



Be all you can be
Hayes School

Nursery Curriculum Plan: Summer 2 2023

The Big Question: What Goes On Under The Sea?



Responsibility Success Aspirations Resilience Discovery **Friendship**



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At Hayes, we strive for our children to push beyond any perceived idea of potential, to be all they can be, regardless of background. Our vision is for all of our children to leave us as good human beings- happy, kind and responsible. Our curriculum is integral in shaping the children to become independent and life-long learners. Our curriculum aims to equip our children with the ability to ‘think’ in order to make sense of an ever-changing world. The breadth our curriculum provides is underpinned by thinking. This thinking will allow our children to make sense of the world around them and before them in order that they can live fulfilling and happy lives, being all they can be.



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Nursery: Summer 2 2023

Learning Experience Context and Outcome

- In our final topic, we will be learning about sea life, shipwrecks and pirates (and that's just naming a few!) We will be making our own Rainbow Fish, we will use the equipment outside to make our own pirate ship/shipwreck and see how it feels to walk the plank!
- We will be learning how to move our bodies like the animals that live underwater!
- We will use the instruments that we have come to know so well, to create music for different creatures under the sea.
- We will find out about pollution in our seas and how we can help to improve this ongoing problem.





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Learning Experience Context and Outcome

- This topic will develop Children's' interest and learning.
- By understanding how everything is connected in the ocean and how we interact with it as humans, children will learn to care and protect the ocean because they will want it to be a better place, not just for the fish, but for them too.
- We will learn about the oceans, who lives there and how we can protect them for now and the future.

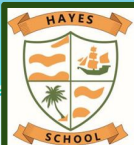
Through good play experiences, children can learn so much about the world around them.

"Now, playing might seem irrelevant to the fate of the ocean but it's not if you consider that children learn better while having fun. Tide pools are an amazing example of how a fun outing at low tide can be educational for children. For them, learning intertidal ecology becomes an I-spy game where they score when they find a hermit crab scurrying about in a pool (tide pool habitat) or a giant sea anemone closed up to retain its moisture (tide pool adaptation), or when an ochre sea star tries to gobble up limpets on the loose or when seagulls feed on small fish (tidepool food chains). Unsuspectingly, they are interactively learning about tide pool ecosystems." by Laure Latham

Quote from National Geographic

BIG Question: What goes on under the Sea?

<u>Personal, Social and Emotional</u>	<u>Communication and Language</u>	<u>Physical development</u>	<u>Understanding of the World</u>	<u>Expressive arts and design</u>
<p>Which of our books is your favourite?</p> <p>Can we vote for our favourite story?</p> <p>How can you be a Thinkadocus?</p> <p>Can you remember to Elf yourself to further your learning?</p> <p>Can you help others feel part of the group?</p> <p>How do we show and make a good friendship?</p> <p>How do you feel about moving to Reception or becoming the older children in Nursery?</p>	<p>How do you feel today?</p> <p>Can you think of another word for? List of words throughout the weeks.</p> <p>Can you be a seahorse for the day?</p> <p>Can you tell a friend how to keep the oceans safe for our sea creatures?</p> <p>How do you think the whale knows where to travel to?</p> <p>Can you remember the order of our sea stories?</p> <p>Can you sing a range of sea songs and sea shanties?</p>	<p>What tools can you use confidently and safely?</p> <p>Can you find your name and form the letters using the template?</p> <p>Can you use the toilet independently?</p> <p>Can you use arm and hand strength for mark making?</p> <p>Can you pedal the bike in our garden area?</p> <p>Can you learn our range of dances?</p> <p>Can you find different ways to move your body?</p> <p>Can you model objects by manipulating the play dough?</p> <p>Can you tell others how to keep healthy?</p> <p>Can you tell others how to stay safe online?</p>	<p>Can you help to look after our giant African snails?</p> <p>Can you explore the changes at Forest School as we enter into Summer?</p> <p>Can you sort the rubbish for recycling?</p> <p>Can you compare the land to the sea?</p> <p>Can you find out how we need to protect the oceans and why we must do this?</p> <p>Can you see the changes to the sea over the last decade and predict how it will change within the next decade if we do not help our environment?</p>	<p>What is your favourite song/rhyme?</p> <p>Can you listen to the instruments and remember the sounds they make?</p> <p>Can you explore the different textures of a range of resources?</p> <p>Can you mix colours to see their change?</p> <p>What does the feeling of Mr Worry/Mr Quiet look like?</p> <p>Can you compare the sound effects for the story of Tiddler as he goes his adventures?</p> <p>Can you create a range of 2D and 3D pictures and models relating to the sea?</p>



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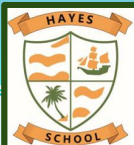
Prime Area: Communication and Language

This half term, we shall support children to:

- start and extend conversations.
- develop pretend play.
- start to say how they are feeling.
- identify and say familiar objects.
- understand and question or instruction.
- develop their thinking.
- to take on their own learning.
- to reflect on our curiosity cube.
- to voice their opinions.
- to express a point of view.
- to debate when they disagree with others, using words as well as actions
- to start a conversation with others and continue it for many turns.
- to understand how to listen carefully and why listening is important.
- to develop new vocabulary.



Our curiosity cube is a big talking point in our classroom.



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Prime Area: Personal, Social and Emotional Development

We will support children to develop in:

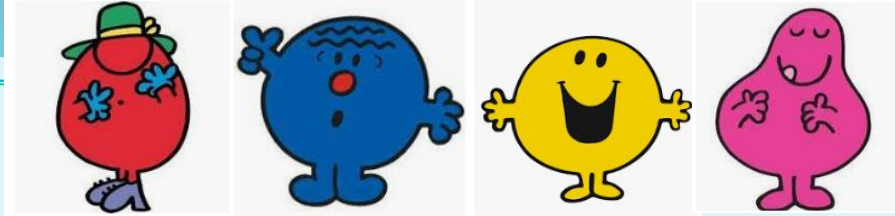
- establishing their sense of self.
- share with others their favourite activities and say why it is their favourite.
- sharing and taking turns.
- express their emotions.
- success and be all you can be school motto.
- reflecting on their learning.
- personal care and oral health.
- make healthy choices about food, drink and exercise.
- know how to help themselves and others when feeling upset.
- remember to use our rainbow breath technique when feeling frustrated.
- to develop their sense of responsibility and membership of a community.
- show more confidence in new social situations.
- find solutions to conflicts and rivalries.
- develop appropriate ways of being assertive.

We will be following the Jigsaw scheme for this half term on linking to Friendships.



PSHE- key vocabulary

-Emotions

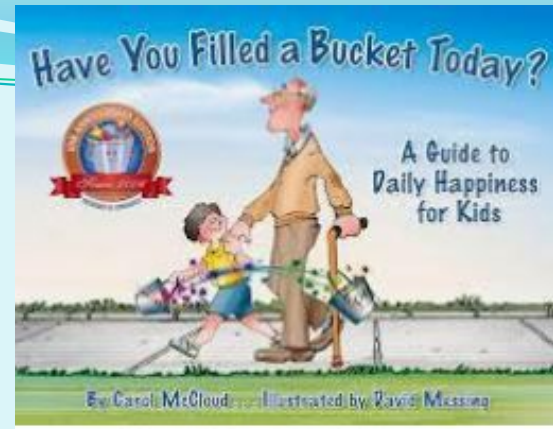


Emotions	Support your child to use other words to express themselves.
Mr Happy	cheerful, content, joyful
Mr Greedy	grasping, gluttonous, hungry
Mr Worry	nervous, anxious, fret
Little Scatterbrain	forgetful, dreamy, distracted
Mr Messy	untidy, mucky, dishevelled

PSHE key vocabulary

Have You Filled A Bucket Today?

The aim of this book is to highlight good choices and behaviour. To develop responsibility and empathy towards others. Children will learn how easy and rewarding it is to express kindness, appreciation and love through the concept of filling buckets. The book can be linked to the British Values too as we make good choices in Rule of Law. We respect each other in Mutual Respect and Tolerance of Different Faiths and Beliefs. We choose our learning in Democracy and we learn to believe in ourselves and from our mistakes in Individual Liberty.





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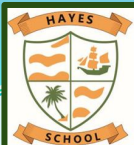
Prime Area: Physical Development

Throughout our continuous provision and PE sessions the children will get lots of opportunities to:

- develop large and fine motor skills to carry out independent activities.
- show a preference for a dominant hand.
- to use the correct resources to carry out own plans.
- strengthen their hand muscles to support a comfortable tripod grip with good control when holding pens and pencils.
- manipulate a range of materials.

Also In this Summer unit, children will develop their understanding of playing games through the topic of 'transport'. Children will practise and further develop fundamental movement skills through games. They will also learn how to score and play by the rules, how to work with a partner and begin to understand what a team is, as well as learning how to behave when winning and losing.





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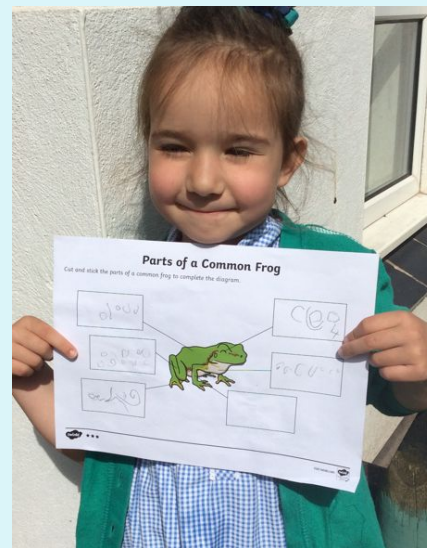
Year Nursery: Summer 2 2023

Specific area: Literacy

This half term, we will be reading the story 'Sally and the Limpet'

The children will have opportunities to:

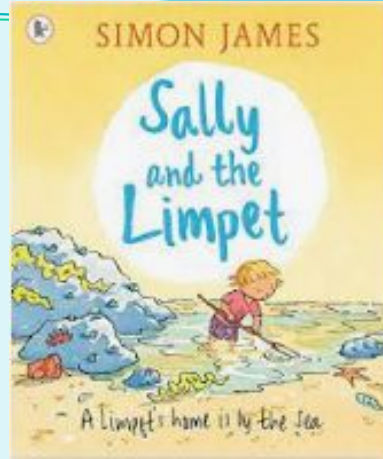
- explore the different perspective from each character from the story.
- understand that print can have different purposes.
- explore non fiction within our topic.
- enjoy a range of stories and poems about the sea.
- think about the resilience of the character Sally in our main story. remember the order of events within our stories.
- develop their phonological awareness so they can spot and suggest rhymes, count or clap syllables in a word and recognise words with the same initial sound.
- practise writing their name using the cursive letter formation.
- mark make and begin to form cursive letters.
- story map using pictures, actions and makaton .
- describe events in detail - time connectives.
- understand how to listen carefully and why listening is important.
- meet people in our community that help us.
- think of questions to ask. Use this to tell others what they have found out.
- have sustained focus when listening to a story.
- go on a library Visit.



English- Texts

Main Text: Sally and the Limpet

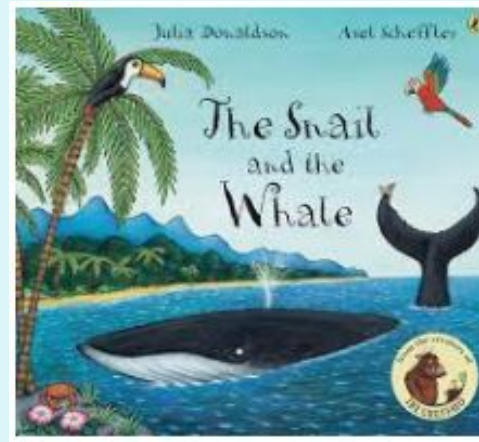
When Sally pries a limpet off a rock at the ocean's edge, it sticks to her finger and no one can get it loose. In frustration, Sally does the only sensible thing, she takes the limpet back to the beach. But does she remember what her science teacher has told her?



Supporting texts:

The Snail and the Whale

One tiny snail longs to see the world and hitches a lift on the tail of a whale. Together they go on an amazing journey, past icebergs and volcanoes, sharks and penguins, and the little snail feels so small in the vastness of the world. But when disaster strikes and the whale is beached in a bay, it's the tiny snail who saves the day.



Key vocabulary

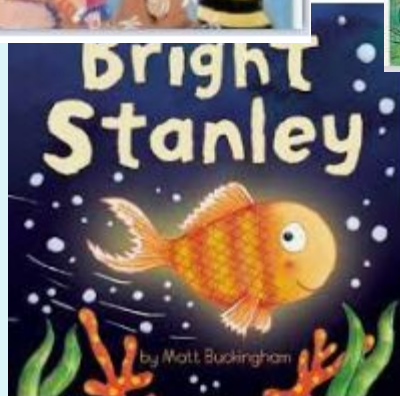
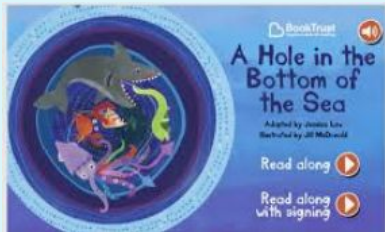
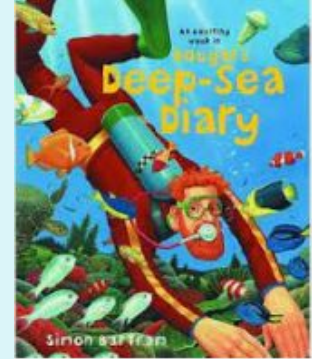
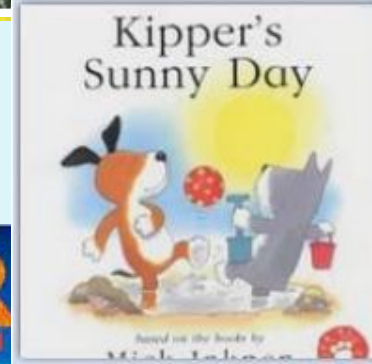
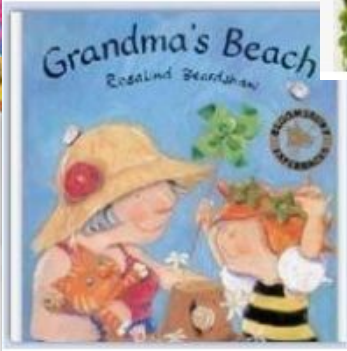
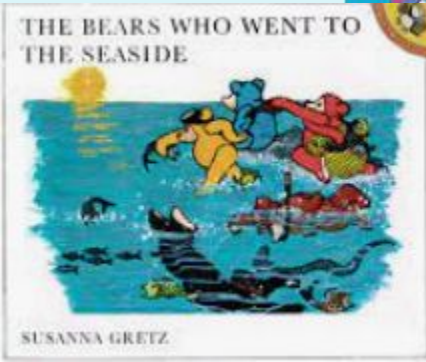
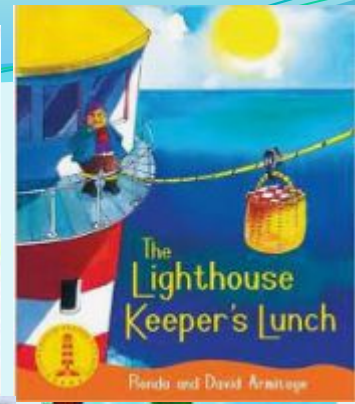
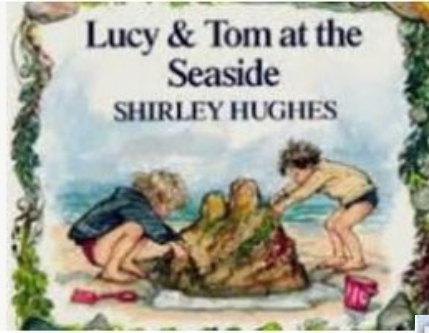
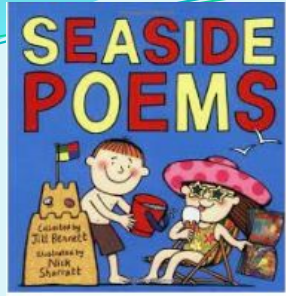
Under the Sea

Tier One
Fish
Water
Blue
Green
Seaweed
Cool/warm
Beach
Sand
Pebbles
shells

Tier Two
Sparkle
Shore
Coast
Currents
Waves
Salt water
Corals
Plunge
Seaway
Tidal Pool

Tier Three
Littoral
Ecology
Mysterious
Buoy
Great depth
Algae
Brine
Estuary
Nautical
Algal bloom
Tsunami

Other supportive texts through the curriculum.



Stories and information texts are used as a strong vehicle to support children's learning throughout all the curriculum in EYFS.



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Early Reading

As soon as your child starts Nursery, we will begin assessing their phonic knowledge and grouping them accordingly. As a school, we follow the phonics scheme: Read, Write Inc. Each session incorporates learning speed sounds, word reading and a handwriting session at the end. All letters are introduced through a character and jingle to form the letter.

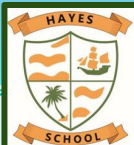
Your child will bring home a pack of the sounds and word bags. Please support them to learn the sounds and we will inform you of fun ways to practise at home through fun games. Such a snap, hunt the sound and matching with pictures.

Please practise with your child some oral blend eg you will say
t-o-p broken into 3 sounds and your child will hear the sounds and blend the word by hearing top.

Ways to support your child in their first term:

- Support them to learn all their set one sounds confidently.
- Segment and blend words during everyday tasks. E.g.: Do up your z-i-p.
- Support your child to be inquisitive about print around them in the environment.
- What letters can they spot or sound out.
- Read to your child everyday.
- Engage in extended conversations about stories learning new vocabulary.





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Year Nursery: Summer 2 2023

Specific Area: Maths

This term the children will experience maths through whole class and guided sessions, stories, class routines and enhanced provision in their play. Focus will be given to the following areas:

- counting to 10 and back.
- recite numbers past 5.
- exploring repeating patterns.
- solve real world mathematical problems with numbers up to 5.
- money.
- addition and Subtraction.
- become secure with the conservation, cardinality and ordinality of numbers to 5.
- show finger numbers to 5.
- experimenting with own symbols and marks they make to represent numerals.
- learn number and rhyme songs.
- compare more then and fewer than within quantities.
- talk about and explore 2D and 3D shapes.
- understand position through play opportunities.
- develop fast recognition with up to 3 objects (subitise)

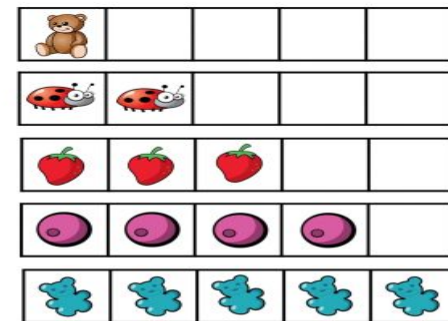


Maths- models and images

Rekenrek



Five Frame



Number line



Part Whole Model



Subitise amounts



Place Value

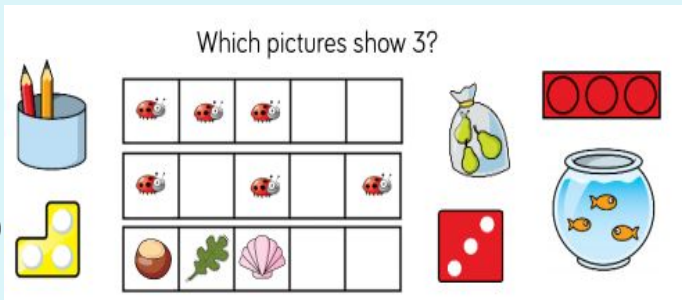
- Understand the value of numbers up to at least ten.
- Compare and order any numbers to 10.
- Subitise amounts to 7.

Maths- models and images

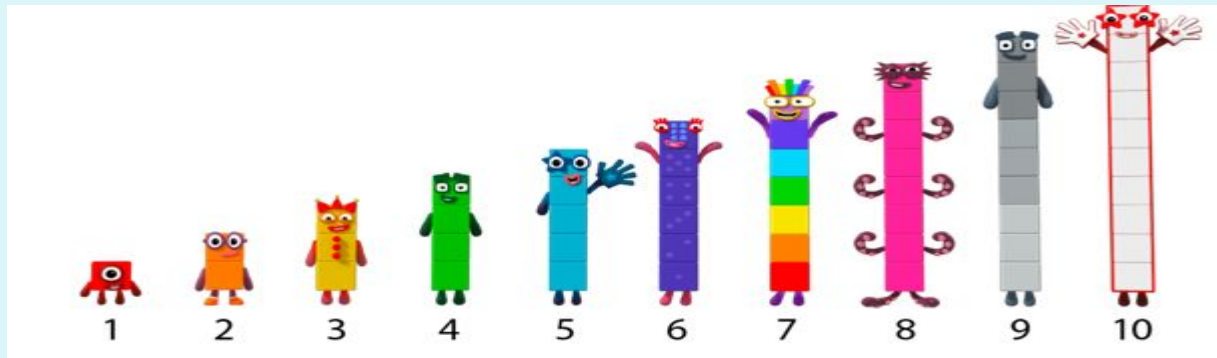
Ways to show numbers to 8.

- Conservation of 10.
- Comparing amounts
- Problem solving within 10

Problem solving



Number blocks



Can you set the table for the 3 bears?





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Specific area: Understanding of the World
Within this area of learning, the children will
have opportunities to:

- have weekly visits to Forest School and the meadow to extend on our learning of the world around us.
- promote independent learning opportunities/skills and allow time to build on these skills.
- use all their senses in hands-on exploration of natural materials.
- explore collections of materials with similar and/or different properties.
- talk about what they see, using a wide vocabulary.
- a visit to the beach to extend our learning.
- begin to make sense of their own life story and family's history.
- continue developing positive attitudes about the difference between people.
- explore how things work.
- plant seeds and care for growing plants.
- understand the key features of the life cycle of a plant and an animal.
- begin to understand the need to respect and care for the natural environment and all living things.
- show interest in different occupations.

tadpoles





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Specific area: Expressive Arts and Design

Through this area of learning, the children will have opportunities to:

- explore colour and colour mixing.
- express ideas and feelings through making marks.
- explore different materials using all their senses to investigate them.
- develop their own ideas and then decide which materials to use to express them.
- join different materials and explore different textures.
- engage in simple pretend play in the home corner and outdoor areas.
- begin to develop complex stories using small world equipment like animal sets, dolls and houses.
- exploration with the sounds of instruments.
- sing rhymes and songs to develop rhythm and dynamics.
- listen to the sound events made with music for the seaside.
- learn how the different instruments sound in the orchestra.

Nursery: Summer 2 2023

