

Summer Term 1

**Cultural capital celebrations – Caring for creatures – minibeasts. Transition prep to primary school may begin
Thrive within my setting and develop my love for learning**

Knowledge and skills: -

- Continue to explore the continuous provision areas and use the equipment and resources safely and appropriately.
- Play co-operatively with my friends - sharing, taking turns, kind hands, kind feet and what our teeth are for, etc.
- Work with adults during WellComm, carpet sessions and small group work and embed my learning through the continuous provision.
- Build on my relationships with adults and peers through the nursery daily routines. Participate fully in groups - e.g. WellComm, Red Rose Phonics, Storytime, Forest School, Yoga, snack time, and continuous provision.
- Awareness of keeping themselves safe - wearing sun cream when outside, putting a sun hat on.
- Awareness of how their immediate environment changes in the summer - flowers and grass grows, trees grow leaves and blossom, it is warmer outside, more birds flying around and singing, not dark when they go to bed or get up in the morning, new bugs around.
- Past and Present - recall of special events e.g. Easter celebrations, Eid
- Develop an awareness of:- rhythm e.g. move in time to a beat - (Hedgehogs) Rhyme and alliteration, blending and segmenting words (Owls & squirrels).
- Understand what print is. Realise that their name card and words are made up of different letters. Focus on their initial letter sounds.
- Begin to compare sizes as things start to grow - Use the terms bigger / est, smaller / est etc.
- Learn about habitats and where minibeasts like to live.
- Understand about the lifecycle of minibeasts.
- Count up to 10 or beyond if possible e.g. spots on a ladybird, legs on a spider.
- Move creatively like a minibeast in different directions and ways showing control and co-ordination in my movements.

For new starters: -

- Home visit and visit to nursery with my parents / carers.
- Discuss who I am and what's special to me (my family, my interests, my experiences, my friends,) - Look at my 'All about Me'
- Learn about the key people in my room, the continuous provision indoors and out, staying safe in nursery and what is expected of me to help me learn.
- Develop a sense of belonging - learn who will teach me and where all my belongings live in nursery.
- Begin to build relationships with adults and peers around me.

Vocabulary:

hotter, summer, sun, sun cream, sun hat, flowers, leaves, trees, petals, stem, root, Planting, growing, bug hunting, minibeasts, minibeast names e.g. ladybird, dragon fly, worms, snails, bees, wasps, flies, woodlouse, beetle.

Room Books:

Colour Monster
Owl Babies (Owls)
Squirrel's Busy Day (Squirrels)
Hedgehog Hearts (Hedgehogs)

Core Rhymes:

Traditional Nursery Rhyme book and puppets and cards
Twinkle Twinkle
Baa Baa Blacksheep
Incey Wincey Spider

For further breakdown of curriculum steps for 'step down' see previous term or 'step up' see next term

Rockwood Curriculum Summer Term 1 and 2

	<p>Core Books Hedgehogs I love bugs by Emma Dodd. THE VERY HUNGRY CATERPILLAR - looking at life cycles, days of the week and foods - in particular fruits There's a Little Caterpillar on a Leaf</p>	<p>Miss Polly Tommy Thumb Wheels on the Bus 5 Little Ducks Hickory, Dickory, Dock I am Listening Open, Shut them Forest School is Lots of Fun..... I am Listening... Open, Shut them....</p>
<p>Red Rose Phonetical Awareness: Hedgehogs Phase 1 - aspect 1 - Environmental Sounds Phase 1 - aspect 2 - Instrumental Sounds Phase 1 - aspect 3 - Body Percussion</p> <p>Owls and Squirrels Phase 1 - aspect 5 - Alliteration</p>	<p>Owls and Squirrels The very lazy ladybird. WHAT THE LADYBIRD HEARD - animal homes; animal sounds; revisit rhyming words and look at alliteration with Lanky Len and Hefty Hugh WHAT THE LADYBIRD HEARD NEXT - animal homes and sounds: alliteration and looking at S with the snugly snerd - explore nonsense On the Ning Nang Nong</p>	<p>Interest rhymes: We're going on a picnic.... There's a worm at the bottom of the garden</p>

Summer Term 2

**Cultural capital celebrations e.g. Summer holidays - Eid-ul-Adha, Father's Day, trips abroad, transition to school.
 Nursery trip for school leavers - Farm life**

Knowledge and skills:-

- Continue to respect books and enjoy listening to stories. Make up stories from pictures and retell familiar stories focussing on the sequence of the story using pictures, books, costumes to dress up as characters - take on a role, introduce narratives in our play, re-enact familiar stories.
- Understand how the weather continues to change - warmer, sunnier, brighter, rainy, different clothes required. Continue to keep safe in the summer i.e. sun cream etc.
- Extend knowledge of simple rhymes and songs.
- Hear and say initial sounds in words. Link these sounds to other words.
- Understand about the lifecycle butterflies.
- Understand that things will be changing soon - transition to Owls / Squirrels / School. Prepare themselves for this.

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- Understand the passage of time - yesterday, today, tomorrow, days of the week.
- S, a, t, p, i, n. (Owls and Squirrels)
- Understand about going on a trip - staying safe on a trip, with an adult, sensible on the bus, listen to what you have to do.
- Knowledge of farm life - looking after the animals, what each animal is called / looks like / likes to eat / where they live / how to look after them, what foods you get from farm animals.
- Confidently use the correct terms to compare sizes.
- Think about special people in our lives - particularly Dad's.
- Awareness of their wider community - holidays to other towns / countries. Transport to get there.
- Be school ready - do things by myself e.g. coat, dress, undress, shoes on / off.
- Control my movements to show creativity and coordination when moving from place to place (Prep for PE at school)
- Use a range of tools safely to achieve a desired effect e.g. scissors, pencil, screw driver, knife.

<p>Vocabulary. Caterpillar, butterfly, cocoon, chrysalis. school, teacher, uniform, Farm, farmer, bus, farm animal names e.g. cow, horse, donkey, chicken, sheep, goat. Milk, eggs, cream. (food made from farm animals). Tractor. Holidays, transport, airport, aeroplane, train, car, boat, sea, beach, sand, swim.</p>	<p>Core Books: Owls, Squirrels and Hedgehogs. The Very Hungry Caterpillar</p> <p>Hedgehogs LOOK WHAT I'VE FOUND - Explore Summer and Seaside adventures - what can you find at the seaside</p> <p>Owls and Squirrels Colour monster goes to school. WHAT THE LADYBIRD HEARD ON HOLIDAY - exploring zoo animals with characters we are now familiar with. Seasonal change - now Summer. Emotions, WHAT THE LADYBIRD HEARD AT THE SEASIDE - Exploring Summer and Seaside. Revisit alliteration. Compare all four books discuss favourites and why.</p>	<p>Interest Rhymes: There's a tiny caterpillar on a leaf Days of the Week 5 Caterpillars sitting on a leaf Old MacDonald had a farm.</p>
<p>Red Rose Phonetical Awareness: Hedgehogs Phase 1 - aspect 1 - Environmental Sounds Phase 1 - aspect 2 - Instrumental Sounds Phase 1 - aspect 3 - Body Percussion</p> <p>Owls and Squirrels Phase 1 - aspect 6 - Voice Sounds Phase 1 - aspect 7 - Oral Blending and Segmenting</p>		

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	<u>2-3 YEARS</u>	<u>3-4 YEARS</u>
<p>CL (I know...)</p>	<p><u>New starters -</u> Listening & Attention</p> <ul style="list-style-type: none"> • How to listen and pay attention for a short period of time when I am interested • How to show an interest or demonstrate a reaction to the sounds around me • How to respond to an interested adult outside my family. • How to show an awareness and interest in others by watching or wanting to join in when I am interested in something • How to focus on an activity I choose (own agenda) for a short period of time (rigid attention) • How to pay attention to someone although I can be easily distracted by what is going on around me. • How to respond to music by moving my body • How to enjoy simple finger plays or baby rhymes on a 1:1 basis • How to stop and look at the teacher when they say my name and show interest in all the sounds around me • That I prefer my own activities to ones suggested by someone else. • How to identify some of the sounds that I can hear e.g. a dog barking. • How to respond to adult who is giving commentary to my play. • How to respond to simple instructions sometimes. • How to respond to my name <p>Understanding</p> <ul style="list-style-type: none"> • Some single words in context e.g. cup, milk • How to develop pretend play e.g. banana for a phone • That sometimes I need visual cues/gestures to aid understanding 	<p>AS FOR ESTABLISHED TWOS WITH LESS ADULT SUPPORT +</p> <p>Listening & Attention</p> <ul style="list-style-type: none"> • How to show interest in what others have to say • How to listen attentively to stories • How to retell familiar stories • How to listen and respond appropriately to others in conversation • How to focus my attention • How to join in with an activity suggested by another child • I am beginning to join in with stories and repeated refrains <p>Step up</p> <ul style="list-style-type: none"> • How to take turns in conversations and respond to what I hear • How to suggest what might happen next in a familiar story • I am beginning to make links with different experiences e.g. when someone talks about holidays I recall a trip to the beach/funfair • How to listen attentively in a range of situations and respond appropriately • How to apply two channelled attention • How to do 2 things at once e.g. play with playdough and talk about a past experience • I am beginning to ask questions about what they hear • How to listen and extend conversations <p>Understanding</p> <ul style="list-style-type: none"> • I am beginning to respond to complex instructions • The terms what/where/why • I am beginning to respond to complex instructions. • How to start to understand a range of emotions and communicate why they or someone else feels like that • A range of emotions • Quantities such as many/few/most

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- What 'no' & object is e.g. no water in the cup
- Some simple adjectives such as dirty/big etc
- How to understand 3-word level 'wash dolly's hair'
- What big/little is
- What the function of objects are in role play e.g. pretend to drink
- I am beginning to respond to repetitive key vocabulary and events e.g. tidy up time
- Some simple words e.g. stop (at tidy up time, drink or snack time)
- The function of simple vocabulary, including verbs
- Some simple verbs
- Some simple instructions in context e.g. get your coat

Speaking

- How to use single words in context.
- How to communicate using one and sometimes two or more words together.
- That all communication will be valued by the adults caring for me.
- How to communicate in a range of ways (expression, gesture and words) and gain attention by doing so.
- How to copy new gestures, sounds and words and use them
- How to use in and on at the simplest level.
- How to add 'ing' to a verb
- How to use 'big' and 'little'
- How to copy familiar expressions, 'all gone', 'oh dear'

- What long & short are
- Why, cause and effect
- The terms his/her
- The terms first and last
- The pronouns they/their
- What the same and different are

Step up

- The term 'when'
- That things that go together are not always the same e.g. foods - fruit and veg
- How to use knowledge and experiences to widen my experiences by asking relevant questions & discussing with others
- The term after
- The terms either/or
- What the functions of objects are
- How to ask appropriate questions to further my knowledge
- What simple jokes and play on words are
- A range of emotions
- How to make predictions
- The days of the week
- The terms who/why/where/when/how

Speaking

- How to share my experiences with recall, clarity and expression.
- A wide range of words and phrases that they can use in a variety of ways.
- How to use sentences with 4 words or more.
- How to use comparatives (bigger, smaller)
- How to use opposites
- How to use pronouns correctly

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- How to communicate my wants and needs with adults in a way that is assessable to me (gesture and words)
- How to use some doing words when communicating.
- How to use spoken vocabulary to interact with others at single- or two-word level.
- How to join in with actions of songs/rhymes.

Established children

Listening & Attention

- How to focus and listen with minimal distraction for a short amount of time when I am interested
- How to apply single channelled attention
- How to show interest in others but can be easily distracted
- How to become totally absorbed in my play and appear to ignore adults
- I am beginning to respond appropriately to simple instructions with less verbal clues when I choose to
- I am beginning to show an interest in books and simple stories

Understanding

- How to understand simple sentences
- Somewhat, where and who questions
- How to develop the concepts of positional language, such as, in, on, under
- How to respond to a question that requires a yes or no answer
- How to sort things that go together

Speaking

- How to ask simple questions, such as, what or where? and can use a wide range of vocabulary.

- How to use language socially in groups and in play.
- How to take turns when having a conversation.

Step up

- How to share my thoughts and ideas with others, showing understanding of grammatical rules.
- How to use a wide vocabulary effectively and with confidence in a range of situations
- How to use talk to clarify my thinking and predict what may happen next.
- I am beginning to use language creatively when playing, using different volumes and sometimes accents for the different characters.
- Have an awareness of humour and have the ability to retell an incident with understanding of why it was funny.
- How to attend, understand and verbally communicate their needs, thoughts and ideas.
- How to use language to talk about current, past and future events using grammatically correct speech more and more.
- Some emotional vocabulary.
- How to use question words - where, what, who and how?
- How to use positional language - behind, in front
- Some size vocabulary and know how to use superlatives (biggest)
- How to tell/make up a joke or nonsense rhyme.
- Some of the sounds in words and enjoy playing around with these sounds, exploring rhythm, rhyme and phonics

For further breakdown of curriculum steps for 'step down' see previous term or 'step up' see next term

Rockwood Curriculum Summer Term 1 and 2

	<ul style="list-style-type: none"> • How to use sentences of 3 words or more • How to communicate, interact and turn take, particularly with their key adult in play. • I am beginning to use the words in songs and rhymes I enjoy. • How to use 'under' • How to use simple plurals • How to use colours and other adjectives <p><i>Step up to 3s Autumn</i></p>	
<p>PSED (I know...)</p>	<p><u>New starters -</u> Self Regulation</p> <ul style="list-style-type: none"> • <i>How to leave my parent/ carer and come into nursery with increasing confidence.</i> • How to show some independence when playing - e.g. making choices of what to play with, experimenting with what an object can do. • How to defend my own possessions with determination. • How to concentrate on a self-chosen activity for 2 minutes. <p>Managing Self</p> <ul style="list-style-type: none"> • <i>I am confident enough to enter new environments and meet new people.</i> • How to explore the environment looking at what is around me with increasing interest. • How to help to take my coat off / put it on. • How to lift my legs / bottom when my nappy is being changed. • How to engage in hand washing activities with adult help. • I show very little awareness of danger. 	<p>AS FOR ESTABLISHED TWOS WITH LESS ADULT SUPPORT +</p> <p>Self Regulation</p> <ul style="list-style-type: none"> • <i>How to express, understand and control a range of emotions.</i> • I am more independent with my self-help skills. • How to show pride in my own work. • How to develop my own self- esteem. • How to show affection to others. • I am more outgoing in less familiar situations. • How to remember and follow rules and routines and understand why we have them. <p>Step up:-</p> <ul style="list-style-type: none"> • <i>How to remember and follow rules and routines and understand why we have them.</i> • I have sense of humour. • How to show empathy for others. • How to select and use resources with little help. • How to talk about my feelings in more detail e.g. "I feel sad because.....". • How to use more detailed words to label emotions e.g. furious, anxious, upset • <i>I am confident, resilient and independent in a variety of situations.</i> • I am self-motivated and will have a go.

For further breakdown of curriculum steps for 'step down' see previous term or 'step up' see next term

Rockwood Curriculum Summer Term 1 and 2

<p>Building Relationships</p> <ul style="list-style-type: none">• I am aware of other people in the room, adults in particular e.g. smile at them, gesture / ask for help.• How to play alone but like to know a familiar adult is close by.• I am beginning to respond to others in the room - verbally or non-verbally. <p>Established children</p> <p>Self Regulation</p> <ul style="list-style-type: none">• I am beginning to show effortful control e.g. toileting, waiting for a turn and resisting the strong impulse to grab what I want and push my way to the front.• How to concentrate on a self- chosen activity for up to 3 minutes. <p>Managing Self</p> <ul style="list-style-type: none">• I am showing growing independence generally and awareness of dangers - I may stop myself from doing something that could hurt me or others.• How to use a toilet with adult help.• How to wash my hands with growing independence.• I am beginning to express my own needs e.g. needing the toilet, hungry, hot / cold.• How to use a spoon and possibly a fork well when eating <p>Building Relationships</p> <ul style="list-style-type: none">• I am beginning to form friendships with my peers.• I am beginning to co-operate with others.• I try to share and turn take with resources with adult support.	<ul style="list-style-type: none">• I am a valued individual.• How to concentrate on adult led activities for up to 5 minutes. <p>Managing Self</p> <ul style="list-style-type: none">• How to manage my own needs with little help from others.• How to dress and undress myself appropriately for inside and out.• How to use the toilet with little or no help. <p>Step up:-</p> <ul style="list-style-type: none">• How to manage my own needs independently - coat on / off, shoes on / off, feed myself appropriately using the correct utensils when required toileting• How to share resources, ideas and my interests with others.• I have a positive sense of self.• Am motivated to learn.• I am aware of boundaries.• How to talk about the importance of regular health routines, brushing their own teeth, eating healthily, having a good sleep routine, sensible 'screen' time, being a safe pedestrian. <p>Building Relationships</p> <ul style="list-style-type: none">• How to help others.• How to draw on my own experiences in my play.• How to lead others in play.• How to respond appropriately to other people's ideas in play.• How to participate in snack preparation.• How to assist my friend to complete something. <p>Step up:-</p> <ul style="list-style-type: none">• How to play co-operatively with other children, developing friendships, some of which may be special friendships.• How to assist adults with familiar chores.
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Rockwood Curriculum Summer Term 1 and 2

<ul style="list-style-type: none"> • How to engage in parallel play and co-operative play with support <p><i>Step up to 3s Autumn</i></p>	<ul style="list-style-type: none"> • How to join in make believe play with one child or more. Play well with others sharing and turn taking with them. • How to choose my own friends. • How to comfort others who are distressed. • How to be sociable, friendly and kind to others. • How to share and turn take with others confidently. • I think about the perspectives of others.
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<p>PD (I know...)</p>	<p><u>New Starters</u></p> <p>Gross Motor</p> <ul style="list-style-type: none"> • How to negotiate the space around me and explore how my body moves. • How to climb confidently onto low level objects. • How to move my body in different ways - run, walk, jump with 2 feet together, dance. • I am beginning to show signs that I need the toilet. • How to dig in the sandpit, mud, allotment. • How to use containers for filling and emptying • How to copy simple large actions e.g. run, jump, dance, wiggle, crawl, clap. • How to sit on a trike and know that pushing with my feet on the ground will propel it. <p>Fine Motor</p> <ul style="list-style-type: none"> • How to pick equipment up confidently - using a palmer grip. • How to stack objects on top of each other e.g. build a tower with small bricks, put stacking blocks on top of each other. • How to join 2 Duplo blocks together. 	<p>AS FOR ESTABLISHED TWOS WITH LESS ADULT SUPPORT +</p> <p>Gross Motor</p> <ul style="list-style-type: none"> • How to negotiate the space and move the body in differing speeds and directions - under, over, through, fast, slow. • I know I need to keep practising and improving my skills, reflecting on my activities and refining them. • How to move across the balance beam in different ways e.g. sideways, backwards slithering, crawling. • How to balance on a 2-wheeler balance bike and steer it around the track accurately. • How to catch a small ball. • How to throw, catch, kick, aim, pass, bat a ball. • How to remember sequences of movements. • How to work in teams. • How to understand and follow extended language for movements - gallop, slither, copy others actions, • How to remember a sequence of movements and put them together. <p>Fine Motor</p> <ul style="list-style-type: none"> • How to focus on precision and accuracy when writing, painting and drawing. • How to form letters correctly for my name and can write other familiar letters
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For further breakdown of curriculum steps for 'step down' see previous term or 'step up' see next term

Rockwood Curriculum Summer Term 1 and 2

- I am beginning to make marks using various equipment e.g. in malleable resources and pen, paper and paint.

Established children

Gross Motor

- How to explore movement and sensory experiences independently.
- I am beginning to use large equipment with control: -
 - To climb up and over the climbing wall pyramid
 - To balance on the beam while holding an adult's hand.
 - To balance on the swing while being pushed by an adult / child.
 - To try to pedal a small trike around the track.
 - To catch a large ball
- How to co-ordinate my body to assist with dressing and undressing. - e.g. put on / take off my wellies for outdoors, help the adult when putting my coat on, co-operate when I have my nappy or clothes changed.
- How to start selecting the clothing I need (apron or wellies etc) for myself and dress with adult support
- I am beginning to pour my own drinks with help from an adult.
- How to move my body to music.
- Begin to climb on different equipment e.g. up the trees, on the larger frames in the front garden, and move safely over uneven surfaces.

Fine Motor

- I have the strength in my hands to enable me to manipulate objects with control.
- I am beginning to manipulate smaller tools using some pincer grip control e.g. tweezers, pegs, pens, threading lace / pipe

- How to cut along a straight or wavy line or around a shape using scissors carefully, holding them in one hand.
- How to fasten clothing - e.g. zip on coat, buttons on clothes, Velcro on shoes
- How to help prepare the fruit at snack time using a safety knife to help cut the fruit for snack.
- I show control with mark-making tools moving towards a tripod grip, drawing recognisable pictures and models.
- How to try and tie my shoe laces.

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	<p>cleaner (things that need holding in 1 hand and threading the object on with the other.</p> <ul style="list-style-type: none">• How to pour my own drink at snack time.• How to hold scissors in 1 hand and try to snip paper• How to fasten the Velcro on my shoes.• How to try to fasten buttons on my clothes.• I am beginning to control a knife e.g. spread butter on toast, help cut fruit. <p><i>Step up to 3s Autumn</i></p>	
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Rockwood Curriculum Summer Term 1 and 2

<p><u>LIT</u> (I know...)</p>	<p><u>New Starters</u></p> <p>Comprehension</p> <ul style="list-style-type: none"> • I am interested in actions and sounds both in rhymes and repetitive stories. • How to stop and be aware when a familiar rhyme is sung in the classroom • I am interested in books, turn the pages one by one. <p>Word Reading</p> <ul style="list-style-type: none"> • How to explore books both on my own and with an adult. • Sounds that I hear and will sometimes ask "What's that?" • I enjoy making sounds - with a spoon and pan for example. • When adults are reading stories within the continuous provision and maybe stop and listen for a while. • That you can look at a book and it can be interesting and enjoyable. • That a book has meaning through words and/or pictures • I am interested in the rhyme of the week card. • I enjoy looking at a picture in a book with a familiar adult for a short period of time. • Where to find a book. • That books are kept in a special place. <p>Writing</p> <ul style="list-style-type: none"> • How to gain control in my gross motor skills and enjoy simple fine motor challenges • How my body moves and am beginning to gain control over the movements I make. • A variety of textures, and see what happens when I use my hands/fingers • How to explore different types of media. 	<p>AS FOR ESTABLISHED TWOS WITH LESS ADULT SUPPORT +</p> <p>Comprehension</p> <ul style="list-style-type: none"> • I am listening attentively to stories I am interested in, recalling events and joining in with refrains. • I am beginning to recognise the emotions in a book and how it makes me feel. • How to enjoy sharing books with my friends. <p>Step up :-</p> <ul style="list-style-type: none"> • I am beginning to understand story structure and sequencing when I tell my own stories. • How to seek out information from books or digital sources. • How to describe in detail a story, discussing the plot and the characters' feelings. • How to use story language in play • How to offer my own ideas and comments on the stories being read to me. <p>Word Reading</p> <ul style="list-style-type: none"> • How to identify two words which rhyme. • How to read/recognise simple words which are meaningful to them such as their friends' names and members of their family. • I am beginning to recognise words which I am beginning with the same sound. • I am beginning to recognise letters with particular significance to them. <p>Step up :-</p> <ul style="list-style-type: none"> • Enjoy playing with words and I am beginning to understand concepts such as rhyming, alliteration and letter sounds. • How to say the phonemes in a CVC word and I am beginning to blend them together; c-a-t • That letters are used to write words and written words carry meaning, both for pleasure and information
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Rockwood Curriculum Summer Term 1 and 2

- How to use a palmer grip but activities will be encouraging a thumb and finger grip
- Equipment will encourage use of one hand.
- How to experiment with mark making equipment on a large scale.

Established children

Comprehension

- **How to sing nursery rhymes and songs**
- I am beginning to show an interest in the refrains in traditional/repetitive stories - e.g. blow when the wolf huffs and puffs
- That sometimes I join in with refrains.
- How to listen to a range of different stories with interest.
- I am beginning to answer simple questions about what is happening in the story
- How to use factual books to find out more about a subject-farm animals.

Word Reading

- **How to recognise my own name and other logos /familiar signs in the environment**
- How to explore making sounds with my body and percussion instruments.
- How to use instruments to copy and create different rhythms.
- That a story starts and has an ending.
- Where the front cover of a book is.

- I am beginning to recognise the graphemes SATP (set 1) and SATPIN (set 2). Use these to identify words that may I am beginning with these sounds.
- Some of the letters of the alphabet.
- How to recognise some capital and lower-case letters.
- I am beginning to segment words identifying the phonemes heard.

Writing

- **I am beginning to draw a simple recognisable picture and attempt to write my name.**
- How to use a pencil and hold it effectively to form recognisable letters.
- How to negotiate space, show good control and co-ordination in large and small movements.
- I have body awareness and know what movements I can make.
- How to write different graphemes other than the ones in my name.

Step up :-

- **How to tell you what my mark making is all about and demonstrate a difference between my drawing and writing.**
- How to demonstrate a left to right direction when I write
- How to write for a purpose in play - doing a register; making an appointment
- I am beginning to make anti-clockwise movements.
- **How to hold a pencil effectively to draw a recognisable picture; write my name and sometimes other words forming some letters correctly.**
- I enjoy mark making for different purposes - making a birthday card for mummy; writing to Santa
- How to give meaning to my marks often providing a running commentary.
- I am attempting to write some CVC words.
- I am using my developing phonological awareness in my writing

For further breakdown of curriculum steps for 'step down' see previous term or 'step up' see next term

Rockwood Curriculum Summer Term 1 and 2

	<p>Writing</p> <ul style="list-style-type: none"> • That I can move my hand to make marks with various mark making tools and one-handed equipment. • How to control and coordinate fine motor activities, being able to thread and use one handed tools. • I am showing more independence in dressing, for example helping/having a go at fastening zips and buttons. • I am beginning to distinguish between the marks I have made. • I often name what I have drawn, even if it doesn't really look like it. • How to draw lines that go across, up and down and round and round <p><i>Step up to 3s Autumn</i></p>	
<p>MATHS (I know...)</p>	<p><u>New Starters</u> NUMBER Cardinality and Counting</p> <ul style="list-style-type: none"> • How to use random numbers in play • How to say some counting words randomly • How to request items using maths vocabulary e.g. "I want one" "More" • How to elevate my hand showing awareness that adults demonstrate numbers on their fingers. • How to explore many different objects alongside an adult to understand the term "more" and to recognise when there is zero. • How to use simple mathematical vocabulary to describe amounts e.g. lots, more, I've got some, random number names. • How to share objects within a group for example giving the milk to every child in the group so that each child has 1 and recognising if more is needed. <p>Comparison/ Composition/ Sorting</p>	<p>AS FOR ESTABLISHED TWOS WITH LESS ADULT SUPPORT + NUMBER Cardinality and Counting</p> <ul style="list-style-type: none"> • How to recognise quantities of objects from 1 - 5 • How to recognise numerals 1 - 5 • How to subitise 1, 2, 3 • How to show finger numbers to 5 • How to say number names in order to ten, but I may not be able to count the correct number of objects for each number name. • How to recognise different numbers in the environment. • I am beginning to count up to five objects, from a larger group correctly including counting objects that are not in a regular arrangement. • How to recognise that amounts have been rearranged but the amount is still the same if nothing is added to or taking away. • How to solve number problems; counting numbers to 5. <p>Step up :-</p> <ul style="list-style-type: none"> • How to explore vocabulary associated with calculation e.g. able to give someone one more, one less

For further breakdown of curriculum steps for 'step down' see previous term or 'step up' see next term

Rockwood Curriculum Summer Term 1 and 2

- How to explore and investigate collections of objects which can be separated and placed in different containers.
- How to recognise who has more or less than them within play.

Numerical Patterns

- How to explore different sized and shaped objects
- How to build with a range of resources that develop spatial awareness e.g. simple inset jigsaws, stacking blocks
- How to play with resources that are grouped together despite their size being different. (a big cup and a small cup when sharing a pot of tea)

Pattern

- How to explore and make patterns with different objects.
- How to make a collection using a range of 'loose parts' objects.
- How to notice when things are the same and different.
- How to position different objects with a purpose in mind.
- How to participate in the pattern and routines of the day.

Shape and Space

- How to explore objects; particularly to filling and emptying.
- How to make arrangements with objects and fitting objects into spaces

Measure

- How to identify 'big' and 'little'
- How to explore and investigate resources which are different lengths.
- Use resources in the sand and water to explore and investigate filling and emptying.
- Build and construct models using wooden bricks which are different sizes.

- That when sharing out I need another/have too many.
- How to say numbers beyond ten.
- How to say number names 10-0 in the correct order.
- How to count a group of up to five objects and know that the final number is the total number for the set.
- How to match a number symbol from 0-5 to a number of things.
- How to recognise, count and use numbers securely from 0 to 10
- How to recite numbers beyond 10
- I have a deep understanding of number to 0 to 5 then up to 10
- How to find the total of two groups by counting them all.
- How to record an amount I have counted using the correct number symbol to number 5
- How to recognise the number symbols from 0 to 10
- How to order number symbols from 0 to 10 correctly.
- How to recognise a missing number symbol from a set, for example 0,1,2,3,5
- How to solve number problems involving 10 objects.

Comparison/ Composition/ Sorting

- How to join in with number songs, realising that a group can change when things are added and taken away e.g. cheeky monkeys rhyme.
- How to sing rhymes and songs which require a number to be partitioned.

Step up :-

- How to compare groups of objects noticing when they have more, less or the same. Counts to check how many in a group.
- How to begin to investigate and talk about different ways to separate five objects, recognising that the number can be separated in different ways but the total remains the same.
- How to use language more and less to compare groups.
- How to find one more or one less than a number to 10.

For further breakdown of curriculum steps for 'step down' see previous term or 'step up' see next term

Rockwood Curriculum Summer Term 1 and 2

- How to and will, take part in the daily routine with an adult supporting them.

Established children

NUMBER

Cardinality and Counting

- How to recognise who has more or less
- How to show finger numbers to 3
- I am developing counting like behaviour such as making sounds, pointing or saying some numbers in sequence
- How to use a range of resources to represent numbers
- How to use number names when attempting to count different objects.
- How to join in with singing number rhymes and songs
- How to play and respond to games such as 1,2,3 go!

Comparison/ Composition/ Sorting

- How to count groups of things e.g. girls/boys/all.
- How to sort a group of objects into two different containers using different criteria e.g. colour, shape, number.

Numerical Patterns

- I am beginning to use colour and shape vocabulary
- I am beginning to sort objects by shapes and colours
- How to investigate fitting myself inside and moving through spaces
- That there are some simple shapes and patterns in pictures

Pattern

- How to use words to describe the patterns they see.
- And will anticipate the routine of the day and talk about what is going to happen next.

- How to find a hidden number from a group of five through playing hiding games with a number of objects in a box, den etc.
- How to make a reasonable guess at the number of hidden objects

Numerical Patterns

- How to use representative items e.g. money in role play
- How to use vocabulary to describe size to compare using 'er' e.g. bigger, smaller
- How to use vocabulary to describe size to compare using 'est'
- I am beginning to subitise up to 3
- How to explain features of shapes "flat" "corner" etc
- How to continue an ABAB pattern

Step up :-

- How to problem solve confidently - comparisons by e.g. size, weight, quantity, capacity
- How to use vocabulary to describe size to compare using 'est' e.g. biggest, smallest, tallest
- How to use basic ordinal vocabulary "First, next, now"
- I may need to turn jigsaw pieces around to fit correctly
- How to recognise patterns within numbers
- I am beginning to use vocabulary related to time "before, after that, later on, today, next week"
- How to notice and correct errors in repeating patterns.
How to sort items confidently by shape, size or colour.

Pattern

- The children will record their own pattern using pictures and/or symbols.
- Children will know how to continue a repeating pattern of two which an adult has started.
- Children will know how to spot errors in a repeating pattern.
- Children will use words to compare two different patterns.

For further breakdown of curriculum steps for 'step down' see previous term or 'step up' see next term

Rockwood Curriculum Summer Term 1 and 2

- How to group objects according to their properties.

Shape and Space

- And will notice simple shapes in the environment.
- How to and will build for a sustained amount of time.

Measure

- How to measure ingredients for baking using scales with adult support.
- And am able to, begin to name the day of the week correctly.
- Building tall and short towers with blocks.
- How to use language such as big and small to compare objects in play.
- How to anticipate key times of the day e.g. lunch time and home time.

Step up to 3s Autumn

Step up :-

- The children will make more complex repeating patterns. For example, red, red, green.
- The children will use more language to describe the patterns they have made.
- The children will check and fix a pattern if there is a problem.
- The children will choose their own rules for their pattern.
- The children will ask a friend to copy a pattern they have made.
- The children will continue a pattern which stops in the middle of the repeat. For example, red, red, green, red, red, green...

Shape and Space

- How to name 2D shapes.
- And understand flat and solid.
- How to use positional language.
- How to talk about shapes they use whilst they are constructing.

Step up :-

- How to sort shapes according to their properties.
- How to name 2D and talk about the properties of 3D shapes.
- How to select a named shape.
- How to recreate models that they have seen.
- How to use their knowledge of shape and space to build strong structures.

Measure

- How to order items by length and height.
- How to measure items using non- standard units e.g. blocks.
- How to show an understanding of the language heavy and light.
- How to understand language relating to time.
- How to use language full, empty and half full.

Step up :-

- And have an understanding of distance.

For further breakdown of curriculum steps for 'step down' see previous term or 'step up' see next term

Rockwood Curriculum Summer Term 1 and 2

		<ul style="list-style-type: none"> • How to show an understanding of what money is used for. • How to use language relating to time. • How to order items by weight- heavy and light. • How to measure items using standard measurements e.g. a ruler and tape measure • How to use mathematical language to compare objects, weights and volumes. • How to solve problems relating to measure. • How to have an understanding of which resources measure time.
<p><u>UW</u> (I know...)</p>	<p><u>New Starters</u> The Natural World</p> <ul style="list-style-type: none"> • How to explore and investigate the nursery environment I am familiar with • I am showing an awareness of the nursery. • How to use my senses to explore natural objects. • And understand that things still exist when they can't be seen. • I enjoy splashing in puddles, playing in mud, watching leaves blow in the wind. <p>People, Culture and Communities</p> <ul style="list-style-type: none"> • I am developing a sense of belonging to my family and my key carer • I recognise myself in a mirror or in photographs. • I recognise key people in my own lives • I have an interest in small world play. <p>Past and Present</p> <ul style="list-style-type: none"> • That I belong to a key group, key person or that I am a Hedgehog /Owl/Squirrel room member. • I am showing an awareness of myself and my family. <p>How to anticipate and follow some routines.</p>	<p>AS FOR ESTABLISHED TWOS WITH LESS ADULT SUPPORT +</p> <p>Natural World</p> <ul style="list-style-type: none"> • About seasonal changes. • How to plant a seed for purpose and discuss how it grows e.g. Jack's beanstalk. • That all plants grow differently, some above ground, some below. • How to turn on some toys and am aware that a power source is needed e.g. batteries • How to comment on and ask questions about aspects of my familiar world such as the place where I live or the natural world <p>Step up:-</p> <ul style="list-style-type: none"> • About why things happen and how things work • About life cycles and planting from experience. • About animals and their habitats. • About farm animals and their baby's names e.g. lamb. • How to use language to describe how materials change e.g. during a baking activity or watching ice melt. • I am beginning to understand the effect my behaviour can have on the environment • That information can be retrieved from digital devices and the internet • About the wider world beyond my home and nursery.

For further breakdown of curriculum steps for 'step down' see previous term or 'step up' see next term

Rockwood Curriculum Summer Term 1 and 2

<p><u>Established children</u></p> <p>The Natural World</p> <ul style="list-style-type: none"> • I am beginning to understand the circle of life e.g. planting seeds, watching the lifecycle of a butterfly. • About the weather e.g. rain made puddles and can splash in them. • About plants, trees and minibeasts in the nursery outside areas. • How to play with water to investigate "low technology" such as washing and cleaning • How to use pipes, funnels and other tools to carry/ transport water from one place to another <p>People, Culture and Communities</p> <ul style="list-style-type: none"> • How to re-create experiences from home through my role play. • I am beginning to show an awareness of differences among my peers e.g. notice that SEND children may play differently to myself, or that we have different eye or hair colour. <p>Past and Present</p> <ul style="list-style-type: none"> • That I belong to a key group, key person or that I am a Hedgehog /Owl/Squirrel room member. • How to talk about what happened before I arrived at Nursery today. <p><i>Step up to 3s Autumn</i></p>	<ul style="list-style-type: none"> • How to use ICT to support my learning. • How to look closely at similarities, differences, patterns and changes in nature • I am beginning to predict and test what happens when a material is used for a purpose e.g. what happens to paper in water, will a sponge float or sink? • How to use ICT hardware to interact with age appropriate computer software • How to navigate touch-capable technology with support <p>People, Culture and Communities</p> <ul style="list-style-type: none"> • I must respect differences amongst my peers • I am becoming aware that other children will like different toys, speak other languages, wear different clothes, may have additional needs. • About my extended family who do not live in my family home. <p>Step up:-</p> <ul style="list-style-type: none"> • That others celebrate different festivals and events e.g. birthdays, Christmas, Eid, Diwali • How to use books and the tablet to look at other communities and our local community. • How to recognise and describe special times or events for family or friends • About different family types from my own. • That not everyone wants to do the same things as me and respect their choices. • And enjoy joining in with family customs and routines <p>Past and Present</p> <ul style="list-style-type: none"> • How to operate simple equipment, e.g. turn on CD player, uses a remote control, • How to navigate touch-capable technology with support • How to start recalling previous yoga or Forest School sessions.
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For further breakdown of curriculum steps for 'step down' see previous term or 'step up' see next term

Rockwood Curriculum Summer Term 1 and 2

		<ul style="list-style-type: none"> About my extended family who do not live in my family home. <p>Step up:-</p> <ul style="list-style-type: none"> About the future. I am going away on holiday or moving on to Primary School. About what I want to do when I grow up. About significant events in my own experience How to talk about what happened over the holiday - e.g. Easter, holidays, special events. And can talk confidently about events in my life and past experiences in detail. About age and may talk about "when I was a baby" or "when my Grandad was little." How to complete a simple program on electronic devices
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<p>EAD (I know...)</p>	<p><u>New Starters</u></p> <p>Creating with Materials</p> <ul style="list-style-type: none"> How to explore and start to investigate the creative media e.g. paints, malleable and workshop area. <p>Painting</p> <ul style="list-style-type: none"> That my movements can leave marks e.g. finger painting, brushes in mud. How to experiment with different creative experiences e.g. different colours, marks and painting techniques - leaf printing; conker rolling; blow painting <p>Model Making - Malleable</p> <ul style="list-style-type: none"> How to tear paper with two hands. How to pick equipment up confidently using palmer grip, e.g. sponges with handles. Knows to use board and can push and roll playdough with hands 	<p>AS FOR ESTABLISHED TWOS WITH LESS ADULT SUPPORT +</p> <p>Creating with Materials</p> <ul style="list-style-type: none"> I am beginning to put actions together to make a sequence in my creative work. How to use observational skills and my familiarity with creative resources to create a representational piece of work. E.g. Monet's Sunflowers <p>Step up :-</p> <ul style="list-style-type: none"> How to create a representational picture and / or model using a range of media. How to use a variety of resources, colours, shapes and textures creatively. <p>Painting</p> <ul style="list-style-type: none"> How to mix powder paints and water for painting accurately. How to investigate different thicknesses of paint.
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For further breakdown of curriculum steps for 'step down' see previous term or 'step up' see next term

Rockwood Curriculum Summer Term 1 and 2

<p>Being Expressive and Imaginative</p> <ul style="list-style-type: none"> • I am beginning to express myself with physical movement and sound. <p>Music and Song</p> <ul style="list-style-type: none"> • How to explore the sound my voice makes in a variety of contexts. • How to listen to, and may attempt to join in with, simple action rhymes and songs. • I enjoy listening to a familiar rhyme or song. • That some things make a sound e.g. instruments, interactive toys and natural materials <p>Dance and Role Play</p> <ul style="list-style-type: none"> • How to play and experiment in the role play area. • I am beginning to move to music 	<p>Step up :-</p> <ul style="list-style-type: none"> • How to mix particular secondary colours to match an intended purpose. • How to use my knowledge of how to mix colours together to create specific colours e.g. red and yellow to make orange <p>Model Making - Malleable</p> <ul style="list-style-type: none"> • How to cut along a straight line. • How to demonstrate control in using tools to leave marks that represent my ideas • How to use various construction materials, e.g. joining pieces, stacking vertically and horizontally, balancing, making enclosures and creating spaces. • How to model the playdough with a purpose in mind. For example, to make a hedgehog, or a playdough diva lamp for Diwali. <p>Step up :-</p> <ul style="list-style-type: none"> • I am beginning to cut around a shape or wavy line. • How to talk about my creations. • That sometimes with an adult supporting, I show an awareness of adding a finish to my work such as painting a model or adding different materials to add layers to a picture. • How to use scissors to accurately cut around shapes and along lines. • How to use 2D and 3D materials to create structures and express my ideas. • How to create a model or piece of work using a variety of different techniques, evaluating and modifying my work when needed. • How to create a model of my choice adding a finishing touch, such as paint or glitter to my model once it has dried.
<p>Established children</p> <p>Creating with Materials</p> <ul style="list-style-type: none"> • How to experiment with different creative experiences e.g. different colours, marks and painting techniques. <p>Painting</p> <ul style="list-style-type: none"> • I am beginning to explore the mixing of colours e.g. putting one colour on top of another. <p>Model Making - Malleable</p> <ul style="list-style-type: none"> • I am beginning to use tools with more confidence • How to explore mark making in malleable materials with a range of tools. 	<p>Being Expressive and Imaginative</p> <ul style="list-style-type: none"> • How to express myself through physical actions and sounds <p>Music and Song</p>
<p>Being Expressive and Imaginative</p> <ul style="list-style-type: none"> • How to express myself through physical actions and sounds <p>Music and Song</p>	<p>Being Expressive and Imaginative</p> <ul style="list-style-type: none"> • How to experiment and create movement in response to music, stories and ideas.

For further breakdown of curriculum steps for 'step down' see previous term or 'step up' see next term

Rockwood Curriculum Summer Term 1 and 2

- I have favourite songs.
- How sounds can be changed in a range of ways e.g. banging,
- That different instruments make different sounds and am able to play some correctly. e.g. bang a drum, tap a triangle.

Dance and Role Play

- How to play alongside children who are engaged in the same theme.
- I am beginning to join in simple ring games.

Step up to 3s Autumn

Step up :-

- How to respond to different pieces of music, using my imagination to represent different elements of the music or to follow a particular theme e.g. a breeze turning to a storm.
- How to explore and engage in music making and dance, performing solo or in groups.

Music and Song

- How to hear and distinguish between sounds in words.
- I am confident singing in a group.

Step up :-

- How to respond to a variety of genres of music discussing like and dislikes.
- How to copy simple rhymes and beats.
- How to describe sounds that I hear
- How to replicate the tone, pitch and pace of a familiar song
- The names of musical instruments and know how to play them correctly.
- How to choose songs to sing.
- How to make up my own song
- That different music can link to different cultures and times of the year.

Dance and Role Play

- I am beginning to put actions together to make a sequence e.g. dance
- I am beginning to create my own stories in role-play.
- How to start to move with coordination and create my own dance moves in response to different pieces of music.

Step up :-

- How to act out a story.
- How to create small world environments based on my interests e.g. making a farm for my animals, a train track for my trains

For further breakdown of curriculum steps for 'step down' see previous term or 'step up' see next term

Rockwood Curriculum Summer Term 1 and 2

		<ul style="list-style-type: none">• How to dance in a larger group and learn dances from different cultures.• How to develop a storyline within my play and act out a role.• How to engage in imaginative play based on my own ideas, first-hand or peer experiences.• How to practise and remember different dances and link different dance moves together.• How to make up my own dances and perform them to others.
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For further breakdown of curriculum steps for 'step down' see previous term or 'step up' see next term