



**Curriculum Planner for EYFS –  
Nursery (Summer (1) 2022)**

**Title of Unit of Enquiry:  
Animal Crackers!**

**Phonics:** Continuation of daily phonics sessions -Phase 1 phonics including;  
Environmental sounds.  
Instrumental sounds.  
Body percussion (e.g. clapping and stamping)  
Rhythm and rhyme. Following a rhyming string.  
Alliteration.  
Voice sounds.  
Initial sounds.  
Oral blending and segmenting (e.g. hearing that d-o-g makes 'dog')

**Maths:**  
Using the language of addition and subtraction.  
Counting; 1:1 rote counting of objects – things that can and cannot be moved.  
Sequences; ordering numbers, counting, ascending and descending numbers.  
Playing with 2D & 3D shape; Using shapes to make pictures, naming and describing some simple 2D & 3D shapes.

**Expressive Arts & Design:**  
Exploring and using media and materials: Looking at instruments and the different sounds we can make. Sing songs, make music and dance! Action and Nursery rhymes.  
  
Looking at illustrations and representations of people, animals and objects.

<b>Drivers:</b> -Developing independence. -Promoting risk-taking to support learning. - Finding out about the world where we live and taking responsibility for it.	<b>Key Questions:</b> How do we know? Can you prove this? Show me? What will happen when / if / now? What will happen next?
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**Understanding the world:**  
Through our unit of enquiry, we will encourage the children to comment and ask questions about aspects of their familiar world such as the place where they live or the natural world.  
We will talk about some of the things they have observed such as plants, animals, natural and found objects and show care and concern for living things and the environment.

**Key Texts:**  
*George & The Dragon - Chris Wormell*  
*Farmer Duck – Martin Waddell*  
*Dear Zoo – Rod Campbell*  
*The Queen’s Knickers – Nicolas Allan*

**Communication & Language:**  
Listen to stories, accurately anticipating key events  
Able to follow a story without pictures or prompts  
Explores the meaning and sounds of new words  
Introduces a storyline or narrative into their play

**Key Vocabulary:**  
Saint, dragon, fierce, fiction, non-fiction, animal welfare, animals, needs, produce, RSPCA, farming, comprehension, adjectives, sentences, full stops, memory aids, religion, Muslim, Jewish, Hindu, dribbling, tactics, true, untrue, honest, thankful, instruments, pitch, pulse, illustrators,

**Music: Big Bear Funk!**  
**Listen and Respond** - a different piece of Funk music each week/step  
**Explore and Create** - using voices and classroom instruments  
**Sing and play** - Big Bear Funk and revisit a selection of nursery rhymes and action songs  
**Share and Perform**

**Physical development: Ball Skills**  
In this unit children will develop their ball skills through the topic of 'weather'. Children will develop fundamental ball skills such as throwing and catching, rolling a ball, using targets, dribbling with feet, kicking a ball, bouncing and catching a ball. Children will be able to develop their fine and gross motor skills though a range of game play with balls.  
Children will work independently and with a partner and will develop decision making and using simple tactics.

**Science:**  
Finding out about animals on the farm. Why do people keep those animals? What kind of jobs do the both the animals and the farmers do? What do the animals provide for us?  
  
Which baby belongs to which animal?  
What do animals need to survive?

**PSE: Fake is a mistake!**  
In this unit we will look at how to differentiate between words that are true and untrue. How to be kind and encouraging to others. The importance of being honest. That being ourselves is the best that we can be and being aware of what we are thankful for.

**RE: What places are special and why?**  
The children will develop skills to talk about somewhere that is special to themselves, saying why  
• Recognise that some religious people have places which have special meaning for them  
• Talk about the things that are special and valued in a place of worship  
• Begin to recognise that for Christians, Muslims or Jews, these special things link to beliefs about God  
• Get to know and use appropriate words to talk about their thoughts and feelings when visiting a church (or other place of worship)  
• Express a personal response to the natural world.