



# Seedlings Nursery

at Hampton Vale Primary Academy

## Nursery Curriculum Overview



	<i>Autumn</i>		<i>Spring</i>		<i>Summer</i>	
Half Term 1	<i>Marvellous Me</i>	<i>Awesome Autumn</i>	<i>Once Upon A Time</i>		<i>Under the Sea</i>	<i>Out of This World</i>
Half Term 2	<i>Dinosaurs</i>	<i>Winter Wonderland</i>	<i>Spring has Sprung!</i>	<i>Old MacDonald Had a Farm</i>	<i>Sizzling Summer</i>	<i>Beginning School</i>

# Early Years Curriculum Areas of Learning

The areas outlined below have been taken from the Early Years Statutory Guidance. The learning progression of each child can be divided into the areas below, and form a basis for a child's expected development. Within our Nursery we have taken these areas into account when planning for our own curriculum.

Communication & Language	Personal, Social & Emotional Development	Physical Development	Literacy
Mathematics	Understanding the World	Expressive Arts and Design	

## Additional Planned For Areas

In addition to the areas for learning outlined above we have also ensured that the areas below have also been carefully planned into our curriculum to ensure that what we have clear planned learning opportunities that take into account each of these

Safeguarding	Experiences/Special Events	Enabling Environment	Books
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Vocabulary

# Seedlings Safeguarding Curriculum - Health and Wellbeing

Healthy Lifestyles	Growing & Changing	Keeping Safe
<p><b>Healthy Living:</b></p> <ul style="list-style-type: none"> <li>- eating,</li> <li>- sleeping</li> <li>- dental hygiene</li> <li>- hygiene: cleanliness and germs, importance of exercise</li> </ul>	<p><b>Naming Anatomy:</b></p> <p>head, shoulders, arms, elbows, chest, legs, knees, ankles, feet, eyes, ears, mouth, nose, eyebrows.</p>	<p><b>People We Trust:</b></p> <ul style="list-style-type: none"> <li>- stranger danger</li> <li>- understanding the roles that different adults will play in children's lives</li> <li>- emergency services</li> <li>- who can I talk to if something is worrying me?</li> </ul>
<p><b>Positive Self Image &amp; Identity:</b></p> <ul style="list-style-type: none"> <li>- what makes me special?</li> <li>- what makes me different?</li> <li>- why am I unique?</li> <li>- what makes other people special?</li> </ul>	<p><b>Physical Growth:</b></p> <ul style="list-style-type: none"> <li>- What changes has my body gone through from being a baby to now?</li> <li>- Life cycle of a human (baby - child - adult - old age)</li> </ul>	<p><b>Asking For Help:</b></p> <ul style="list-style-type: none"> <li>- what can I do by myself?</li> <li>- when do I need help?</li> <li>- what should I do if I need help?</li> <li>- developing independence</li> </ul>
	<p><b>Change:</b></p> <ul style="list-style-type: none"> <li>- knowing that life does not stay the same &amp; being able to identify common changes (eg. transition to school or moving house)</li> <li>- Understanding common feelings associated with change (feeling worried, nervous, excited)</li> <li>- Coping with change strategies</li> </ul>	<p><b>Staying Safe Outside:</b></p> <ul style="list-style-type: none"> <li>- Road safety</li> <li>- Water safety (in particular lakes around Hampton)</li> <li>- Fireworks Safety</li> </ul> <p><b>Staying Safe in the Home:</b></p> <ul style="list-style-type: none"> <li>- Common risks in the home (burns, electricity, fire, water, medicines, household products).</li> </ul>

# Seedlings Safeguarding Curriculum - Relationships Curriculum

Feelings & Emotions	Healthy Relationships	Valuing Differences
<p><b>Communication:</b></p> <ul style="list-style-type: none"><li>- Children to understand there are appropriate ways of speaking to each other, and to recognise this</li><li>- To know that we don't use unkind words</li><li>- To be encouraged to speak openly and freely about how they are feeling</li></ul>	<p><b>The Importance of Family and Friends:</b></p> <ul style="list-style-type: none"><li>- People within a family &amp; their roles</li><li>- Not all families look the same</li><li>- Other people we have special relationships with</li><li>- Celebrating the relationships we have with our families</li></ul>	<p><b>Celebrating Similarities &amp; Differences:</b></p> <ul style="list-style-type: none"><li>- We all have our own likes and dislikes</li><li>- We celebrate our similarities and our differences</li><li>- Understanding some of the belief systems of different people</li><li>- Knowing that we treat everybody equally</li></ul>
<p><b>Recognising and Managing My Own Feelings and Emotions:</b></p> <ul style="list-style-type: none"><li>- Identify different emotions</li><li>- Understand when we might feel different things</li><li>- Know that it is ok to feel a variety of emotions</li><li>- Strategies for managing negative emotions</li></ul>	<p><b>Actions, Behaviour &amp; Consequences:</b></p> <ul style="list-style-type: none"><li>- Establishing rules of the nursery</li><li>- What good choices look like</li><li>- Knowing that my words and actions can affect other people</li></ul>	<p><b>Stereotypes:</b></p> <ul style="list-style-type: none"><li>- Knowing that anybody is welcome to play with any toy</li><li>- Our likes and dislikes are all personal to us, and we are in control of what we like</li><li>- We are all welcome to be friends with anyone</li><li>- Using inclusive language at all times</li><li>- Colours are for anyone</li></ul>
<p><b>Building Resilience:</b></p> <ul style="list-style-type: none"><li>- Supporting children to be as independent as possible</li><li>- Supporting children to resolve conflict</li></ul>	<p><b>Being A Good Friend:</b></p> <ul style="list-style-type: none"><li>- Understanding the qualities of a good friend</li><li>- Celebrating friendships &amp; the positive impact they have</li></ul>	<p><b>Equality &amp; Diversity:</b></p> <ul style="list-style-type: none"><li>- We use inclusive language at all times</li><li>- We know that everybody is treated equally</li><li>- Ensuring that children are exposed to cultures different from their own, and that all children recognise their own culture is reflected in our nursery</li></ul>

# Seedlings Safeguarding Curriculum - Citizenship & British Values Curriculum

Leadership & Responsibility	Sustainability	Community
<p><b>My Rights:</b></p> <ul style="list-style-type: none"><li>- To know that all children have the right to decide their own likes and dislikes</li><li>- To know that all children have the right to be happy and cared for</li><li>- To know that all children have the right to be treated equally</li></ul>	<p><b>Looking After the World Around Us:</b></p> <ul style="list-style-type: none"><li>- To know that we have a responsibility to look after the world around us, and we can do this by:<ul style="list-style-type: none"><li>➤ Putting our litter in the bin</li><li>➤ Recycling waste</li><li>➤ Not using too much water</li><li>➤ Looking after animals &amp; wildlife</li><li>➤ Walking as much as possible, instead of using cars</li></ul></li></ul>	<p><b>Contributing to our Community in Hampton:</b></p> <ul style="list-style-type: none"><li>- Building meaningful links with the care homes in Hampton</li></ul>
<p><b>My Responsibilities:</b></p> <ul style="list-style-type: none"><li>- All children have responsibility for their behaviour and the way they treat others</li><li>- All children have responsibility to the positive contribution they make to our nursery setting</li></ul>		



Autumn Term Curriculum



Within this topic the children will be learning about what makes people special and unique; celebrating similarities and differences; expressing likes and dislikes; friendships; functions of the human body and staying healthy. The children will be doing this by reading a variety of books that are based on these themes, and then taking part in carefully planned activities that will further their understanding. The environment will also be designed to allow for children to extend and apply their knowledge further through play and interaction with nursery staff.

**What do we want children to know and do?**

**Vocabulary:**

**What makes me special?**

- All people are unique and have their own individual likes, dislikes, and personal qualities
- To be able to identify their own set of skills and qualities
- To be able to identify and celebrate similarities and differences they may have with their friends
- To be able to confidently express their own likes and dislikes
- To be able to identify what they would like to get better at
- To know that individuals can like and play with any toy regardless of gender (addressing stereotypes)

Special, unique, same, different

**How can I be a kind friend to others?**

- To know the importance of sharing, and to be able to share with others
- To know what being kind to others looks like, and establish what are our rules are for respectful conduct within nursery
- To identify what we should do if times of conflict arise with others and understand what forgiveness looks like

Sharing, respect, kind, forgiveness, sorry

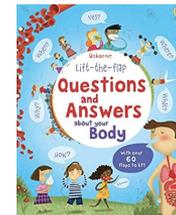
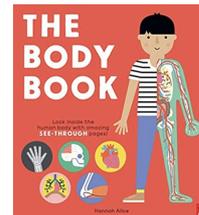
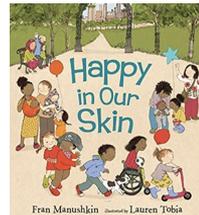
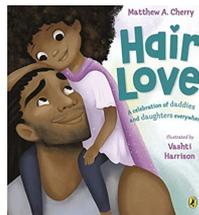
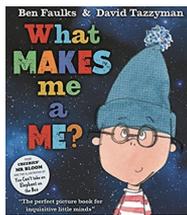
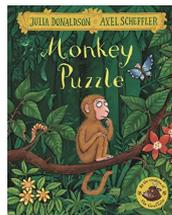
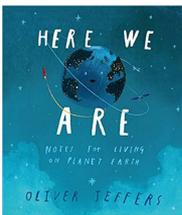
**What can my body do?**

- To be able to name common internal & external body parts, including understanding the physical difference between boys and girls (*see safeguarding curriculum*).
- To understand the functions of key body parts
- To know that sometimes we feel unwell, and may need to visit a doctor
- How to stay physically healthy (*see safeguarding curriculum*).
- Understand how their body has changed so far in their lifetime, and the life cycle of a human

Anatomical body parts, humans, healthy



**Curriculum Books:**



Question:	Experiences/Events:	Safeguarding Coverage:	Topic Role Play Theme:
What makes me special?	Seedlings Has Got Talent! Children to be invited to share a special talent with each other on stage!	<ul style="list-style-type: none"> <li>- Positive Self Image &amp; Identity</li> <li>- Addressing Gender Stereotypes</li> <li>- Establishing rules &amp; routines of the nursery</li> </ul>	<ul style="list-style-type: none"> <li>- Art Gallery to showcase self-portraits</li> <li>- Create a theatre for children to practise being performers</li> </ul>
How can I be a kind friend to others?	Kindness Detectives - staff/children to take it in turns to be designated kindness detectives looking for children displaying the kind and respectful behaviours the children have been learning about.	<ul style="list-style-type: none"> <li>- Healthy relationships: being a good friend</li> <li>- Collaborative working</li> <li>- Forming positive relationships</li> </ul>	
What can my body do?	Have a dentist come into nursery to talk to children about dental hygiene.	<ul style="list-style-type: none"> <li>- Healthy Living</li> <li>- Naming Anatomy</li> <li>- Physical Growth</li> </ul>	<ul style="list-style-type: none"> <li>- Dentist Surgery</li> <li>- Doctor Surgery/Hospital</li> <li>- Gym</li> </ul>



Within this topic the children will be learning about seasonal autumn changes; keeping safe in the dark; road safety; stranger danger; staying safe when using bicycles and scooters, as well as nocturnal animals. The children will be doing this by reading a variety of books that are based on these themes, and then taking part in carefully planned activities that will further their understanding. The environment will also be designed to allow for children to extend and apply their knowledge further through play and interaction with nursery staff.

**What do we want children to know and do?**

**Vocabulary:**

**What seasonal changes happen in autumn?**

There are four seasons: spring, summer, autumn, and winter.  
 In the autumn the leaves on some trees change colour to orange, red or brown, and they begin to fall to the floor.  
 In autumn the weather turns cooler.  
 Be able to identify which clothes we would need to wear in autumn, and why.  
 The daylight hours are shorter, and the darkness hours are longer in autumn.  
 Know that some animals are nocturnal, and this means they sleep during the day and are awake at night

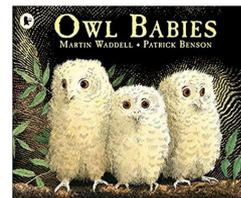
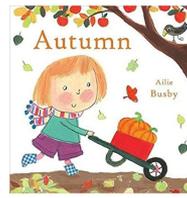
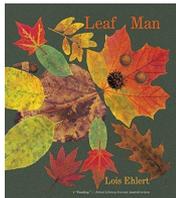
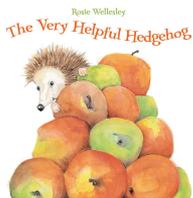
Seasons,  
 autumn, trees,  
 weather, rain,  
 wind, cloudy,  
 night/day,  
 nocturnal

**How can I stay safe in the dark?**

In the autumn it becomes dark earlier in the day.  
 To stay safe we need to wear bright clothes, or clothes that have light reflective materials  
 Understand the importance of road safety, and how to safely cross the road  
 Understand the importance of staying safe when using bicycles or scooters (helmets, lights, crossing roads, staying close to a parent, being safe in a busy area)  
 Know who to identify as a stranger, and the rules for interacting with strangers (stranger danger)  
 How to stay when trick or treating.

Safe/risk,  
 bright/dark,  
 night/day,  
 crossing road

## Curriculum Books:





Within this topic the children will be learning about dinosaurs. An important part of this topic is learning about the concept of the past, and that things were in existence before the children were born. The children will be doing this by reading a variety of books that are based on these themes, and then taking part in carefully planned activities that will further their understanding. The environment will also be designed to allow for children to extend and apply their knowledge further through play and interaction with nursery staff.

### What do we want children to know and do?

### Vocabulary:

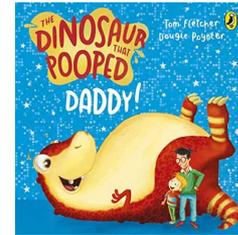
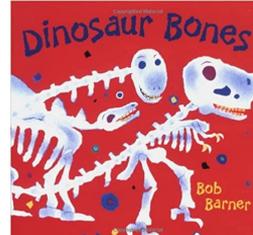
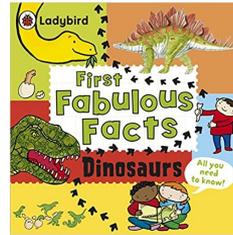
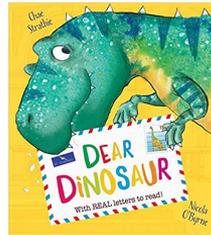
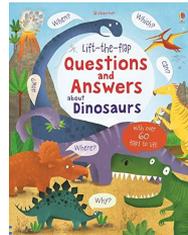
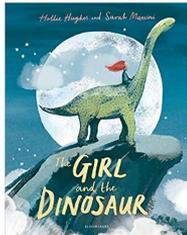
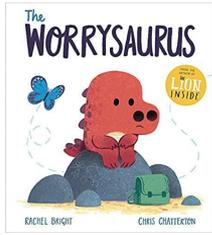
#### What were the dinosaurs?

- To know that dinosaurs lived in the past
- To know that dinosaurs are extinct
- To know that humans and dinosaurs were not alive at the same time
- Some dinosaurs only ate meat: **carnivores**
- Some dinosaurs only ate plants: **herbivores**
- Some dinosaurs ate both meat and plants: **omnivores**
- Features of a dinosaur - head, body, sharp teeth, sharp claws, scales, tail
- Dinosaurs were born by hatching out of eggs
- To be able to name some common dinosaurs (tyrannosaurus rex, diplodocus,
- To know that dinosaur bones can sometimes still be found in the ground

Dinosaurs,  
extinct,  
carnivores,  
herbivores,  
omnivores,  
claws, scales, tail



## Curriculum Books:



Question:	Experiences/Events:	Safeguarding Coverage:	Topic Role Play Theme:
<p><b>What were the dinosaurs?</b></p>	<ul style="list-style-type: none"> <li>- Find a dinosaur egg in nursery</li> <li>- Go on a dinosaur hunt, by following a trail of prints</li> <li>- Create papier mache dinosaurs</li> <li>- Adult to dress up as Raptor Rex and visit the children in nursery to read a dinosaur story and give the children information about different dinosaurs.</li> <li>- Create a physical timeline in nursery showing the children the scale of the past, and how far in distance present day is from the last known time dinosaurs existed.</li> </ul>	<p><b>Life Cycles/Change:</b></p> <ul style="list-style-type: none"> <li>- Understanding the concept of the past, and that there was life before the children were born</li> </ul> <p><b>Asking For Help:</b></p> <ul style="list-style-type: none"> <li>- what can I do by myself?</li> <li>- when do I need help?</li> <li>- what should I do if I need help?</li> </ul>	<p>- Create a dinosaur cave with artefacts and fossils.</p>

Within this topic the children will be learning about seasonal winter changes, as well as the Christian celebration of Christmas. The children will be doing this by reading a variety of books that are based on these themes, and then taking part in carefully planned activities that will further their understanding. The environment will also be designed to allow for children to extend and apply their knowledge further through play and interaction with nursery staff.



**What do we want children to know and do?**

**Vocabulary:**

**What seasonal changes happen in winter?**

Revisit the knowledge that there are four seasons: spring, summer, autumn, and winter. Know that In the winter some trees have no leaves on them, so they look bare. Know that winter has the coldest weather: the temperature is at its lowest, which means that we can often have snow, frost and ice. To stay warm outside in the colder weather we need to wear more layers, including a warm coat, hat, scarf and gloves. *Encourage children in their independence to put these items of clothing on by themselves.* Be able to compare and sort similarities and differences between autumn and winter. Know that when the temperature is 0 degrees centigrade water turns from a liquid to a solid. Learn about some of the animals that live in cold places, and how their bodies have adapted to living in colder temperatures.

Hot/cold, frozen, temperature, snow, ice, liquid, solid.



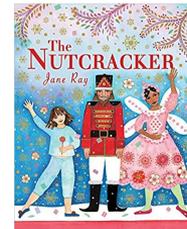
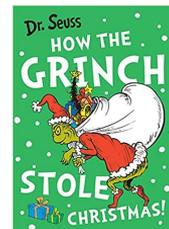
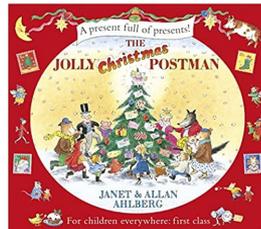
**Why do Christians celebrate Christmas?**

Know that Christians believe in a religion called Christianity  
 Know that on Christians celebrate Christmas in December  
 Know that Christians believe that Christmas is the celebration of Jesus' birth.  
 Know what the nativity story is, and be able to retell it.  
 Know the different ways in which Christians celebrate Christmas in the UK and compare to different traditions around the world.

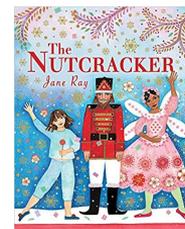
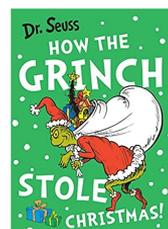
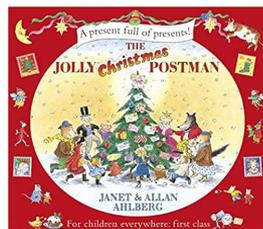
Christmas, celebration, religion, belief, God, Jesus, nativity.



### Curriculum Books:



## Curriculum Books:



### Question:

### Experiences/Events:

### Safeguarding Coverage:

### Topic Role Play Theme:

**Why do Christians celebrate Christmas?**

- Have a visit from Father Christmas
- Act out the nativity
- Hold a carol singing event for parents to attend
- Make Christmas cards for family and friends
- Make and decorate the nursery Christmas tree.
- Visit the local Church

### Recognising and Managing My Own Feelings and Emotions:

- Identify different emotions
- Understand when we might feel different things
- Know that it is ok to feel a variety of emotions
- Strategies for managing negative emotions

- Create a Santa's Grotto area
- Create a stable for children to act out the nativity scene





Spring Term Curriculum

## Once Upon A Time...

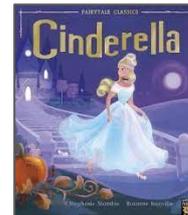
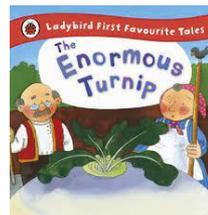
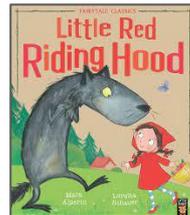
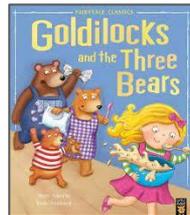
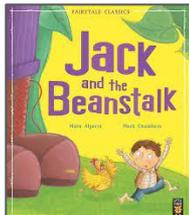
Within this topic the children will be learning about traditional tales as well as learning about family relationships, and celebrating cultural diversity. The children will learn about the changes in nature during the spring, and comparing these differences to autumn and winter. Within this topic children will also learn about family relationships, including understanding that not all families look the same. The children will be doing this by reading a variety of books that are based on these themes, and then taking part in carefully planned activities that will further their understanding. The environment will also be designed to allow for children to extend and apply their knowledge further through play and interaction with nursery staff.

### What do we want children to know and do?

Each week the children will have a weekly focus on a different fairy tale or traditional tale. Throughout the week the children will be immersed in activities that support their vocabulary, allow them to role play and retell the story, as well as take part in learning activities related to the story.

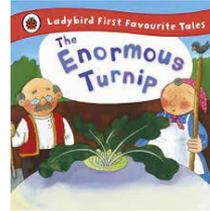
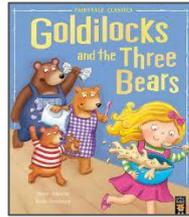
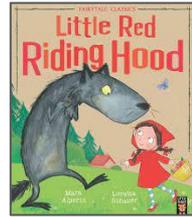
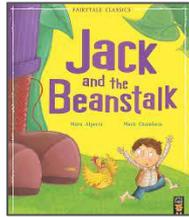
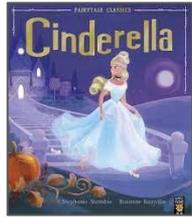
Within each traditional tale the children will learn about the characters, make predictions about what may happen next, learn and discuss moral aspects to the specific stories, sequence the main events, as well as take part in activities linked to the stories that will extend their learning further.

### Curriculum Books:



# Once Upon A Time...

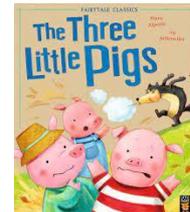
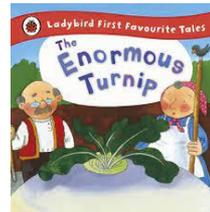
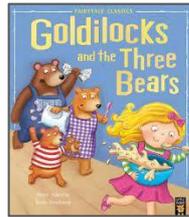
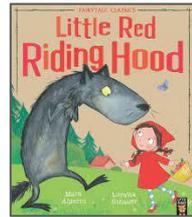
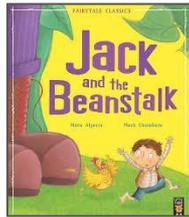
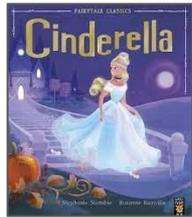
## Curriculum Books:



Book:	Experiences/Events:	Topic Role Play Theme:	Safeguarding Coverage:
Cinderella	<p>Invite the prince to visit the children and set them the task of finding Cinderella for him by giving the children her lost shoe and seeing if they can find an adult it fits!</p> <p>Have a ball and invite Cinderella and the Prince!</p>	Create Cinderella's castle for children to role play the story.	<p><b>Importance of Healthy Living:</b></p> <ul style="list-style-type: none"> <li>- A balanced diet - why fruit and vegetables are good for us.</li> <li>- Hygiene: cleanliness and germs, importance of exercise</li> </ul>
Jack and the Beanstalk	<p>Read the children the story of Jack and the Beanstalk before creating a huge beanstalk in the nursery for the children to find the next day.</p> <p>Children to hunt for golden eggs around school.</p>	Create the giant's castle in the role play area allowing children to retell the story	

# Once Upon A Time...

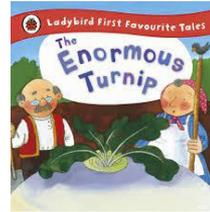
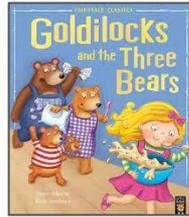
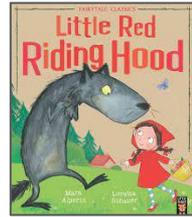
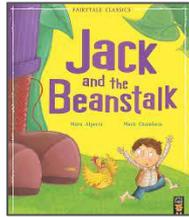
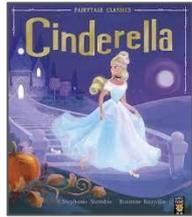
## Curriculum Books:



Book:	Experiences/Events:	Topic Role Play Theme:	Safeguarding Coverage:
Little Red Riding Hood	Children to go on a mission finding clues to deliver a package to a given adult. When the children are lead into the Forest School area they meet the wolf!	Create a forest area for children to role play and act out the story.	<b>Importance of Healthy Living:</b> - A balanced diet - why fruit and vegetables are good for us.
Goldilocks and the Three Bears	Goldilocks visits the nursery overnight and makes a big mess! Children to come into nursery with lots of mess, and together they have to tidy it all up. Children can then make porridge for Goldilocks in order to lure her back into nursery so they can explain to her why her behaviour needs to be amended.	The Three Bears Cottage - children to use the space to retell and act out the story.	- Hygiene: cleanliness and germs, importance of exercise

# Once Upon A Time...

## Curriculum Books:



Book:	Experiences/Events:	Topic Role Play Theme:	Safeguarding Coverage:
The Enormous Turnip	Bring lots of fruits and vegetables into nursery for children to look at and taste.  Create turnip soup as a healthy snack!	Create an indoor garden centre where children can plant their own large turnips.	<b>Importance of Healthy Living:</b> - A balanced diet - why fruit and vegetables are good for us.
The Three Little Pigs	Children to build their own stick, brick and straw houses in the Forest School area.	Create the pigs houses for children to retell the story and role play being the different characters.	- Hygiene: cleanliness and germs, importance of exercise





Within this topic the children will be learning about seasonal spring changes, as well as learning about family relationships, and celebrating cultural diversity. The children will learn about the changes in nature during the spring, and comparing these differences to autumn and winter. Within this topic children will also learn about family relationships, including understanding that not all families look the same. The children will be doing this by reading a variety of books that are based on these themes, and then taking part in carefully planned activities that will further their understanding. The environment will also be designed to allow for children to extend and apply their knowledge further through play and interaction with nursery staff.

**What do we want children to know and do?**

**Vocabulary:**

**What seasonal changes happen in spring?**

Revisit the knowledge that there are four seasons: spring, summer, autumn, and winter.  
Know that in spring the temperatures begin to get warmer  
Know that some trees grow blossom before growing their leaves again  
Identify some of the first plants that grow as spring begins (daffodils, tulips, snowdrops)  
Be able to compare and sort similarities between autumn, winter and spring.  
Help to look after any growing plants in our outdoor area  
Be able to name the common parts of plants (leaves, stem, petal, flower)  
Know what plants need to survive (nutrients, water, sunlight, air, protection from the extreme weather)

Spring, blossom, daffodils, tulips, snowdrops, leaves, stem, petal, flower, nutrients, water, sunlight, air

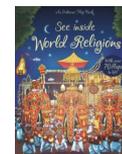
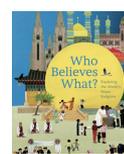
**Which religious festivals are celebrated within our nursery?**

Children to understand that within our nursery we have children whose families celebrate different religious beliefs.  
Children to know that this means children do not celebrate the same religious festivals.  
Spend time focusing on learning about Eid, Diwali, Easter, Baisakhi and Hanukkah. For each celebration children to learn the name of the religion, why the festival is celebrated, as well as take part in traditions associated with the festival.

Eid, Diwali, Easter, Baisakhi and Hanukkah



### Curriculum Books:



**Question:**

**Experiences/Events:**

**Safeguarding Coverage:**

**Topic Role Play Theme:**

**What seasonal changes happen in spring?**

- Go on a spring walk in the local area
- Hold a mother's day event for women with significant roles in the lives of the children
- Allow children to look after the plants in the school environment
- Invite someone with gardening knowledge to talk to the children about looking after plants

- The Importance of Family and Friends:**
- People within a family & their roles
  - Not all families look the same (including examples)
  - Other people we have special relationships with
  - Celebrating the relationships we have with our families

- Create a garden centre inside the nursery environment where children can make their own plants, plant seeds, and label plants.

**Which religious festivals are celebrated within our nursery?**

- Invite different religious leaders to come in and talk to children about their respective religious festivals.
- Have different celebration days where children can dress in their traditional cultural clothing, and invite all children to take part in different activities related to the different festivals.

- Equality & Diversity:**
- We use inclusive language at all times
  - We know that everybody is treated equally
  - Ensuring that children are exposed to cultures different from their own, and that all children recognise their own culture is reflected in our nursery.

- Have different items related to the religions and their festivals for children to explore.



Within this topic the children will be learning about why farms are important, as well as the animals that live on the farm. The children will also learn about staying safe outside around water, as well as learn about common risks in the home. The children will be doing this by reading a variety of books that are based on these themes, and then taking part in carefully planned activities that will further their understanding. The environment will also be designed to allow for children to extend and apply their knowledge further through play and interaction with nursery staff.

**What do we want children to know and do?**

**Vocabulary:**

**Why are farms so important?**

- Know that farms keep animals to provide food and produce for people
- Know that farms grow crops that are used within our food
- Understand a simplified process of how food travels from farm to plate
- Know that farms create materials from animals that can be used for clothing (wool)
- Know that milk comes from cows
- Farms help to support the environment by looking after the land in the countryside
- Know that farms are usually found in the countryside
- Be able to discuss the difference between rural and town or city locations

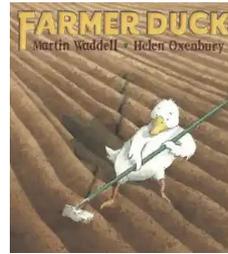
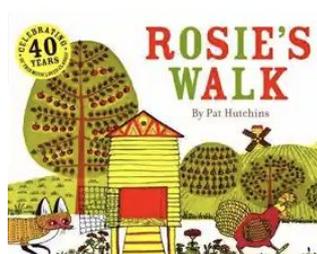
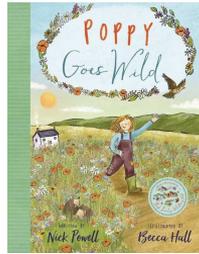
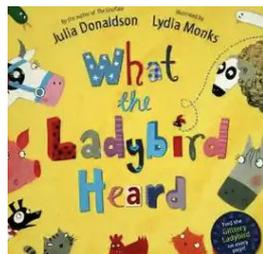
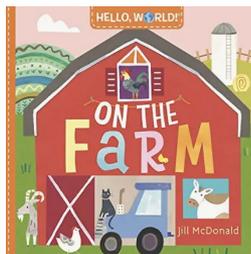
Farm, animal, food, milk, crops, countryside, rural, town, city

**Who lives on the farm?**

- Know that farmers are responsible for running a farm - feeding and looking after the animals, as well as planting and harvesting the crops
- Be able to name common British farm animals (cows, sheep, horses, pigs, ducks, chickens)
- Be able to identify what the animals need to be looked after well
- Be able to name common baby animals associated with the farm
- Be able to sing a variety of nursery songs

Farmer, cow/calf, sheep/lamb, horse/foal, pig/piglet, duck/duckling, chicken/chick,

Curriculum Books:





Summer Term Curriculum



Within this topic the children will be learning about why the seas are so important, the animals that live within them, as well as why the seas need our protection from pollution. Within this topic children will also revisit the idea of sustainability, and learn about simple things they can do to make a difference on their carbon footprint. The children will be doing this by reading a variety of books that are based on these themes, and then taking part in carefully planned activities that will further their understanding. The environment will also be designed to allow for children to extend and apply their knowledge further through play and interaction with nursery staff.

### What do we want children to know and do?

### Vocabulary:

#### What lives in the sea?

Be able to identify: whale, shark, jellyfish, crabs, dolphin, octopus, seal, seahorse, lobster and fish.  
Learn about each of the above animals, including which oceans they like to live in and what they like to eat.  
Know that there are also living organisms such as the coral reef that also live in the sea.

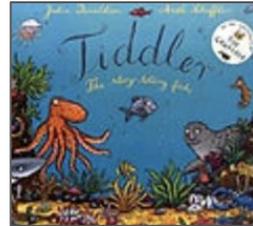
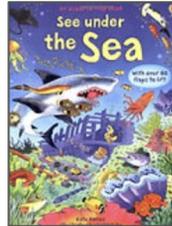
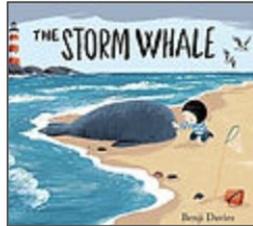
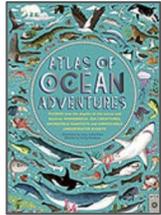
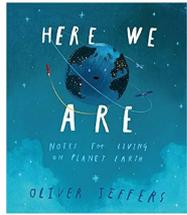
whale, shark, jellyfish, crabs, dolphin, octopus, seal, seahorse, lobster and fish.

#### Why do the seas need our help?

Know that pollution means putting something into the environment that doesn't belong there, such as litter.  
Understand that rubbish and plastic materials are polluting the seas, as well as the wider environment  
Know what the impact of the pollution has on the sea animals  
Understand what plastic is, and how we can dispose of it properly through recycling  
Learn about the importance of recycling and how this helps the environment

Pollution, litter, environment, recycling, plastic

## Curriculum Books:



Question:	Experiences/Events:	Safeguarding Coverage:	Topic Role Play Theme:
<p><b>What lives in the sea?</b></p>	<ul style="list-style-type: none"> <li>- Have 'Scuba Steve' come to visit the children to discuss the sea animals and sustainability</li> </ul>	<p><b>Sustainability. Revisit the importance of:</b></p>	<p>Create an aquarium area for children to showcase their own sea animals. Children can role play visiting the aquarium, as well as being tour guides.</p>
<p><b>Why do the seas need our help?</b></p>	<ul style="list-style-type: none"> <li>- Create a sea inspired mosaic out of recycled materials</li> <li>- Create a video to share with the school about the importance of recycling to protect our oceans</li> </ul>	<ul style="list-style-type: none"> <li>Putting our litter in the bin</li> <li>Recycling waste</li> <li>Not using too much water</li> <li>Looking after animals &amp; wildlife</li> <li>Walking/biking/scootering as much as possible, instead of using cars</li> </ul>	

Within this topic the children will be learning about space, planets, stars and space travel. The children will also be learning about the emergency services. The children will be doing this by reading a variety of books that are based on these themes, and then taking part in carefully planned activities that will further their understanding. The environment will also be designed to allow for children to extend and apply their knowledge further through play and interaction with nursery staff.



**What do we want children to know and do?**

**Vocabulary:**

**What is it like in space space?**

Know that we live on a planet called Earth  
 Earth is in space which contains other planets and stars  
 Know that in space there is no gravity (the force that keeps everything on the ground on earth).  
 Know that the sun is a star which is essential to life on earth  
 Know that the moon can be seen during night time, and the sun can be seen during the daytime  
 Be able to identify and name some of the planets within our galaxy: Mercury, Venus, Earth, Mars, Jupiter, Saturn and Neptune.  
 In space there is the International Space Station where

Gravity, planet, star, day/night, sun, moon, Mercury, Venus, Earth, Mars, Jupiter, Saturn and Neptune.

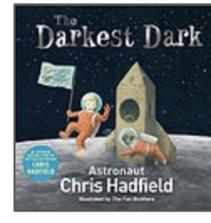
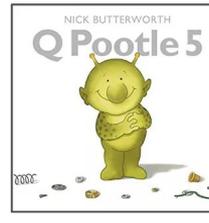
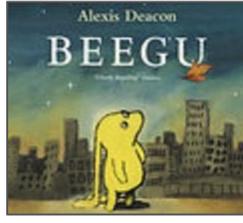
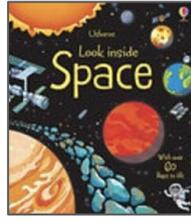
**How can we get to space?**

Know that astronauts travel into space to undertake different missions that usually involve science experiments, and to learn more about space  
 Astronauts have to wear special suits so that they can breathe and be kept warm  
 To get to space you have to travel in a specially built spacecraft  
 Know that Neil Armstrong was the first person to take a step onto the moon.

Spacecraft, astronaut,



**Curriculum Books:**



Question:	Experiences/Events:	Safeguarding Coverage:	Topic Role Play Theme:
<p><b>What is it like in space space?</b></p>	<p>Take children on a visit to space! Create a spacecraft visit by positioning the children to sit on a chair facing the whiteboard, and play a video of a spacecraft launching into space.</p>	<p><b>People We Trust:</b></p> <ul style="list-style-type: none"> <li>- Understanding the roles that different adults will play in children's lives</li> <li>- role of the emergency services</li> <li>- who can I talk to if something is worrying me?</li> </ul>	<p>- Re-create the ISS for children to role play being astronauts.</p>
<p><b>How can we get to space?</b></p>	<p>Invite different emergency services into nursery to discuss their roles, show children their vehicles, and explain what to do in an emergency.</p>		

Within this topic the children will be learning about seasonal summer changes, sun safety, and summer activities. The children will be doing this by reading a variety of books that are based on these themes, and then taking part in carefully planned activities that will further their understanding. The environment will also be designed to allow for children to extend and apply their knowledge further through play and interaction with nursery staff.



**What do we want children to know and do?**

**Vocabulary:**

**What seasonal changes take place in the summer?**

Revisit the knowledge that there are four seasons: spring, summer, autumn, and winter.  
 Know that in summer temperatures are at their warmest  
 Know that some trees are at their fullest with leaves and some are beginning to grow fruit which will be harvested in the autumn  
 Be able to compare and sort similarities between autumn, winter and spring and summer.  
 There are lots of insects, bees and butterflies due to the flowers that are in bloom  
 Know how bees contribute to the ecosystem and why they are so important within nature  
 Help to look after any growing plants in our outdoor area

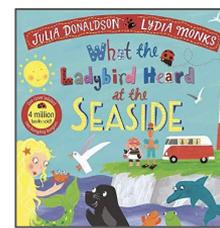
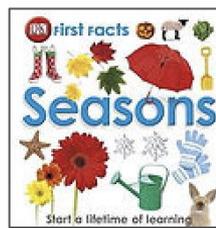
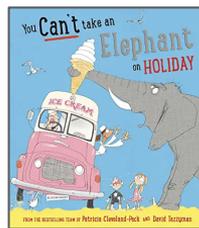
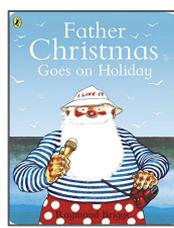
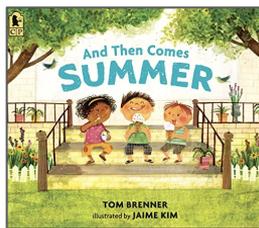
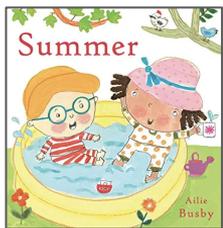
spring, summer, autumn, winter, leaves, fruit, insects, bees, butterflies

**What activities do people do in the summer?**

Know about different leisure activities people take part in during the summer months: different types of holidays, trips to the beach, visiting the park, etc.  
 Learn about different types of transport: ferries, airplanes, coaches, trains, cars.

Leisure, holidays, beach, ferries, airplanes, trains, coaches, cars,

## Curriculum Books:



Question:	Experiences/Events:	Safeguarding Coverage:	Topic Role Play Theme:
<p><b>What seasonal changes take place in the summer?</b></p>	<ul style="list-style-type: none"> <li>- Go on a summer walk to observe the changes in nature during the summer</li> <li>- Take children on a summer holiday trip! Invite children to come into nursery with their suitcases, go through the 'airport' and board a plane to a destination of their choosing. Children to spend the day 'on holiday' taking part in holiday activities, before returning home on the airplane.</li> </ul>	<p><b>Sun Safety:</b></p> <p>Know how to stay safe in the sun by applying sun cream, wearing a hat, and avoiding the sunshine during the hottest part of the day.</p>	<p>Travel agency - children to role play being travel agents and customers through choosing destinations they would like to visit.</p>
<p><b>What activities do people do in the summer?</b></p>			



Within this topic the children will be learning about starting school and learning to navigate change. The children will be doing this by reading a variety of books that are based on these themes, and then taking part in carefully planned activities that will further their understanding. The environment will also be designed to allow for children to extend and apply their knowledge further through play and interaction with nursery staff.

## What do we want children to know and do?

## Vocabulary:

### What will starting school be like?

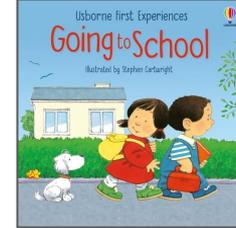
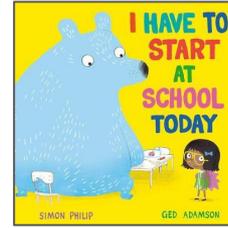
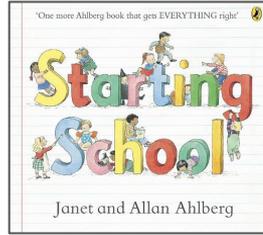
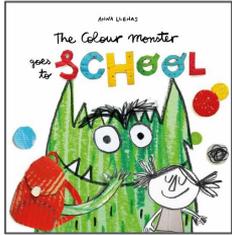
Know that after nursery, all children begin school and they will be going into reception.  
 Children to learn they will have a teacher, and will learn in a classroom.  
 They will have their own tray and peg to keep their belongings.  
 Know about similarities and differences between nursery and school.  
 Know what some of the learning may look like in reception (eg. learning to read and write).  
 Give children the opportunity to ask questions and discuss any concerns or worries they may have.

School,  
 reception,  
 teacher, lessons,  
 classroom, tray,  
 peg.

### How can I be prepared for reception?

Know how to take care of self through: getting dressed independently, looking after own belongings, keeping safe by following setting rules and routines, and being open-minded to new challenges and change.  
 Know that changes will happen throughout a person's life, and be able to identify some of the changes they have already successfully navigated in their life so far.  
 Discuss what a child should do if they feel worried about the changes, and coping strategies for dealing with change.

## Curriculum Books:



## Question:

## Experiences/Events:

## Safeguarding Coverage:

## Topic Role Play Theme:

**What will starting school be like?**

Invite a reception teacher to come and talk to the children about how exciting starting school is, explain what school will be like, and answer any questions the children may have.

**Change:**

- know that life does not stay the same & being able to identify common changes (eg. transition to school or moving house)
- Understanding common feelings associated with change (feeling worried, nervous, excited)
- Coping with change strategies

Create a classroom allowing children to role play the role of teacher, as well as pupil, and experience life in the classroom.

**How can I be prepared for reception?**

Children to have a graduation ceremony to celebrate their time in nursery, and wish them well in their new school.

