

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.

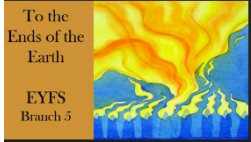
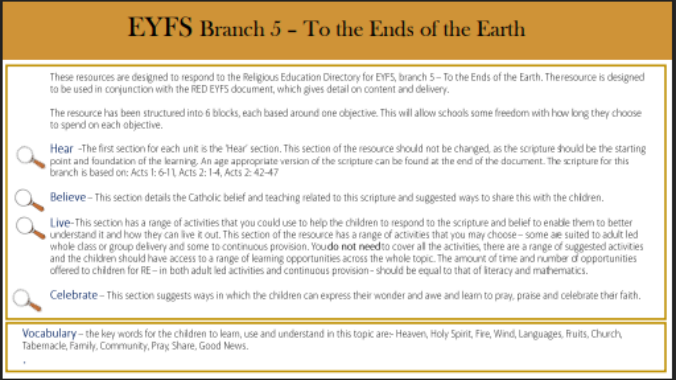

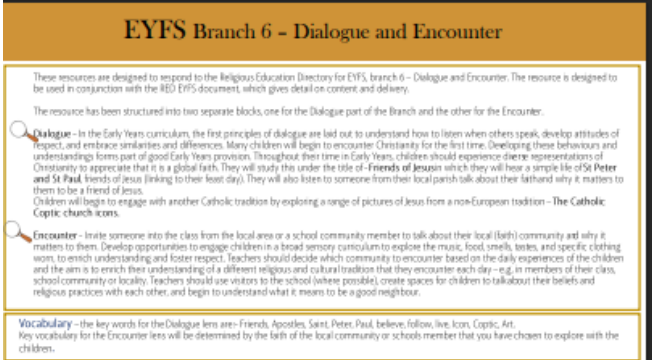
Mrs Bonner, Mrs Hancy and Mrs Broughton

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		<p>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.</p> <p>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.</p> <p>We will learn whilst we play both adults led and child directed. Our continuous provision will reflect the tales we are exploring.</p>
RELIGIOUS EDUCATION		
		
COMMUNICATION AND LANGUAGE	Listening attention and understanding.	<ul style="list-style-type: none"> ○ Sing a large repertoire of songs. ○ Know many rhymes, be able to talk about familiar books, and be able to tell a long story.
	Speaking	<ul style="list-style-type: none"> ○ Be able to express a point of view to debate when they disagree with an adult or friend, using words as well as actions. ○ Develop their pronunciation but may have problems saying: <ul style="list-style-type: none"> • Some sounds: r, j, th, ch and sh • Multi syllabic such as 'pterodactyl', 'planetarium' or 'hippopotamus'.

KEY TEXTS Vocabulary	Week 1	Five Currant buns in a baker's shop
	Vocabulary	Flying saucer, rocket planet names, left and right, counting to 5 Baking, baker, buns, currants, fruit, number words 1-5, please and thank you.
	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, waterproof.
	Week 4	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 CLL		Continue with the program.
PERSONAL < SOCIAL AND EMOTIONAL	Self-regulation	<ul style="list-style-type: none"> o Develop appropriate ways to be assertive. o Talk with others to solve conflicts.
	Managing Self	<ul style="list-style-type: none"> o Remember rules without needing an adult to remind them.
	Building relationships	<ul style="list-style-type: none"> o Develop their sense of responsibility and membership of a community.
PHYSICAL DEVELOPMENT	Gross motor skills	<ul style="list-style-type: none"> o 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. o Collaborate with others to manage large items, such as moving a long plank safely, carrying large hollow blocks. o Increasingly be able to use and remember sequences and patterns of movements which are related to music and rhythm.

	Fine motor skills	<ul style="list-style-type: none"> ○ Show preference for a dominant hand. ○ Use scissors confidently. ○ Use a comfortable grip with good control when holding pens and pencils.
	Health and self-care	<ul style="list-style-type: none"> ○ Be increasingly independent in meeting their own care needs. E.g. Brushing teeth, using the toilet, washing and drying their hands thoroughly. ○ Make healthy choices about food, drink, activity and tooth brushing.
LITERACY	Word reading	<ul style="list-style-type: none"> ○ 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. ○ Begin to read individual letters by saying the sounds for them.
	Comprehension	<ul style="list-style-type: none"> ○ Engage in extended conversations about stories, learning new vocabulary. ○ Repeat new vocabulary in a context of a story. ○ Repeat words and phrases from familiar stories.
	Writing	<ul style="list-style-type: none"> ○ Write their first name independently. ○ Sequence a familiar story, using pictures or props to support. ○ Can add captions to their pictures using initial sounds.
MATHS	Number	<ul style="list-style-type: none"> ○ Develop the key skills of counting objects including saying the numbers in order and matching one number name to each item. ○ Estimate and guess how many there might be before counting.
	Numerical Patterns	<ul style="list-style-type: none"> ○ Use vocabulary 'more than', 'less than', 'fewer', 'the same as', 'equal to'. ○ Become familiar with some two-digit numbers and start to notice patterns within them. ○ Distribute items evenly from a group.
	Shape	<ul style="list-style-type: none"> ○ Talk about and identify the patterns around them. For example: stripes on clothes, designs on rugs and wallpaper. ○ Use informal language like 'pointy', 'spotty', 'blobs' etc. ○ Extend and create ABAB patterns – stick, leaf, stick, leaf. ○ Notice and correct an error in a repeating pattern.
UNDERSTANDING the WORLD	Past and present	<ul style="list-style-type: none"> ○ Comments on recent pictures of experiences in their own life. "This was me at the farm..."
	People cultures and communities	<ul style="list-style-type: none"> ○ Know that there are different countries in the world and talk about the difference they have experienced or seen in photos.
	Natural world	Use of the Nursery Garden, bordering Forest School <ul style="list-style-type: none"> ○ Explore and talk about different forces they can feel. ○ Talk about the difference between materials and changes they notice.
EAD	Creating with materials	<ul style="list-style-type: none"> ○ Show different emotions in their drawing and paintings, like happiness, sadness, fear etc. ○ Explore colour and colour-mixing.
	Being imaginative and expressive	<ul style="list-style-type: none"> ○ Sing the pitch of a tone sung by another person ('pitch match'). ○ Sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs. ○ Create their own songs, or improvise a song around one they know.
Heart Smart	Fake is a Mistake! (I tell the truth)	<ul style="list-style-type: none"> ○ I can differentiate between words that are true and untrue. ○ I can be kind and encouraging to others.

		<ul style="list-style-type: none"> ○ I can understand that it is important to be honest and always tell the truth. ○ I can understand that being yourself is the best you can be. ○ I can list the things I am thankful for. ○ I can tell others something special about my home and family.
	'No Way Through' isn't True (I can do it!)	<ul style="list-style-type: none"> ○ I can understand that making mistakes is normal and helps us to learn. ○ I can have a go at and complete a series of different challenges. ○ I can keep trying when something is difficult. ○ I understand that I can do anything if I work hard and don't give up. ○ I can keep going to complete an activity. ○ I can express how we feel about change.