



Nursery – Summer Term 2 2026 – Curriculum Map – Under the Sea



<u>Key Skills</u>		
<p style="text-align: center;"><u>Communication and Language</u></p> <ul style="list-style-type: none"> ▪ Understand a question or instruction that has two parts, such as “Get your coat and wait at the door”. ▪ Understand ‘why’ questions, like: “Why do you think the caterpillar got so fat?” ▪ Can the child answer simple ‘why’ questions? ▪ Be able to express a point of view and to debate when they disagree with an adult or a friend, using words as well as actions. ▪ Can the child use sentences joined up with words like ‘because’ ‘or’ ‘and’ e.g. “I like ice cream because it makes my tongue shiver”. ▪ Is the child using the future and past tense: “I am going to the park” and “I went to the shop”? 	<p style="text-align: center;"><u>Personal, Social and Emotional Development</u></p> <ul style="list-style-type: none"> ▪ Develop their sense of responsibility and membership of a community. ▪ Help to find solutions to conflicts and rivalries. For example, accepting that not everyone can be Spider-Man in the game, and suggesting other ideas. ▪ Develop appropriate ways of being assertive. ▪ Show confidence in new social situations. ▪ Can the child generally negotiate solutions to conflicts? 	<p style="text-align: center;"><u>Physical Development</u></p> <ul style="list-style-type: none"> ▪ Start taking part in some group activities which they make up for themselves, or in teams. ▪ Are increasingly able to use and remember sequences and patterns of movements which are related to music and rhythm. ▪ Choose the right resources to carry out their own plan. For example, choosing a spade to enlarge a small hole they dug with a trowel. ▪ Collaborate with others to manage large items, such as moving a long plank safely, carrying large hollow blocks. ▪ Use a comfortable grip with good control when holding pens and pencils. ▪ Be increasingly independent as they get dressed and undressed, for example, putting coats on and doing up zips. ▪ Make healthy choices about food, drink, activity and toothbrushing.



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<u>Literacy</u>	<u>Mathematics</u>	<u>Understanding the World</u>	<u>Expressive Arts and Design</u>
<ul style="list-style-type: none">▪ Engage in extended conversations about stories, learning new vocabulary.▪ Understand the five key concepts about print:<ul style="list-style-type: none">- print has meaning - the names of the different parts of a book.- print can have different purposes- page sequencing.- we read English text from left to right and from top to bottom.- the names of different parts of a book.▪ Develop their phonological awareness, so that they can:<ul style="list-style-type: none">- spot and suggest rhymes.- count or clap syllables in a word.- recognise words with the same initial sound, such as money and mother.▪ Write some or all their name.▪ Write some letters accurately.	<ul style="list-style-type: none">▪ Solve real world mathematical problems with numbers up to 5.▪ Describe a familiar route.▪ Discuss routes and locations, using words like 'in front of' and 'behind'.▪ Select shapes appropriately: flat surfaces for building, a triangular prism for a roof etc.▪ Combine shapes to make new ones – an arch, a bigger triangle etc.▪ Talk about and identifies the patterns around them. For example: stripes on clothes, designs on rugs and wallpaper. Use informal language like 'pointy', 'spotty', 'blobs' etc.▪ Begin to describe a sequence of events, real or fictional, using words such as 'first', 'then...	<ul style="list-style-type: none">▪ Begin to make sense of their own life-story and family's history.▪ Explore how things work.▪ Continue to develop positive attitudes about the differences between people.▪ Use all their senses in hands-on exploration of natural materials.▪ Explore collections of materials with similar and/or different properties.▪ Talk about what they see, using a wide vocabulary.▪ Explore and talk about different forces they can feel.	<ul style="list-style-type: none">▪ Create closed shapes with continuous lines and begin to use these shapes to represent objects.▪ Draw with increasing complexity and detail, such as representing a face with a circle and including details.▪ Use drawing to represent ideas like movement or loud noises.▪ Explore colour and colour-mixing.▪ Show different emotions in their drawings and paintings, like happiness, sadness, fear etc.▪ Sing the pitch of a tone sung by another person ('pitch match').▪ Sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs.▪ Create their own songs, or improvise a song around one they know.▪ Play instruments with increasing control to express their feelings and ideas.



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<u>Outcomes</u>				
<p style="text-align: center;"><u>Personal, Social and Emotional Development</u></p> <p>Transition to Reception Being good friends Dealing with change Taking more responsibility Selecting resources independently Sharing resources with others</p>		<p style="text-align: center;"><u>Communication and Language</u></p> <p>Role play – Under the Sea/Pirate Ship Following instructions, joining in with rhymes and songs, taking turns in conversation (Circle time) Listening to stories. Stories – The Snail and the Whale, The Rainbow Fish, Tiddler, Flotsam, Barry the Fish with Fingers.</p>		<p style="text-align: center;"><u>Physical Development</u></p> <p>Managing own hygiene. Specific P.E. lessons. Using a pencil, scissors, and other tools. Dough gym Explore block area both indoor and outdoor. Large construction of fire engine/station –crates, tyres. Outdoor activities. Water play/water channelling. Mud/potion kitchen.</p>
<p style="text-align: center;"><u>Literacy</u></p> <p>Exploring books Sharing books with teachers, parents, and friends. Listening to and talking about stories. Talking about characters in stories. Drawing pictures relevant to the story. Recognising characters in stories. Discuss beginning and end of a story. Retell a familiar story. Recognising own name and letters in name. Phase 1 Phonics – Letters & Sounds Phonics – Little Wandle Shared reading. School Library session. Daily access to mark making/reading areas both indoors and outdoors.</p>	<p style="text-align: center;"><u>Mathematics</u></p> <p>MTP Finger rhymes with numbers Number Composition Addition/Subtraction Number Positional Language 2D/3D shapes Patterns Subitising More than/fewer than Mark making numbers. Size/Weight/Capacity Sequencing</p>	<p style="text-align: center;"><u>Understanding the World</u></p> <p>Explore under water sea creatures. Look at sea creature habitats and human habitats. Purple mash – design your own sea creature. Floating and sinking boats for pirates. Weekly Forest School To Know You More Clearly Prayer and Liturgy</p>	<p style="text-align: center;"><u>Expressive Arts and Design</u></p> <p>Use collage materials to design their own Rainbow Fish Create ‘Pirate Map’ Using pirate name generated by computer – design their own pirate. Exploring musical instruments in the outdoor area (rainmaker – make sounds of the sea) Specific Music lesson taught by specialist music teacher. Daily access to construction/small world areas both indoors and outdoors. Mixing colours.</p>	



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<u>Religious Education</u> Dialogue and Encounter	<u>Enhancements</u> Transition to Reception Teddy Bears' Picnic (Parents/Carers) Celebration	<u>Spanish</u> Greetings. How are you? Numbers to 10. Animals. Colours. Spanish songs.
<u>Week 1</u> – Under the Sea <u>Week 2</u> – Hooray for Fish (POW) <u>Week 3</u> – Hooray for Fish (POW) <u>Week 4</u> – Hooray for Fish (POW) <u>Week 5</u> – The Pirates are Coming. <u>Week 6</u> – Captain Yellow-belly		