

EYFS Nursery Curriculum – Summer Term 2026

Dear Parents/Carers,

As we begin our summer term in Nursery, we would like to share with you the different aspects of your child's learning.

<p style="text-align: center;">Communication and Language</p> <p>We will be:</p> <ul style="list-style-type: none"> ● Listening attentively in a range of situations. ● Taking part in pretend play, communicating and negotiating with our friends. ● Singing a large repertoire of nursery rhymes without support and action songs linked to our themes. ● Talking about familiar books without using prompts ● Given opportunities in circle time to expressing a point of view. "I like ..." "I don't like..." 	<p style="text-align: center;">Personal, Social and Emotional Development</p> <p>We will be:</p> <ul style="list-style-type: none"> ● More outgoing with unfamiliar people, in the safe context of their setting. (happy to talk to the different adult in the setting) ● Talking about their feelings using words like 'happy', 'sad', 'angry' or 'worried'. ● Talking with others to solve conflicts, sometimes needing adult support. ● Beginning to understand gradually how others might be feeling.
<p style="text-align: center;">Understanding of the World – Investigate</p> <p>We will be</p> <ul style="list-style-type: none"> ● Understanding that some places are special to members of their community. ● Using a map to explore the school grounds on welly wander ● Sharing and recording occasions when things have happened in their lives that made them feel special ● Exploring collections of materials with similar and/or different properties. ● Exploring how you can shine light through some materials, but not others. ● Naming and identifying zoo animals ● Finding out about the animals that live in the zoo. ● Finding out why we have zoos. 	<p style="text-align: center;">Physical Development – Move</p> <p>We will be:</p> <ul style="list-style-type: none"> ● Climbing up apparatus, using alternate feet. ● Skipping, hopping, standing on one leg and holding a pose for a game like musical statues ● Using one-handed tools such as scissors to cut and follow a line. ● Aiming to use a comfortable grip with good control when holding pens and pencils.
<p style="text-align: center;">Expressive Arts and Design Create and Perform</p> <p>We will be:</p> <ul style="list-style-type: none"> ● Exploring different materials freely, in order to develop their ideas about how to use them and what to make. ● Representing familiar objects (family, themselves, animals etc) through independent drawing painting and playdough ● Beginning to develop complex stories using small world equipment like animal etc. ● Listening with increased attention to sounds. ● Listening and responding to different styles of music ● Moving appropriately to music at different speeds. ● Singing and recognising high and low pitch (high like a mouse, low like a lion) 	<p style="text-align: center;">Literacy – Read</p> <p>We will be:</p> <ul style="list-style-type: none"> ● Developing phonological awareness, so that they can: count or clap syllables in a word ● Identifying the picture cards from RWI in set 1. ● Recognising words with the same initial sound, such as money and mother ● Understanding that print has meaning and can have different purposes ● Identifying page sequencing of familiar stories.

Maths – Count, Shape and Measure

We will be:

- recognising up to 3 objects, without having to count them individually ('subitising').
- Knowing that the last number reached when counting a small set of objects tells you how many there are in total ('cardinal principle').
- Solving real world mathematical problems with numbers up to 5.
- Selecting shapes appropriately: flat surfaces for building, a triangular prism for a roof etc.
- Combining shapes to make new ones – an arch, a bigger triangle etc.
- Using informal language like 'pointy', 'spotty', 'blobs' etc.

Literacy – Write

We will be:

- Writing some letters in their name.
- Beginning to use a range of tools competently, safely and confidently including scissors and pencils.
- Writing some letters accurately.
- Using some of their print and letter knowledge in their early writing. Such as writing a list by starting at the top of a page and writing m for mummy

Kind regards,

Miss Ryan, Miss Wilson, Mrs Thompson and Mrs Fitzgerald.