

Curriculum Coverage:	Data Implications:	Special Focus:
<p><b>Communication and Language</b>            Understand 'why' questions like: "why do you think the caterpillar got so fat?"            Know many rhymes, be able to talk about familiar books and be able to tell a long story            Use longer sentences of four to six words            Be able to express a point of view and to debate when they disagree with an adult or a friend, using words as well as actions.</p>		<ul style="list-style-type: none"> <li>• N2 Preparation and transition to Reception Year</li> <li>• Read Write Inc Set 1 sounds and oral blending – Fred Games</li> <li>• Growing and change</li> </ul>
<p><b>Physical Development</b>            Start taking part in some group activities which they make up for themselves            Are increasingly able to use and remember sequences and patterns of movements which are related to music and rhyme            Collaborate with others to manage large items, such as moving a long plank safely or carrying large, hollow blocks.            Use a comfortable grip with good control when holding pens and pencils            Start to eat independently and learning how to use a knife and fork            Show a preference for a dominant hand            Make healthy choices about food, drink, activity and toothbrushing</p>	<p><b>Core Rhymes:</b></p> <ul style="list-style-type: none"> <li>• 1,2,3,4,5 Once I Caught a Fish Alive</li> <li>• Here is the Beehive</li> <li>• Down at the Station</li> <li>• Miss Polly Had a Dolly</li> </ul>	<p><b>Festivals/ Special Occasions:</b></p> <ul style="list-style-type: none"> <li>• Father's Day -18<sup>th</sup> June</li> <li>• Sports Day -</li> <li>• Eid – 21<sup>st</sup> April</li> </ul>
<p><b>PSED</b>            Develop their sense of responsibility and membership of a community</p>	<p><b>Core Texts</b>  <b>Summer 1:</b>  <b>Eid:</b></p> <ul style="list-style-type: none"> <li>• Rashads Ramadan and Eid-Ul-Fitr by Lisa Bullard</li> <li>• Under the Ramadan Moon by Sylvia Whitman</li> </ul> <p><b>Minibeasts:</b></p> <ul style="list-style-type: none"> <li>• Mad About Minibeasts by Giles Andreae</li> <li>• The Very Hungry Caterpillar by Eric Carle</li> <li>• From Caterpillar to Butterfly by Scholastic</li> </ul> <p><b>Summer 2:</b>  <b>Families:</b></p> <ul style="list-style-type: none"> <li>• Why I Love my Daddy by Daniel Howarth</li> <li>• I love my Daddy by Giles Andreae</li> </ul> <p><b>Under the Sea:</b></p> <ul style="list-style-type: none"> <li>• The Rainbow Fish by Marcus Pfister</li> </ul>	<p><b>Other Learning Experiences:</b></p> <ul style="list-style-type: none"> <li>• Sea Life Centre Trip</li> <li>• Father's Day Assembly and workshop</li> <li>• Eid Celebration</li> <li>• The Animal Man</li> <li>• Now Press play –Under the Sea and Minibeasts</li> <li>• Moving Up Assembly</li> <li>• Family Fun Afternoon</li> </ul>

<p>Help to find solutions to conflicts and rivalries Talk with others to resolve conflicts Do not always need adults to remind them of rules</p> <p><b>Literacy</b> Develop their phonological awareness, so that they can: spot and suggest rhymes, recognise words with the same initial sound such as money and mother Use some of their print or letter knowledge in their early writing Write some or all of their name Write some letters accurately</p>	<ul style="list-style-type: none"> <li>• Sharing a Shell by Julia Donaldson</li> <li>• There's a Hole in the Bottom of the Sea by Jessica Law</li> <li>• Commotion in the Ocean by Giles Andreae</li> <li>• The Snail and the Whale by Julia Donaldson</li> </ul>	
<p><b>Mathematics</b> Fast recognition of up to 3 objects, without having to count them individually (subitising) Link numerals and amounts Talk about and explore 3D shapes using informal and mathematical language Solve real world mathematical problems with numbers up to 5 Discuss routes and locations, using words like 'in front of' and 'behind' Make comparisons between objects relating to length, weight and capacity Extend and create ABAB patterns – stick, leaf, stick, leaf etc Notice and correct an error in a repeating pattern</p>	<p><b>Links to National Curriculum Areas:</b> <b>History:</b></p> <ul style="list-style-type: none"> <li>• Transition and Growing Up – We will talk about how we have changed since we started Nursery. We will talk about things we have done over the past year in Nursery.</li> </ul>	<p><b>Daily Routines:</b></p> <ul style="list-style-type: none"> <li>• End of year family celebration</li> <li>• Family trip with parents</li> <li>• Father's Day parent workshop and assembly</li> <li>• Transition to Reception</li> <li>• Eid celebrations</li> </ul>
<p><b>Understanding the World</b> Show interest in different occupations Plant seeds and care for growing plants</p>	<p><b>Geography:</b></p> <ul style="list-style-type: none"> <li>• Where is Eid celebrated? We will talk about what country we live in. We will talk about other countries that celebrate Eid. We will understand that there are other countries in the world. We will look at a world map.</li> <li>• Maps – We will discuss different oceans. We will look at where they are on a map.</li> <li>• Ocean animals – We will learn about who lives in the sea. We will talk about and describe some ocean animals. Where do these animals live?</li> </ul>	<p><b>English:</b></p> <ul style="list-style-type: none"> <li>• Writing names independently – We will write our name from memory using the correct letter formation (if fine motor skills allow)</li> <li>• Predicting how a story might end – We will have our own ideas about how a story might end based on imagination and previous experiences of stories.</li> <li>• Story telling using pictures – We will tell a simple story by looking at the pictures – in readiness for reading in reception and inference skills for comprehension.</li> <li>• Retell familiar stories – We will begin to build a repertoire of family stories that are known so well that children understand how stories are structured and can tell them independently.</li> <li>• Beginning to recognise letter sounds – We will be able to link some set one letter sounds to words especially m,a,s,d, t, l, n, p, g, o ,c,</li> </ul>

<p>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          Explore and talk about forces they can feel          Talk about the differences between materials and changes they notice</p>		<ul style="list-style-type: none"> <li>• Oral blending – We will be able to hear and decode simple cvc words including word time 1: at, dad, mad, mat, sat, sad. As well as everyday words like head, book, look, leg etc from fred=talk games.</li> <li>• Teach set 1 Read Write Inc Sounds – We will start to learn the sounds: m,a,s,d,t,l,n,p,g,o,c,k,u,b,f,l,e,h,r,j,v,y,w,z,q,x</li> </ul>
<p><b>Expressive Arts and Design</b>          Make imaginative and complex 'small world' with blocks and construction kits such as a city with different buildings and parks          Join different materials and explore different textures          Use drawing to represent ideas like movement or loud noises          Show different emotions in their drawings and paintings          Sing the pitch of a tone sung by another person          Sing the melodic shape of familiar songs          Play instruments with increasing control to express their feelings and ideas</p>	<p><b>Science:</b></p> <ul style="list-style-type: none"> <li>• Caterpillars – Insect Lore – Life cycles – We will understand the life cycle of a butterfly. (Observing the butterfly lifecycle by looking after caterpillars until they chrysalis and emerge as butterflies to be released into the wild.)</li> <li>• Animal habitats – We will compare habitats for a range of animals that we have learnt about (Ocean/ Farm/ Minibeasts)</li> <li>• Classifications – We will begin to understand that different animals can be categorised into different species.</li> </ul>	<p><b>Maths:</b></p> <ul style="list-style-type: none"> <li>• Naming and comparing shapes- We will be able to name a circle, triangle, square, rectangle and pentagon as well as some 3D shapes.</li> <li>• Subitising – We will be able to recognise an amount up to 3 without counting.</li> <li>• Count objects accurately using 1:1 correspondence – We will count objects accurately up to 5 accurately saying one number name for each object.</li> <li>• Recognise numbers 0-5 – We will recognise and say numbers 0-5 accurately.</li> <li>• Patterns – We will be able to continue and correct a simple ABAB repeating pattern.</li> <li>• Prepositions – We will use language to describe where an object is such as in front, behind, in, on and under.</li> <li>• Combining amounts- We will understand that the total number of items changes when something is added. For example, if 4 biscuits are on 1 plate and 2 on another plate recognising that the total number of biscuits</li> </ul>