

Gordon Primary School Curriculum Map – Nursery, Summer Term 2024-2025

	Summer Term 2025
TOPIC	Growing, Transitions and Journeys
KEY TEXTS	<i>The Very Hungry Caterpillar by Eric Carle</i> <i>The Very Busy Spider by Eric Carle</i> <i>The Bad-Tempered Ladybird by Eric Carle</i> <i>Planting and growing</i> <i>Animals and minibeasts</i> <i>Naughty bus by Jan and Jerry Oke</i> <i>Transport stories</i> <i>Handa's surprise by Eileen Brown</i> <i>Seaside tales</i> <i>Growing up</i>
Literacy Development <i>Convention on the Rights of the Child</i> <i>CRC Articles</i> <i>28, 29, 31</i>	The children will enjoy sharing books and be encouraged to seek them out to share with an adult, their peers or to look at alone. They will repeat words and phrases from familiar stories and nursery rhymes and continue to develop play, using story props. Over time, the children will begin to ask questions, make comments and share their own ideas about books they have read. They will begin to verbally sequence stories using the words 'before' and 'after'. As the children develop in confidence, they will engage in extended conversations about stories and learn new vocabulary. The children will be supported to begin to notice some print in the environment; this includes identifying the first letter of their name, a bus or door number or a familiar logo. As the children develop their knowledge, they will begin understanding the five key concepts about print: print has meaning, print can have different purposes, we read English text from left to right and from top to bottom, the names of the different parts of a book (<i>the features of a book include: the spine, front cover, back cover, blurb, illustrator, author</i>) and page sequencing. Over the course of the term, the children will continue with their phonics development, learning Read Write Inc sounds and further developing their letter formation. The children will continue to recognise and write the letters in their name. Through drawing freely with a range of resources - such as chalks, pens and pencils - the children will begin to add detail to their drawings, which they give meaning to (for example, "That's my mummy and she is wearing a dress", and, "That's my name"). They will use some of their print and letter knowledge in their early writing and start pretending to write shopping lists, letters and birthday cards.

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Mathematics Development <i>CRC Articles</i> 28, 29,31	Throughout the year, the children will take part in finger rhymes that involve counting, such as <i>Five Little Ducks</i>, <i>Five Little Speckled Frogs</i>, and <i>Five Cheeky Monkeys</i>. The children will be supported to count in everyday contexts such as counting their fingers and toes, stairs, toys, food items, sounds and actions. Through various mathematical concepts and topics, the children will demonstrate fast recognition of up to 3 objects, without having to count them individually (<i>subitising</i>), recite numbers past 5 and say one number for each item in order: <i>1,2,3,4,5</i>. (<i>'Rules for counting'</i>) In developing their mathematical thinking, the children will understand that the last number reached when counting a small set of objects, tells you how many there are in total ('cardinal principle') and show 'finger numbers' up to 5. As they explore, the children will begin to notice patterns and arrange things in patterns using objects around them. For example: stripes on clothes, designs on rugs and wallpaper. The children will be encouraged to use informal language like '<i>pointy</i>', '<i>spotty</i>', '<i>blobs</i>' etc. They will begin to extend and create ABAB patterns using everyday objects, for example, <i>leaf, stick, leaf, stick</i>. The children will use mathematical language to compare size, weight, length and capacity, through child-initiated play. They will use gestures and language like '<i>big</i>', '<i>bigger</i>', '<i>little</i>', '<i>smaller</i>', '<i>high</i>', '<i>low</i>', '<i>tall</i>', '<i>short</i>', '<i>heavy</i>' and '<i>light</i>'. Further to this, the children will be introduced to the mathematical language for 2D and 3D shapes, which they can use to talk about and explore shapes within their environment, while also combining shapes to make new ones such as an arch or a bigger triangle etc. They will use language to describe shapes like '<i>corners</i>', '<i>sides</i>', '<i>flat</i>', '<i>round</i>' etc. The children will be encouraged to describe real and fictional events using words such as '<i>first</i>', '<i>then</i>', '<i>before</i>' and '<i>after</i>'. They will also begin to develop phrases to describe a familiar route such as moving around the school and may begin to describe their journey to school.
Personal, Social and Emotional Development <i>CRC Articles</i> 2, 6, 7, 12, 13	The children will become confident in understanding the expectations of class and school rules – especially in line with the 5Cs – commitment, cooperation, care, courtesy and consideration. They will continue to become more outgoing with unfamiliar people, in the safe context of their setting, and show more confidence in new social situations. The children will strengthen their friendships with the other children in their class and begin to extend and elaborate play ideas. Through modelling, the children will learn how to resolve conflicts with others and begin to understand how others might be feeling, showing empathy towards their needs.

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	The children will continue to be encouraged to use vocabulary to describe feelings and begin to understand how others might be feeling. Using the 'Zones of Regulation' confidently, the children will express their feelings and emotions, using words like 'happy', 'sad', 'angry' or 'worried', and explain the reason behind their feelings. The children will continue to be taught key skills; class rules and routines, and knowing how to tidy away once they have finished using the saying, <i>"You choose it, you use it, you put it away"</i>. The children will be able to follow rules with increasing confidence, understand why they are important and not always require an adult to remind them of these. They will select and use activities and resources confidently, during child-initiated play. The children will be able to express their preferences and decisions and also be open to trying new things. All of the children will be encouraged to persevere and show resilience in activities within the classroom in the face of a challenge. They will be given the opportunity to develop their problem-solving skills, in order to resolve a problem and achieve their goals. The children will continue to be taught about healthy lifestyle choices including eating a healthy diet, brushing their teeth, exercising, safe internet use and healthy screen time and the importance sleep.
Communication and Language Development <i>CRC Articles 12, 13, 30</i>	As the children develop their sense of wonder and inquisitiveness, they will be learning to understand 'who', 'what', and 'where' questions like: <i>"What do you think will happen next?"</i> They will develop their confidence to initiate conversations or start a debate with an adult or a friend and continue it for many turns. The children will demonstrate understanding a question or instruction that has two parts, such as, <i>"Get your coat and wait at the door"</i>. All of the children will be encouraged to use their language skills to organise themselves and their play such as, 'Lets' go on a bus, you sit here, I'll be the driver...' The adults will support the children to use longer sentences of four to six words, using a wider range of vocabulary. During individual reading and daily story time, the children will demonstrate enjoying listening to longer stories and remember much of what happens. The children will continue to enjoy and learn many rhymes, be able to talk about familiar books, retell a story and sing a large repertoire of songs. At this point in the year, the children will now be encouraged to sit and listen to a story without the need for visuals or props to support their understanding.

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	By developing their communication skills, the children will begin using tenses and plurals but may continue to have difficulty with irregular tenses such as 'runned' for 'ran' or 'swimmed' for 'swam'. They will begin using multi-syllabic words such as 'pterodactyl', 'planetarium' or 'hippopotamus'. The children will be supported to understand and use prepositions such as 'under', 'on top' or 'behind', without use of pointing as a prompt.
Physical Development <i>CRC Articles</i> <i>24, 27, 31</i>	Throughout the term, the children will have daily opportunities to develop their fine and gross motor skills within their child-initiated play. During their weekly P.E. sessions, the children will continue to develop their movement, balancing, riding (scooters, trikes and bikes) and ball skills. They will also explore skipping, hopping, balancing on one leg and holding a pose for a game like musical statues. The children will be encouraged and supported to climb safely, showing an awareness of risk. They will be taught to throw both underarm and overarm and be encouraged to join in or make up group activities. The children will become increasingly independent in meeting their own care needs, e.g. brushing teeth, using the toilet, washing and drying their hands thoroughly, getting dressed and undressed, doing up zips, and making healthy choices about food, drink, activity. The children will understand that some food types are healthy and some are unhealthy. They will have the opportunity to learn how to use real knives and forks during their child-initiated play, when manipulating play dough. The children will be able to go up steps and stairs or climb up apparatus, using alternate feet and large-muscle movements to wave flags and streamers, paint and make marks. When exploring writing and creative activities, the children will begin to show a preference for a dominant hand. Now that they can make snips with scissors, they will be supported to cut wavy lines and around simple shapes like a square, circle or triangle. All children will be supported and encouraged to start taking part in some group activities which they make up for themselves, or in teams. They will collaborate with others to manage large items, such as moving a long plank safely, carrying large hollow blocks and choose the right resources to carry out their own plan.
Understanding of the World <i>CRC Articles</i> <i>16, 18, 23, 30, 31</i>	The children will continue to use all of their senses in hands-on exploration of natural materials in all areas of learning, both in the classroom and outdoor play area, where they will be able to talk about what they see, using a wide vocabulary. Further to this, the children will plant seeds, care for growing plants and understand the key features of the life cycle of a plant and an animal. All of the children will begin to understand the need to respect and care for the natural environment and all living things, by watching our chicks hatch and taking care of them. They will also begin to look at the similarities and differences between environments.

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	The children will notice how spring changes into summer and can talk about how this affects the types of weather they can expect to see and the types of clothing they will need to wear. Over the term, the children will be supported to explore and describe different materials and the things they notice using words like, <i>'rough', 'smooth', 'soft', 'shiny', 'lumpy', etc.</i> They will experiment with these materials to investigate their different properties such as whether they are waterproof or not. As well as this, the children will show interest in different occupations, dressing up and role playing different roles such as <i>'doctors', 'police officers', 'firefighters'</i> and etc. They will continue to develop positive attitudes about the differences between people. The children will have an opportunity to explore how things work and talk about different forces.
Expressive Arts and Designs <i>CRC Articles</i> 2, 3, 7, 8, 10, 12, 13, 14, 16, 23, 28, 29, 30, 31, 39, 42	The children will continue to enjoy and take part in action songs, such as <i>'Twinkle, Twinkle Little Star', 'Miss Polly had a Dolly',</i> and <i>'Old MacDonald had a Farm'</i>. They will demonstrate listening with increased attention to sounds, and begin to sing entire songs confidently. The children will be encouraged to create their own songs or improvise a song around one they know. The children will explore a range of sound makers and instruments and play with them in different ways, both in the classroom and outdoor learning environment. They will experiment making different sounds and explore how objects make different sounds. Through exploration of a variety of musical instruments, such as the Glockenspiel and untuned percussion instruments, the children will play with increasing control to express their feelings and ideas. The children will start to develop pretend play, pretending that one object represents another. For example, holding a wooden block to their ear and pretend that it's a phone. The children will respond to what they have heard, expressing their thoughts and feelings and develop complex stories using small world equipment like animal sets, dolls and doll houses etc. They will have opportunities to make imaginative and complex <i>'small worlds'</i> with blocks and construction kits, such as a city with different buildings and a park. The children will explore different materials freely, in order to develop their ideas about how to use them and what to make. As well as this, the children will explore colour and colour-mixing, experimenting and learning how two colours make a new colour, when mixed. As time goes on, the children will increasingly draw with complexity and detail such as drawing their family with detailed facial features. They may begin to show different emotions in their drawings and use expressive arts to express how they are feeling.

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	In Nursery, the children will be listening and moving their bodies to Nursery Rhymes. They will play rhythmic games such as 'Clap the Rhythm'. Further to this, they will use their whole bodies to perform, dance and internalise music.	
MFL Spanish <i>CRC Articles</i> 2, 3, 7, 8, 10, 12, 13, 14, 16, 23, 28, 30, 31, 39, 42	<u>Hello</u> <i>In this module, the children will learn very basic vocabulary through songs and stories.</i> • Saying and understanding basic greetings (<i>Hola, adiós</i>) • Numbers from 1-10 • Reading the Hungry Caterpillar to practice numbers • Learning how to say your name	<u>My School</u> <i>In this module, the children will learn very basic vocabulary about school using a variety of songs and actions.</i> • Learning some objects in the classroom (<i>Mesa, silla</i>) • Learning colours (<i>Rojo, Amarillo, verde, azul</i>) • Learning some food we eat at school (<i>Pollo, pasta, pizza, agua</i>)
Safeguarding <i>CRC Articles</i> 2,3,6,12,15,17,19,24,28,29,34,36,39,42	The children in Nursery will continue to develop professional, trusting relationships with the adults within their class and year group. They will be supported and encouraged to share their thoughts and feelings with staff, who will support and guide children in line with the school's policy. All children will know about E-Safety and how to stay safe online in accordance with the DigiSafe acceptable use policy.	