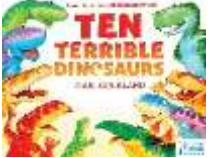



Rickleton Primary School Curriculum Map		Nursery	Cycle B Summer Term	
<b>ENGLISH</b>				
	<b>FICTION - NARRATIVE</b>	<b>NON-FICTION – LABELS/CAPTIONS AND INFORMATION POSTER</b>		
	Listen to simple stories, recalling much of what happens. To use storytelling language to tell a simple story.	Use a wider range of vocabulary. Use new vocabulary in different contexts. Give meaning to a range of marks that they make. Begin to write some recognisable letters.		
<b>PHONICS</b>				
<ul style="list-style-type: none"> <li>• Increase awareness of words that rhyme and develop knowledge of words that rhyme;</li> <li>• Talk about words that rhyme and produce rhyming words;</li> <li>• Recognise an initial sound;</li> <li>• Know that words can begin with the same sound;</li> <li>• Listen to the sounds at the beginning of words and hear differences between them;</li> <li>• Generate words that begin with the same sound as the stimulus word;</li> <li>• Develop oral blending and segmenting of sounds in words.</li> <li>• RWI – Begin to learn Set 1 sounds.</li> </ul>		<ul style="list-style-type: none"> <li>• Listen to phonemes within words and remember them in the order in which they occur.</li> <li>• Talk about the different phonemes that make up words.</li> <li>• Review and recap</li> </ul>		
<b>MATHS</b>				
<b>Number:</b> Numbers within 5, More and Fewer, Number Composition; <b>Measure, Shape and Spatial Thinking:</b> Sequencing, Position, 2D & 3D Shape.		<b>Number:</b> Number Composition, Problem Solving, Ten Town, Number Formation, Number Sequencing (Before and After), Numbers to 5 Problem Solving.		
<b>UNDERSTANDING THE WORLD</b>				
<b>The Natural World</b>	<b>People, Culture and Communities</b>		<b>Past and Present</b>	
<ul style="list-style-type: none"> <li>• Continue to develop the season of Spring leading into Summer, compare to other seasons and look for changes over time;</li> <li>• Plant seeds and care for growing plants;</li> <li>• Understand the key features of the life-cycle of a plant and an animal;</li> <li>• Begin to understand the need to respect and care for the natural environment and all living things;</li> <li>• Explore and talk about different forces they can feel;</li> <li>• Know that there are different countries in the world and talk about the differences they have experienced or seen in photos, focusing on Italy.</li> <li>• Observe seasonal changes that Summer brings, e.g. bees, flowers and the weather;</li> <li>• Talk about the differences between materials and changes they notices;</li> <li>• Know that there are different countries in the world and talk about the differences they have experienced or seen in photos, focusing on Holland.</li> </ul>	<ul style="list-style-type: none"> <li>• Continue developing positive attitudes about the differences between people;</li> <li>• Explore different festivals and celebrations, including St George’s Day, Eid Al-Adha, Shavuot and Wesak.</li> </ul>		<ul style="list-style-type: none"> <li>• To develop an understanding of life that came before themselves.</li> <li>• To understand a simple timeline and begin to plot key events, such as the dinosaurs and their own lives now.</li> <li>• Know and begin to understand the role of a superhero, including people who help us.</li> </ul>	
<b>RELIGIOUS EDUCATION</b>				
<ul style="list-style-type: none"> <li>• <b>Religions:</b> Buddhism</li> <li>• <b>Key Question:</b> How is Wesak celebrated?</li> <li>• <b>Religions:</b> Islam</li> <li>• <b>Key Question:</b> How do Muslims celebrate Eid-Al-Adha?</li> </ul>		<ul style="list-style-type: none"> <li>• <b>Religions:</b> Judaism</li> <li>• <b>Key Question:</b> How do Jews celebrate Shavuot?</li> </ul>		
<b>EXPRESSIVE ARTS &amp; DESIGN</b>				
<b>Creating with Materials</b>		<b>Being Imaginative &amp; Expressive</b>		
<ul style="list-style-type: none"> <li>• Join different materials and explore different textures;</li> <li>• Create closed shapes with continuous lines, and begin to use these shapes to represent objects;</li> <li>• Show different emotions in their drawings and paintings.</li> <li>• Draw with increasing complexity and detail, such as representing a face with a circle and including details;</li> <li>• Use drawing to represent ideas like movement and loud noises.</li> </ul>		<ul style="list-style-type: none"> <li>• Make imaginative and complex ‘small worlds’ with blocks and construction kits;</li> <li>• Create their own songs or improvise a song around one they know;</li> <li>• Play instruments with increasing control to express their feelings and ideas.</li> </ul>		
<b>PSHCE</b>				
<b>Becoming An Active Citizen</b> <ul style="list-style-type: none"> <li>• Develop their sense of responsibility and membership of a community;</li> <li>• Find solutions to conflicts and rivalries;</li> <li>• Talk with others to solve conflicts;</li> <li>• Be increasingly independent in meeting their own care needs;</li> <li>• Make healthy choices about food, drink, activity and toothbrushing.</li> <li>• Talk about their feelings using words like ‘happy’, ‘sad’, ‘angry’ or ‘worried’.</li> </ul>		<b>Moving On</b> <ul style="list-style-type: none"> <li>• Be increasingly independent in meeting their own care needs;</li> <li>• Make healthy choices about food, drink, activity and toothbrushing;</li> <li>• Talk about their feelings using words like ‘happy’, ‘sad’, ‘angry’ or ‘worried’;</li> <li>• Celebrate achievements throughout the year and think about transition to Reception.</li> </ul>		

COMMUNICATION AND LANGUAGE	PHYSICAL EDUCATION
<ul style="list-style-type: none"> <li>• Know many rhymes, be able to talk about familiar books, and be able to tell a long story;</li> <li>• Develop their communication but may continue to have problems with irregular tenses and plurals;</li> <li>• Develop their pronunciation but may have problems saying some sounds and multisyllabic words;</li> <li>• Start a conversation with an adult or a friend and continue it for many turns.</li> <li>• 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.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Athletics:</b> Moving in different ways, rolling, balancing, climbing over apparatus, develop core strength, co-ordination, agility;</li> <li>• Changing in to full PE kit.</li> <li>• Work co-operatively during ball skills sessions.</li> </ul>
<b>EVENTS, VISITS and VISITORS</b>	
Tiny Tweeties Dinosaur Theme/Pirate Sessions	