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| **Year: Nursery**  **Summer 1**  **Topic – Minibeasts** | **St. Joseph’s Curriculum Planning** |
| **Superworm –** Julia Donaldson  **The Snail and the Whale -** Julia Donaldson  **The Very Hungry Caterpillar** by Eric Carle | **National Curriculum Objectives** |
| Mathematics | **22-36-month *Number***  •Uses some language of quantities, such as ‘more’ and ‘a lot’. •Knows that a group of things changes in quantity when something is added or taken away.  ***Space Shape & Measure***  •Notices simple shapes and patterns in pictures. •Beginning to categorise objects according to properties such as shape or size. •Begins to use the language of size. •Understands some talk about immediate past and future, e.g. ‘before’, ‘later’ or ‘soon’. •Anticipates specific time-based events such as mealtimes or home time.  **30-50 months *Number***  •Knows that numbers identify how many objects are in a set. •Beginning to represent numbers using fingers, marks on paper or pictures.  •Sometimes matches numeral and quantity correctly.  •Compares two groups of objects, saying when they have the same number.  •Shows an interest in number problems.  •Separates a group of three or four objects in different ways, beginning to recognise that the total is still the same.  ***Space Shape & Measure***  •Shows interest in shape by sustained construction activity or by talking about shapes or arrangements.  •Shows interest in shapes in the environment.  •Uses shapes appropriately for tasks.  **40-60 months**  •Uses everyday language related to time. |
| Communication and Language – Listening & Attention | • Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories.  •Focusing attention – still listen or do, but can shift own attention. |
| Communication and Language – Understanding | •Shows understanding of prepositions such as ‘under’, ‘on top’, ‘behind’ by carrying out an action or selecting correct picture. •Responds to simple instructions, e.g. to get or put away an object.  •Beginning to understand ‘why’ and ‘how’ questions. |
| Communication and Language – Speaking | •Uses talk to connect ideas, explain what is happening and  anticipate what might happen next, recall and relive past  experiences.  •Questions why things happen and gives explanations. Asks  e.g. who, what, when, how.  •Uses a range of tenses (e.g. play, playing, will play, played).  •Uses vocabulary focused on objects and people that are of  particular importance to them.  •Builds up vocabulary that reflects the breadth of their  experiences.  •Uses talk in pretending that objects stand for something else in play, e,g, ‘This box is my castle.’ |
| Literacy – Phonics (Read, Write Inc scheme) | Nursery – Read Write Inc - 2 story times a day and 15 minutes  Letter song.  Differentiated Groups – Set one Letter Sounds. |
| Literacy - Reading | •Shows awareness of rhyme and alliteration.  • Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories.  •Beginning to be aware of the way stories are structured.  •Suggests how the story might end.  • Listens to stories with increasing attention and recall.  •Describes main story settings, events and principal characters.  • Handles books carefully.  •Knows information can be relayed in the form of print.  • Holds books the correct way up and turns pages.  •Knows that print carries meaning and, in English, is read from left to right and top to bottom. |
| Literacy - Writing | •Gives meaning to marks they make as they draw, write and paint. |
| Physical Development – Moving and Handling | •Mounts stairs, steps or climbing equipment using alternate feet.  •Runs skilfully and negotiates space successfully, adjusting speed or direction to avoid obstacles.  •Can stand momentarily on one foot when shown.  •Can catch a large ball.  •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.  •Negotiates space successfully when playing racing and chasing games with other children, adjusting speed or changing direction to avoid obstacles.  •Shows a preference for a dominant hand. |
| Physical Development – Health and Self Care | •Can tell adults when hungry or tired or when they want to rest  or play.  •Observes the effects of activity on their bodies.  •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. |
| Personal, Social and Emotional – Self Confidence and Self Awareness | •Confident to talk to other children when playing, and will  communicate freely about own home and community.  •Shows confidence in asking adults for help.  • Can describe self in positive terms and talk about abilities. |
| Personal, Social and Emotional – Managing Feelings and Behaviour | •Can usually tolerate delay when needs are not immediately  met, and understands wishes may not always be met.  •Can usually adapt behaviour to different events, social  situations and changes in routine. |
| Personal, Social and Emotional – Making Relationships | •Can play in a group, extending and elaborating play ideas, e.g. building up a role-play activity with other children.  • Initiates play, offering cues to peers to join them.  •Keeps play going by responding to what others are saying or doing. |
| Understanding the World - Technology | •Knows that information can be retrieved from computers |
| Understanding the world – People and Communities | •Shows interest in the lives of people who are familiar to them.  •Remembers and talks about significant events in their own experience |
| Understanding the world - World | •Can talk about some of the things they have observed such as plants, animals, natural and found objects.  • Shows care and concern for living things and the environment. |
| Expressive art and Design – Exploring media and materials | •Beginning to be interested in and describe the texture of things. |
| Expressive art and Design – Being Imaginative | •Makes up rhythms.  •Notices what adults do, imitating what is observed and then doing it spontaneously when the adult is not there. |
| Music | **Charanga scheme**  ***R 1 Spring 2 Unit – Our World***   * To listen and respond. * Learn about the interrelated dimensions of music through singing, improvising, and playing classroom instruments. * To perform and share with peers. |
| M.F.L | N/A |