp, pour, trickle, dry, puddles, deep, swim, float, sink, splash, waterproof, paddle ... Songs and rhymes about water 	<ul style="list-style-type: none"> Easter/ spring Waterproof books in water tray Outdoor – pipes & guttering Art display of squirted paints. Water experiments Colour mixing experiments Noah's Ark 	<ul style="list-style-type: none"> Possibility of a parent bathing their baby Muddy Adventures for morning children 	<ul style="list-style-type: none"> Bubble party Easter egg hunt Easter Disco