



Be all you can be
Hayes School

Nursery Curriculum Plan: Summer 1 2024

The Big Question: What are our Magic Moments?



Responsibility Success Aspirations Resilience **Discovery** Friendship



Be all you can be
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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 2024

Learning Experience Context and Outcome

In this half term, we will be looking at witches, wizards, fairies - everything that holds a little bit of magic! We will be making our very own magic potions, magic wands and of course magic cloaks. We will be reading stories such as; Winnie the Witch, Room on the Broom, Meg and Mog and the Princess and the Wizard.

We will be considering our own magic moments within our learning, discoveries and achievements. Also anything magical happening in our own lives.





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Learning Experience Context and Outcome

- This topic will spark Children's interest and lead into opportunities for fantasy and role play or exciting explorations.
- Magic is central to many traditional tales. There are Jack's magic beans, Aladdin's magic lamp and the fairy godmother's magic wand.
- Fantasy play that can stem from such tales allows young children to dabble with magic and take on the roles of goodies, baddies, monsters, witches, heroes, wizards and fairy godmothers.

“Through good play experiences, children can explore themes of hope and fear, good and bad, kindness and cruelty through our topic of Magic.”

“Aspects of science and natural phenomena may also appear magical to children, such as plant shoots popping from the ground, rainbows, making a blade of grass whistle and so on.”

Quotes from Nursery World.

BIG Question: What are our magic moments?

<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 Kim the Curious Cat?</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>Can you listen to You've Got a Friend in Me from Toy Story and say what makes a good friend?</p>	<p>How do you feel today?</p> <p>Can you think of another word for excited?</p> <p>Can you be a magician for the day?</p> <p>Can you tell a friend how you invented your magic trick?</p> <p>How do you think the magician did the trick?</p> <p>Can you remember the words for the spells in our stories?</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 explain how the magic has happened in the raisin and pop trick?</p> <p>How did the skittles blur their colours?</p> <p>Can you repeat a trick using a different resource?</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 the Magic Porridge Pot?</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.
- understand how to listen carefully and why it is important.
- develop their thinking.
- to take on their own learning.
- to reflect on our curiosity cube over the last few months.



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



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Prime Area: Personal, Social and Emotional Development

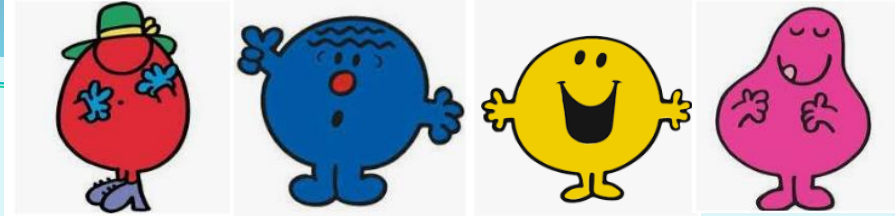
We will support children to develop in:

- 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.
- know how to help themselves and others when feeling upset.
- remember to use our rainbow breath technique when feeling frustrated.

We will be following the LifeWise scheme for this half term on linking to Discovery.



PSHE- key vocabulary - Emotions

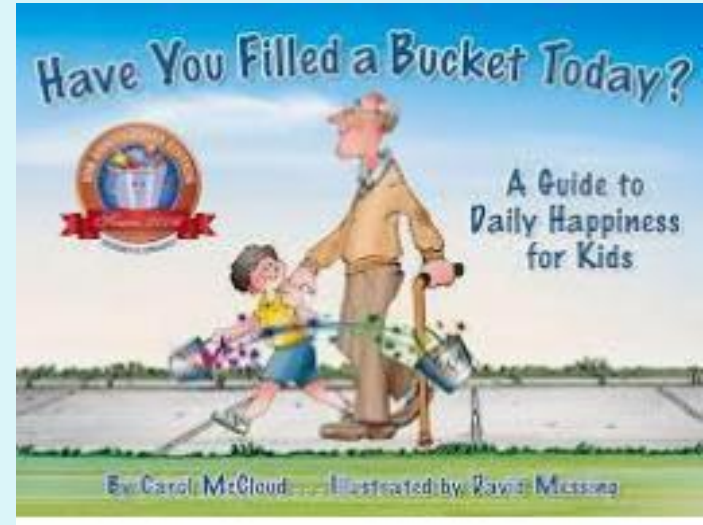


Emotions	Support your child to use other words to express themselves.
Mr Happy	cheerful, content, joyful
Mr Greedy	grasping, gluttonous, hungry
Mr Worry	nervous, anxious, fret
Little Scatterbrain	forgetful, dreamy, distracted
Mr Messy	untidy, mucky, dishevelled

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.





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Year Nursery: Summer 1 2024

Specific area: Literacy

This half term, we will be reading the story 'The Magic Porridge Pot'
The children will have opportunities to:

- explore the different seasons within this book.
- enjoy a range of stories.
- think about the resilience of the character.
- practise writing their name using the cursive letter formation.
- remember the order of events within our stories.
- 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.

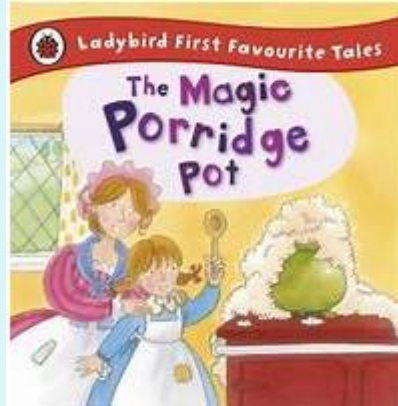


English- Texts

Main Text:

The Magic Porridge Pot by Alan MacDonald

A little girl is given a magic porridge pot, but one day when her mother forgets to stop it cooking, the whole town is soon filled with porridge.



Supporting texts:

Winnie the Witch
By Korky Paul

Winnie the Witch and Wilbur the cat get up to all sorts of adventures in this books. What happens when Winnie sits her Wilbur, or they lose the wand in the sea or when Winnie needs new glasses?

Key vocabulary

Magic

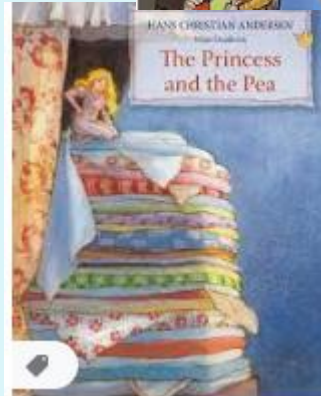
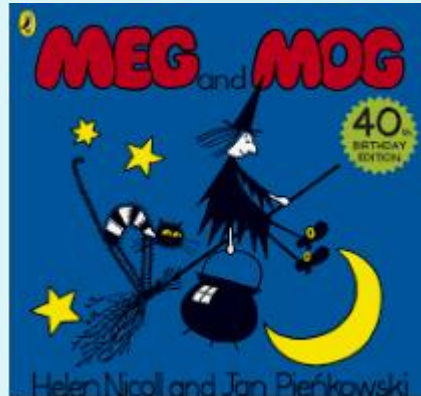
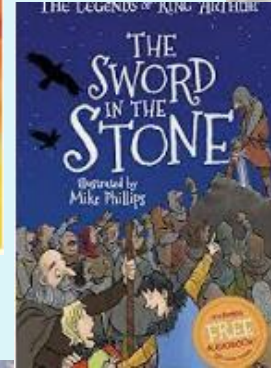
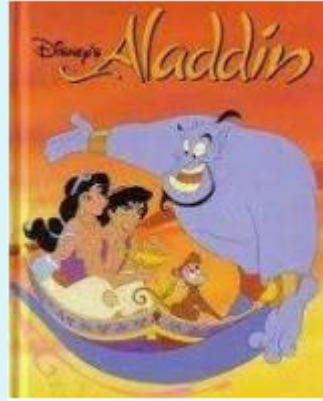
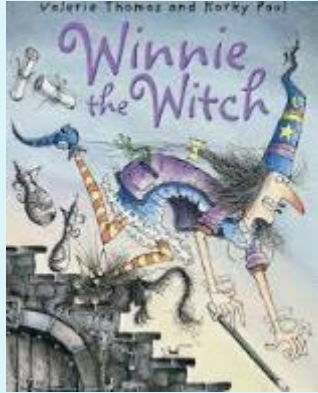
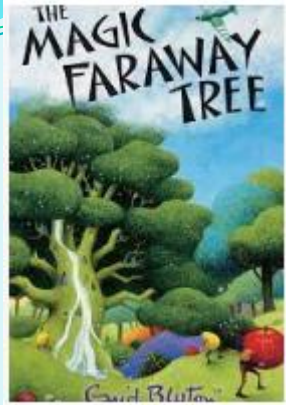
Tier One

Magic
Potions
Spell
Broomstick
Cat
Witch
wizard

Tier Two
Cauldron
Crystal ball
Trick
Wisdom
Wicked
Fantasy
Charm
Abracadabra

Tier Three
Bewitchment
Conjuring
Enchanter
Sorcerer
Warlock
Illusion

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.





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Year Nursery: Summer 1 2024

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.
- subitising to 5.
- exploring repeating patterns.
- money.
- addition and Subtraction.
- become secure with the conservation, cardinality and ordinality of 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.

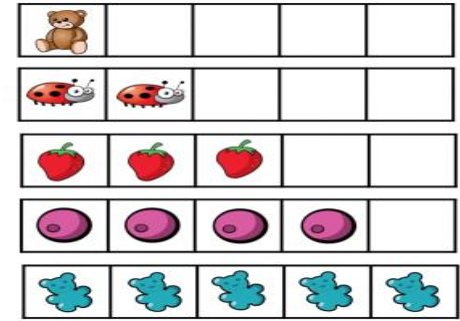


Maths- models and images

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.

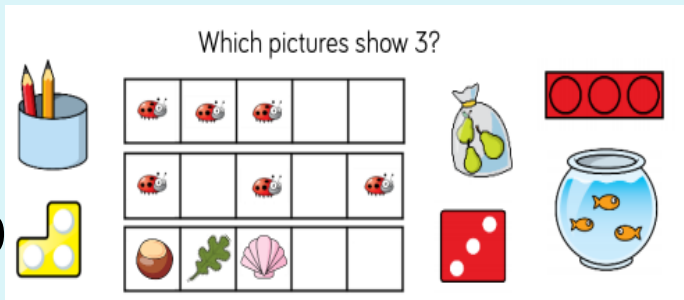
Maths- models and images

Ways to show numbers to 8.

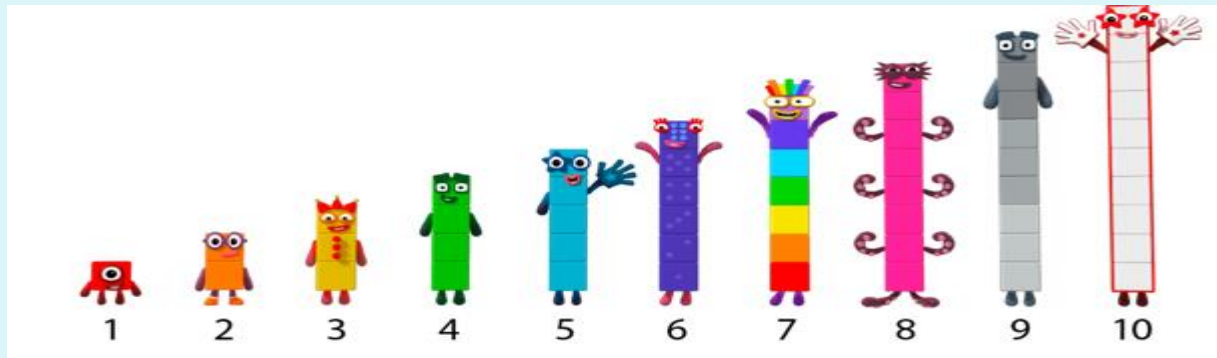


- Conservation of 10.
- Comparing amounts
- Problem solving within 10

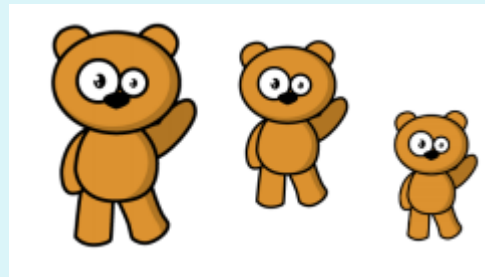
Problem solving



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.





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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.
- engage in simple pretend play in the home corner and outdoor areas.
- 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 story of the Magic Porridge Pot.
- learn how the different instruments sound in the orchestra.

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