

## **Physical Development**

Choose the right resources to carry out their own plan. For example, choosing a spade to enlarge a small hole they dug with a trowel. Collaborate with others to manage large items, such as moving a long plank safely, carrying large hollow blocks. Be increasingly independent as they get dressed and undressed, for example, putting coats on and doing up zips. Match their developing physical skills to tasks and activities in the setting. For example, they decide whether to crawl, walk or run across a plank, depending on its length and width. In PE we will be starting gymnastics. We will develop simple balancing techniques, experiment moving on all body parts and learn how to climb up onto small apparatus such as benches safely.

## **Understanding the World**

Talk about the differences between materials and changes they notice. Explore and talk about different forces they can feel. Begin to understand the need to respect and care for the natural environment and all living things. Continue developing positive attitudes about the differences between people

## **Expressive Arts and Design**

Create closed shapes with continuous lines and begin to use these shapes to represent objects. Draw with increasing complexity and detail, such as representing a face with a circle and including details. Use drawing to represent ideas like movement or loud noises. Show different emotions in their drawings and paintings, like happiness, sadness, fear, etc. Explore colour and colour mixing. Show different emotions in their drawings – happiness, sadness, fear, etc.

## **Communication and Language**

We will start a conversation with an adult or a friend and continue it for many turns. Use talk to organise themselves and their play: "Let's go on a bus... you sit there... I'll be the driver." Develop their communication and pronunciation and understanding of irregular tenses. Use longer sentences of four to six words.



# **Nursery Curriculum Map Summer 1 *Watch Me Grow***

## **Personal, Social and Emotional Development**

Play with one or more other children, extending and elaborating play ideas. Find solutions to conflicts and rivalries. For example, accepting that not everyone can be Spider-Man in the game and suggesting other ideas. Increasingly follow rules, understanding why they are important. Remember rules without needing an adult to remind them.



## **Maths**

Select shapes appropriately: flat surfaces for building, a triangular prism for a roof, etc. Combine shapes to make new ones – an arch, a bigger triangle, etc. Talk about and explore 2D and 3D shapes (for example, circles, rectangles, triangles and cuboids) using informal and mathematical language: 'sides', 'corners'; 'straight', 'flat', 'round' Experiment with their own symbols and marks as well as numerals. Solve real world mathematical problems with numbers up to 5. Compare quantities using language: 'more than', 'fewer than'.



## **Literacy**

Develop their phonological awareness, so that they can:

- spot and suggest rhymes
- count or clap syllables in a word
- recognise words with the same initial sound, such as money and mother.

Engage in extended conversations about stories, learning new vocabulary. Use some of their print and letter knowledge in their early writing. For example: writing a pretend shopping list that starts at the top of the page; writing 'm' for mummy. Write some or all of their name.