## The Good Shepherd Catholic Primary School



## Nursery

Summer Curriculum Newsletter 24-25



Thank you for all your support through the Autumn and Spring Term. We have now created our Summer curriculum newsletter. You will find information about the Prime and Specific areas your child will be working on this term.

Mrs Bonner, Mrs Hancy and Mrs Broughton

Creator of all, thank You for summer!

Thank You for the warmth of the sun and the increased daylight.

Thank You for the beauty I see all around me and for the opportunity to be outside and enjoy Your creation.

Warm my soul with the awareness of Your presence, and light my path with Your Word.

Amen



SUBJECT		TOPIC INFORMATION	
KEY EXPERIENCES		Through our theme 'Nursery Rhyme Time' we will explore 5, we will use five frames and become familiar with the patterns for each number. We will also introduce 10 frames. We will learn new songs and act them out both with adults and independently. Role play and small world will allow the children to recall and replay these rhymes in a practical way. We will learn our Rolling Numbers the 1's and practice counting to 5 and then 10.  After half term our focus changes toand they all lived happily ever after. Within this theme we will explore Traditional tales, we will learn about repetition and the repeated refrain. We will re-enact these stories using roleplay and small world. We will explore subitising to 3 and practise this skill.  We will learn whilst we play both adults led and child directed. Our continuous provision will reflect the tales we are exploring.	
RELIGIOUS EDUCATION	To the Ends of the Earth  EYFS Branch 5	These resources are designed to respond to the Religious Education Directory for EPPS, branch 5 – To the Ends of the Earth. Theresource is designed to be used in conjunction with the RED EYPS document, which gives detail on content and delivery.  The resource has been structured into 6 blocks, each based around one objective. This will allow schools some freedom with how long they choose to spend on each objective.  Hear - The first section for each unit is the Hear' section. This section of the resource should not be changed, as the scripture should be the starting point and foundation of the learning. An apply approximate vention of the resource should not be changed, as the scripture should be the starting point and foundation of the learning. An apply approximate vention of the scripture and suggested ways to share this which the chiefen.  Live-This section has a range of activities that you could use to help the children to respond to the scripture and belief to enable them to better understand it and how they can live to out. This section of the resource has a range of activities that you may choose—some ase united to adult led while dash or group delivery and some to continuous provision. Tough on the resource the amount of the second or support of the scripture and belief to enable them to better understand it and how they can live the object has a considerable and continuous provision. Tough on the end to cover all the activities, there are a range of suggested activities and the deliber held these occasion as a range of theming opportunities count in which they can be activities, there are a range of suggested activities and continuous provision—should be equal to that of Henry and mathematics.  Celebrate — This section suggests ways in which the children can express their wonder and are and learn to pray, praise and celebrate their faith.  Vocabulary— the key words for the children to learn, use and understand in this topic are- Heaven, Holy Sprint, Fire, Wind, Languages, Fruits, Church, Tabemacle, F	
	Dialogue and Encounter EYFS Branch 6	EYFS Branch 6 – Dialogue and Encounter  These secures are designed to sepond to the Religious Calucation Disectory for EYFS, branch 6 – Dialogue and Encounter. The resource is designed to be used in conjunction with the RED EYFS document, which gives detail on correct and delivery.  The resource has been structured into two separate blocks, one for the Dialogue part of the Branch and the other for the Encounter.  Parague — In the Early Years controllar, the first perceptes of dialogue are tell out to understand how to litera when others speak, develop attitudes of Respect, and entaxes sminaries and differences. Many chickness will begin to encourse Christianshy for the first time. Developing these behaviours and understanding been speat of globe. Bloody Years professor. Blooglobs of the State	
COMMUNICATION AND LANGUAGE	Listening attention and understanding.  Speaking	<ul> <li>Sing a large repertoire of songs.</li> <li>Know many rhymes, be able to talk about familiar books, and be able to tell a long story.</li> <li>Be able to express a point of view to debate when they disagree with an adult or friend, using words as well as actions.</li> <li>Develop their pronunciation but may have problems saying:         <ul> <li>Some sounds: r, j, th, ch and sh</li> <li>Multi syllabic such as 'pterodactyl', 'planetarium' or</li> </ul> </li> </ul>	

## OUR LADY IMMACULATE CATHOLIC ACADEMIES TRUST

KEN LEALS	Week 1	Five Currant buns in a baker's shop
KEY TEXTS Vocabulary	Vocabulary	Flying saucer, rocket planet names, left and right, counting to 5Baking,
	, , , , , , , , , , , , , , , , , , , ,	baker, buns, currants, fruit, number words 1-5, please and thankyou.
	Week 2	Five little monkeys jumping on the bed.
	Vocabulary	Jumping, skipping, moving, up and down, safe and dangerous, doctor, nurse, counting.
	Week 3	Five little ducks went swimming one day.
	Vocabulary	Duck, duckling, swim, swimming, animals and their babies.
	Week 4	Five little men in a flying saucer.
	Vocabulary	Space, planets ,astronaut, left and right. Shapes 2D
	Week 5	Artist Yayoi Kusama
	Vocabulary	Artist, dots spots, patterns, subitising (arrangement of spots Dice)
	Week 1	The Very Hungry Caterpillar- Eric Carle
	Vocabulary	Size, big, bigger, biggest. Hungry revise healthy eating. Life cycle of a caterpillar- chrysalis, butterfly. Change/same.
	Week 2	Goldilocks and the 3 bears
	Vocabulary	Family, goodies and baddies, opposites eg hot/cold, language of size.
	Week 3	3 little pigs.
	Vocabulary	Materials, straw, sticks, bricks and properties-strong, flexible,
	Week 4	waterproof.  3 Billy goats Gruff
	Vocabulary	Family, recap language of size, bridge, troll, goat.
	Week 5	Ginger bread man
	Vocabulary	Recap baker, baking, sly, sneaky, foolish, greedy. Sequencing
	Week 6	Little Red Riding Hood
	Vocabulary	Family, helping, rules, wood cutter
	Week 7	Once upon a time by John Prater
	Vocabulary	Recap all Term 6 stories and vocabulary, spot characters, recall events.
Wellcomm Speech and Language	·	Continue with the program.
CLL PERSONAL< SOCIAL	Self-regulation	Develop appropriate ways to be assertive.
AND EMOTIONAL		<ul><li>Talk with others to solve conflicts.</li></ul>
	Managing Self	o Remember rules without needing an adult to remind them.
	Building relationships	<ul> <li>Develop their sense of responsibility and membership of a community.</li> </ul>
PHYSICAL DEVELOPMENT	Gross motor skills	<ul> <li>Choose the right resource to carry out their own plan. For example, choosing a spade to enlarge a small hole they dug with a trowel.</li> <li>Collaborate with others to manage large items, such as moving a long plank safely, carrying large hollow blocks.</li> <li>Increasingly be able to use and remember sequences and patterns of movements which are related to music and rhythm</li> </ul>



	Fine motor skills	o Show preference for a dominant hand.
		o Use scissors confidently.
		Use a comfortable grip with good control when holding pens
		and pencils.
	Health and self-care	Be increasingly independent in meeting their own care needs.
		E.g. Brushing teeth, using the toilet, washing and drying their
		hands thoroughly.
		o Make healthy choices about food, drink, activity and tooth
		brushing.
LITERACY	Word reading	o Develop their phonological awareness to:
		Spot rhymes in familiar stories and poems.
		Count or clap syllables in a word.
		Recognise words with the same initial sound.  o Begin to read individual letters by saying the sounds for them.
		begin to read individual letters by saying the sounds for them.
	Comprehension	o Engage in extended conversations about stories, learning new
		vocabulary.
		Repeat new vocabulary in a context of a story.
	Markin -	Repeat words and phrases from familiar stories.
	Writing	Write their first name independently.  Sequence a familiar story using pictures or property support.
		<ul><li>Sequence a familiar story, using pictures or props to support.</li><li>Can add captions to their pictures using initial sounds.</li></ul>
MATHS	Number	<ul> <li>Can add captions to their pictures using initial sounds.</li> <li>Develop the key skills of counting objects including saying the</li> </ul>
WATTIS	Number	numbers in order and matching one number name to each
		item.
		o Estimate and guess how many there might be before counting.
	Numerical Patterns	o Use vocabulary 'more than', 'less than', 'fewer', 'the same as',
		'equal to'.
		o Become familiar with some two-digit numbers and start to
		notice patterns within them.
		o Distribute items evenly from a group.
	Shape	o Talk about and identify the patterns around them. For
		example: stripes on clothes, designs on rugs and wallpaper.
		<ul> <li>Use informal language like 'pointy', 'spotty', 'blobs' etc.</li> <li>Extend and create ABAB patterns – stick, leaf, stick, leaf.</li> </ul>
		o Notice and correct an error in a repeating pattern.
UNDERSTANDING the	Past and present	o Comments on recent pictures of experiences in their own life.
WORLD	i i	"This was me at the farm"
	People cultures and	o Know that there are different countries in the world and talk
	communities	about the difference they have experienced or seen in photos.
	Natural world	Use of the Nursery Garden, bordering Forest School
		o Explore and talk about different forces they can feel.
		o Talk about the difference between materials and changes they
	Creating with materials	notice.  o Show different emotions in their drawing and paintings, like
EAD	Creating with materials	happiness, sadness, fear etc.
		o Explore colour and colour-mixing.
	Being imaginative and	o Sing the pitch of a tone sung by another person ('pitch match').
	expressive	o Sing the melodic shape (moving melody, such as up and down,
		down and up) of familiar songs.
		o Create their own songs, or improvise a song around one they
		know.
Heart Smart	Fake is a Mistake! (I tell	o I can differentiate between words that are true and untrue.
	the truth)	o I can be kind and encouraging to others.



	T
	<ul> <li>I can understand that it is important to be honest and always</li> </ul>
	tell the truth.
	<ul> <li>I can understand that being yourself is the best you can be.</li> </ul>
	<ul> <li>I can list the things I am thankful for.</li> </ul>
	o I can tell others something special about my home and family.
'No Way Through' isn't	o I can understand that making mistakes is normal and helps us
True (I can do it!)	to learn.
	o I can have a go at and complete a series of different challenges.
	<ul> <li>I can keep trying when something is difficult.</li> </ul>
	o I understand that I can do anything if I work hard and don't
	give up.
	<ul> <li>I can keep going to complete an activity.</li> </ul>
	o I can express how we feel about change.

