




# Nursery Summer Term



## A

*Essential Knowledge  
across the EYFS curriculum*




Essential 1 knowledge - covered by Nursery

Area of the EYFS curriculum with links to National Curriculum	Essential knowledge and skills
	<p data-bbox="562 357 2056 475">Key Texts and rhymes to support our learning across the curriculum:</p> <p data-bbox="1070 491 1541 550">Daisy and the egg</p> <p data-bbox="1016 560 1599 619">Once there were giants</p> <p data-bbox="943 627 1673 686">Fantastic 5 Nursery Rhymes</p> <ol data-bbox="896 691 1771 906" style="list-style-type: none"><li>1. Incy Wincy Spider</li><li>2. Row, Row, Row your boat</li><li>3. 10 Little Fingers, 10 Little Toes</li><li>4. The Grand Old Duke of York</li><li>5. If You're Happy and You Know it Clap Your Hands</li></ol> <p data-bbox="1016 967 1599 1026">Marvellous maths rhymes</p> <p data-bbox="958 1026 1659 1085">5 Little Men in a Flying Saucer</p> <p data-bbox="1155 1085 1464 1144">5 Little Ducks</p> <p data-bbox="965 1144 1653 1203">Humpty Dumpty Sat on a wall</p> <p data-bbox="965 1203 1653 1262">One Elephant went out to play</p> <p data-bbox="1167 1262 1451 1321">Ring-a-roses</p> <p data-bbox="958 1321 1659 1380">London Bridge is falling down</p>


	<p><i>Wider reading spine (including fiction, non-fiction and poetry)</i></p> <p><i>Over bear - under where?</i>  <i>Cat up, cat down</i>  <i>Rosie's walk</i>  <i>We are going on a bear hunt</i>  <i>Anno's counting book</i>  <i>Doggies</i>  <i>My granny went to the market</i>  <i>Shapes with little fish</i>  <i>Bear in a square</i>  <i>Nibbles Numbers</i>  <i>Ducks and Ducklings</i>  <i>Floating and Sinking</i></p>
	<p><i>Branch 5 To the ends of the earth</i></p> <p><b>Essential 1:</b>  <i>Know that Jesus went back to his Father in heaven.</i>  <i>Hear that Jesus sent a special friend to look after us.</i>  <i>Know that the special friend is called the Holy Spirit.</i>  <i>Know that the Holy Spirit looks after us.</i>  <i>Know that our Parish Church is called St Anne and Blessed Dominic.</i>  <i>Know the parish church is a special place where we meet our friends, especially on a Sunday.</i>  <i>Know that we sing and say prayers when we are at church.</i></p>
<p><b>Vocabulary</b></p>	<p><b>Essential 1:</b></p> <p><i>Heaven</i>  <i>Jesus</i></p>

	<p>Father Holy Spirit Parish Church Prayers Sunday</p>
<p>Personal, Social &amp; Emotional Development</p> 	<p>Healthy Me - exercise, healthy food, keeping clean, safety</p> <p>Essential 1</p> <p>Know the names for some parts of their body Know when and how to wash their hands properly Talk about and identify healthy and unhealthy food and drink.</p> <p>Know that we can eat unhealthy foods sometimes.</p> <p>Know that we need to eat healthy food more often.</p> <p>Know that we should brush our teeth twice a day to keep them clean and healthy.</p> <p>Experience tasting new fruits and vegetables and share likes and dislikes.</p> <p><b>Vocabulary: healthy, unhealthy, good, bad, clean, wash, soap</b></p> <p>Play games as part of a group focus on turn taking; story character snap, number board games, character bingo.</p> <p>Explore the feelings of characters from familiar stories.</p> <p>Explore own feelings linking to the character from the story; who has felt excited like Daisy? Why? Who has felt disappointed like Daisy? Why?</p> <p><b>Vocabulary: group, share, turn, wait, listen, feelings, happy, sad, worried, upset, excited, disappointed</b></p>
<p>Communication &amp; Language</p> 	<p>Essential 1</p> <p>Sing a large repertoire of songs Know many rhymes.</p>


## EYFS Essential knowledge across the curriculum

	<p>Understand some <i>why</i> questions in a range of contexts.</p> <p>Begin to retell a short familiar text and develop own narrative.</p> <p>Begin to retell a past event in the correct order; beginning/middle/end.</p> <p>Follow a two-part instruction linked to daily routine.</p> <p>Talk about familiar books and express a point of view.</p> <p>Continue to develop communication and use a range of tenses.</p> <p>Join sentences with 'and' and begin to use <i>or/because</i>.</p> <p>Start and continue a conversation by taking turns.</p> <p><b>Vocabulary:</b> <i>and, or, because, follow, listen, like, dislike, retell, then, now</i></p>
<p>Physical development</p>  <p>Gross motor</p>	<p><b>Essential 1:</b> Use gross motor movements to move like the characters in the story; flap wings, stand on one leg, hop.</p> <p>Dance to music with different beats/rhythm/temp.</p> <p>Complete an obstacle course with a 'pond' in the middle.</p> <p>Play a game of 'duckling following' (similar to follow the leader), moving in and out of obstacles.</p> <p>Work as part of a group to move large objects to make a nest.</p> <p><b>Vocabulary:</b> <i>flap, balance, hop, dance, move, rhythm, beat, stamp, shake, sway, travel, climb, crawl, over, under</i></p>
<p>Fine motor</p>  	<p><b>Essential 1:</b> Use chalk to draw story characters.</p>

## EYFS Essential knowledge across the curriculum

	<p>Draw pathways from one character to another using large muscle movements.</p> <p>Using loose parts, create a piece of transient art of a nest or favourite character.</p> <p>Draw a self-portrait.</p> <p>Use a comfortable grip with some control when using mark making equipment.</p> <p>Aim to use a tripod grip when using mark making equipment.</p> <p>Draw Beery shapes around story illustrations and draw a line left to right to show the sequence of a story.</p> <p><b>Vocabulary:</b> face, eyes, nose, mouth, beak, wings, character, create, draw, detail</p>
<p><b>Literacy:</b></p>  <p><b>Word reading</b></p> <p>Also see the progression in RWI (phonic programme) information.</p>	<p><b>Essential 1:</b></p> <p>Follow the direction of print.</p> <p>Develop an understanding of the difference between a letter and a word.</p> <p>Read own name.</p> <p>Blend and segment CVC words using Fred Talk.</p> <p>Begin to learn the first 10 sounds of the RWI programme (masdt, inpg).</p> <p><b>Vocabulary:</b> left, right, start, end, letter, word, name, sounds, Fred talk, blend, together</p>
<p><b>Comprehension</b></p>	<p><b>Essential 1:</b></p> <p>Enjoy listening to a range of stories and remember key events/characters.</p> <p>Join in with simple text retelling using actions/refrains.</p>




## EYFS Essential knowledge across the curriculum



	<p>Begin to retell short familiar text and develop own narrative.</p> <p>Use a wider range of vocabulary linked to focus text.</p> <p>Talk about familiar books and begin to express a viewpoint.</p> <p><b>Vocabulary:</b> story, character, retell, beginning, middle, end, like, dislike.</p>
<p><b>Writing</b></p>	<p><b>Essential 1:</b> Begin to write own name with correct letter formation.</p> <p>Use a comfortable grip (tripod) with control.</p> <p>Begin to use letter/print knowledge when mark making/writing for a purpose for a range of purposes.</p> <p>Write a name label for a nest of eggs.</p> <p><b>Vocabulary:</b> name, letter, sound, shape, direction, down, up, round, straight, curved.</p>
<p><b>Mathematical development</b></p>  <p><b>Number</b></p>	<p><b>Essential 1:</b> Children will compare sets of objects and make predictions on which has more or less.</p> <p>Children will compare quantities using the vocabulary "more than" and "fewer than".</p> <p>Children will use counting to check their estimations on which group has more or less.</p> <p><b>Vocabulary:</b> more than, less than, fewer than, count, guess, check</p>
<p><b>Numerical patterns</b></p>	<p><b>Essential 1:</b> Children begin to use the vocabulary of 'first', 'then', 'next', to order and sequence events in a nursery rhyme.</p>

## EYFS Essential knowledge across the curriculum

	<p>Children begin to use the vocabulary of 'first', 'then', 'next', to order and sequence events in a story.</p> <p>Children begin to use the vocabulary of 'first', 'then', 'next', to order and sequence events in a familiar story.</p> <p>Children begin to use the vocabulary of 'first', 'then', 'next', to order and sequence events from their daily routine.</p> <p>Listen to positional language and be able to move an object into the correct position.</p> <p>Children follow the positional language of; on, under, in, out, in front, behind.</p> <p>Children are able to identify &amp; talk about the properties of a circle.</p> <p>Children are able to identify &amp; talk about the properties of a triangle.</p> <p>Children are able to identify &amp; talk about the properties of a Rectangle.</p> <p>Children are able to identify &amp; begin to talk about the properties of cubes and cuboids.</p> <p>Children are able to identify &amp; begin to talk about the properties of cylinders.</p> <p>Children are able to identify &amp; begin to talk about the properties of spheres.</p> <p><b>Vocabulary: first, then, next, order, start, end, on, under in, out in front, behind, flat, shape, triangle, circle, square, rectangle, cube, cuboid, cylinder, spheres, edge, straight, curved, corner</b></p>
<p><b>Understanding the world - Past and Present</b></p>	<p><b>Essential 1:</b> Investigate the life cycle of a duck.</p> <p>Watch real duck eggs or videos of duck eggs to witness the life cycle.</p>

## EYFS Essential knowledge across the curriculum

	<p>Begin to use the vocabulary associated with the life cycle; egg, duckling, duck</p> <p>Compare life cycle of a duck to their own lives; baby, toddler, child, adult</p> <p><b>Vocabulary:</b> egg, duckling, duck, hatch, grow, change, then, now</p>
<p>Understanding the world - People, culture &amp; communities</p> 	<p><b>Essential 1:</b> Go on a walk to the local duck pond.</p> <p>Use photographs from the walk to create a map from Nursery to the duck pond.</p> <p>Talk about features they see on the walk to the duck pond.</p> <p><b>Vocabulary:</b> journey, map, trees, houses, school, road, path, travel, pond, bridge, trees, home</p>
<p>Understanding the world - The Natural World</p> 	<p><b>Essential 1:</b> Visit a pond.</p> <p>Name different features of the pond, e.g. plants and animals.</p> <p>Explore real life eggs in class from different birds.</p> <p>Use video clips to understand the life cycle of a duck.</p> <p>Use vocabulary of egg, hatchling and duck to describe the stages of a life cycle</p> <p>Know that ducks can float.</p> <p>Make basic predictions about items that will float and sink.</p>

	<p>Explore and find objects that float and sink.</p> <p><b>Vocabulary:</b> Pond, habitat, egg, hatch, hatchling, duck, drake, hen, float, sink</p>
<p><b>Working scientifically</b></p>	<p><b>Essential 1:</b> Using magnifying glasses to explore natural objects and materials. Use beakers and scoops to explore natural objects such as sand, water, soil, seeds. While playing demonstrate their curiosity by talking about what they wonder. Form their own questions with support. Use one handed equipment. Select resources to carry out their plan. Make direct comparisons between objects in terms of their size, mass and capacity. Sort and group objects with support. Talk about what they have observed. Record observations using drawings and mark making.</p>
<p><b>Expressive arts &amp; design</b></p>   <p><b>Creating with materials</b></p>	<p><b>Essential 1:</b> Use natural materials of different textures to make a 3D model of a nest. Choose materials to make a model boat and test it in water to see if it floats or sinks. Draw or paint a picture of their favourite character from a story. Create an observational painting of flowers in the outdoor environment and/or indoor display. Mix colours to support the creation of the flower piece. <b>Vocabulary:</b> materials, rough, smooth, bumpy, soft, hard, create, nest, boat, float, sink, mast, sail, brush, dab, colour, mix, lighter, darker, change</p>

## EYFS Essential knowledge across the curriculum

### Being Imaginative & Expressive



#### Essential 1:

Act out a story using pupils and musical instruments.

Use knowledge of the story to act out the emotions of characters; happy/sad/excited/worried/disappointed.


Use small world resources to support retelling a known story.

Use talking tins to record own sound effects and rehearsed sentences to support retelling.

Perform linked rhymes with props to an audience; 5 little ducks.

**Vocabulary:** story, retell, props, instruments, feelings, happy, sad, excited, worried, disappointed, noises

## EYFS Essential knowledge across the curriculum

<p><b>Computing</b></p> 	<p>Through all areas of the curriculum, children will experience and develop their skills of using: Interactive White board Ipads Beebots</p> <p>Through PSHE and RSHE, the theme of safety, including online safety will be explored at an age and stage appropriate level.</p>
<p><b>Examples of yearly themes/Events</b></p> <p><b>Cultural capital</b></p>	<p>Ascension Liturgy Pentecost Liturgy Walk to the duck pond Walk to the local church</p> <p>Cultural Diversity Week</p>