

## Lawford Mead Primary School Foundation Stage Curriculum

### Nursery: Summer 2

Autumn Term 1	Why do leaves go crispy?	Spring Term 1	How does that building stay up?	Summer Term 1	Can we explore it?
Autumn Term 2	Where does snow go?	Spring Term 2	Why is water wet?	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><b>Learning Objectives:</b> <b>Making Relationships</b> <b>30-50 Months</b> 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><b>40-60 Months</b> Initiates conversations, attends to and takes account of what others say.</p> <p><b>Self –confidence and self-awareness</b> <b>30-50 Months</b> 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><b>40-60 Months</b> Confident to speak to others about own needs, wants, interests and opinions. Can describe self in positive terms and talk about abilities.</p> <p><b>Managing feelings and behaviour</b> <b>30-50 Months</b> 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><b>40-60 Months</b> 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 the behavioural expectations in the setting.</p>	<p><b>Experiences/Provision:</b></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>Using 'Taste the Rainbow' as positive behaviour reinforcement.</p> <p>Transition visits for the older children to their prospective Reception classes.</p> <p>Supporting parents and carers through the transition into school</p>	<p><b>Learning Objectives:</b> <b>Listening and attention</b> <b>30-50 Months</b> 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><b>40-60 Months</b> Maintains attention, concentrates and sits quietly during appropriate activity.</p> <p><b>Understanding</b> <b>30- 50 Months</b> Understands use of objects (e.g. "What do we use to cut things?") Responds to simple instructions, e.g. to get or put away an object. Beginning to understand 'how' and 'why' questions.</p> <p><b>40-60 Months</b> Responds to instructions involving a 2 part sequence. Listens and responds to ideas expressed by others in conversation or discussion.</p> <p><b>Speaking</b> <b>30-50 Months</b> 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><b>40-60 Months</b> 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><b>Experiences/Provision:</b></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>Telling Nursery about previous experience of/ visits to the beach</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 seasonal change</p> <p>Understanding what the objects are used for in the classroom/introduction to different areas</p>	<p><b>Learning Objectives:</b> <b>Movement and handling</b> <b>30-50 Months</b> 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><b>40-60 Months</b> 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><b>Health and Self-care</b> <b>30-50 Months</b> 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><b>40-60 Months</b> 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><b>Experiences/Provision:</b></p> <p>Hygiene (washing hands etc.) Why do we need to keep clean? What happens if we don't?</p> <p>Making simple ice cream – CHECK ALLERGIES</p> <p>Moving in different ways – a giant whale, a crab, a sea horse, fish .... Changes to body when exercising in P.E.</p> <p>Sun safety – why do we need to wear a hat &amp; sun cream.</p> <p>Spatial awareness- ring games, small apparatus</p> <p>Practising skills for sports day</p> <p>Playdough/ sensory provisions – adding sand to change texture.</p> <p>Cutting and sticking-independent and guided.</p> <p>Practising independence skills, putting on &amp; doing up fastenings on own coat.</p> <p>Pouring and lifting different sized containers – checking for accuracy</p> <p>Lifting heavier rocks – talking about safety.</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><b>Learning Objectives:</b></p> <p><b>Reading</b> <b>30-50 months</b> 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><b>40-60 months</b> 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><b>Writing</b> <b>30-50 months</b> Sometimes gives meaning to marks as they draw and paint.</p> <p><b>40-60 months</b> 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><b>Experiences/Provision:</b></p> <p>Nursery rhymes</p> <p>Provisions based around stories</p> <p>Extending vocabulary – beach, pebbles, sea, tide, waves, sand, stone, rock, boulders</p> <p>Letters and sounds phase 1</p> <p>Book area inside and outside</p> <p>Mark making with different coloured pens, crayons, chalk, biro's, pencils</p> <p>Stories about the seaside/ beach holidays</p> <p>Mark making in damp sand – writing initial of name, numbers etc.</p> <p>Tracing over simple wave patterns and sea creature pictures</p>	<p><b>Learning Objectives:</b></p> <p><b>Numbers</b> <b>30-50 months</b> Uses some number names and number language spontaneously. Uses some number names accurately in play. Recites numbers in order to 10.</p> <p><b>40-60 months</b> Recognise some numerals of personal significance. Recognises numerals 1 to 5, then 1-10</p> <p><b>Shape space and measure</b> <b>30-50 months</b> 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.</p> <p><b>40-60 months</b> Beginning to use everyday language related to money</p>	<p><b>Experiences/Provision:</b></p> <p>Number rhymes and songs</p> <p>Basic one to one correspondence through a variety of counting activities</p> <p>Representing numbers in a variety of ways</p> <p>Creating repeating patterns using any of the rainbow colours</p> <p>Shape language – sphere, round, curved, jagged, pointed</p> <p>Experience playing/ building with 2d and 3d shapes throughout a range of provision.</p> <p>Watching sand timers</p> <p>Looking at the shapes of and patterns on shells and shell fish – CHECK ALLERGIES</p> <p>Using money in role play shop. Labelling prices on items.</p> <p>Counting sand castles made, 1-1 correspondence to add a flag, shell etc.</p>	<p><b>Learning Objectives:</b></p> <p><b>People and communities</b> <b>30-50 Months</b> 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><b>40-60 Months</b> Enjoys joining in with family customs and routines.</p> <p><b>The World</b> <b>30-50</b> Talk about why things happen and how things work Show care and concern for living things</p> <p><b>40-50</b> Looks closely at similarities, differences, patterns &amp; change</p> <p><b>Technology</b> <b>30-50 Months</b> Shows skill in making toys work by pressing parts or lifting flaps to achieve effects such as sound, movements or new images.</p> <p><b>40-60 Months</b> Uses ICT hardware to interact with age appropriate computer software.</p>	<p><b>Experiences/Provision:</b></p> <p>Talking about family celebrations, and with whom they are shared.</p> <p>Times of the day – daily routines</p> <p>Pretend birthday celebrations</p> <p>Finding beach/ coast on Google maps Discussing the features.</p> <p>Identifying sea creature small world toys</p> <p>Cutting and sticking skills</p> <p>Looking closely at shells &amp; crab claws CHECK ALLERGIES</p>	<p><b>Learning Objectives:</b></p> <p><b>Exploring and using media and materials</b> <b>30-50 Months</b> 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</p> <p><b>40-60 Months</b> 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><b>Being Imaginative</b> <b>30-50 Months</b> 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</p> <p><b>40-60 Months</b> 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><b>Experiences/Provision:</b></p> <p>Adding percussion to and sing 'Oh I do like to be beside the seaside'</p> <p>Pretending to be other people in the home corner and the outdoor area,</p> <p>Creating seaside pictures with sand &amp; shells, sticks, seaweed</p> <p>Deck chairs and sun parasol outside</p> <p>Looking at works of art/ photos of stones &amp; pebbles.(Andrew Goldsworthy) What colour are they? Recreating those colours &amp; maxim to create</p> <p>Fish printing – Painting real fish and printing – looking at scales &amp; gills – CHECK ALLERGIES</p>

Additional resources	Vocabulary	Displays/ areas of interest	Outings/ visitors	Special events
<ul style="list-style-type: none"> <li>Seasonal changes – signs of summer</li> <li>Beach toys/ equipment</li> <li>Stuffed sea bird from Oaklands museum</li> </ul>	<ul style="list-style-type: none"> <li>Seasonal change &amp; Sun safety</li> <li>Beach, pebbles, stones, rock pool, seaweed, cliff</li> </ul>	<ul style="list-style-type: none"> <li>Outdoor reading area – deck chairs and parasol</li> <li>Works of art of seaside pictures</li> <li>Goldfish in a tank</li> <li>Role play ice cream shop</li> </ul>	<ul style="list-style-type: none"> <li>Class visit to Southend Sea life centre and time on the beach</li> </ul>	<ul style="list-style-type: none"> <li>FUDG day</li> <li>Sports Day</li> <li>End of term picnic with parents</li> <li>End of term party</li> <li>Transition visits for older children</li> </ul>