

## Emergency —Curriculum Driver

### Nursery 2 summer term

**Topic Question:** Who can you ask for help?

**RE Question:** How can we help each other?

**Linked people of study:** themselves, their friends and families. **Public people who help us:** emergency services. Jesus.

**Linked texts:** Lady with the Alligator Purse, Burglar Bill, Smartest Giant in Town , Miss Polly had a Dolly, Humpty Dumpty, What the Ladybird Heard, Goldilocks has Chicken Pox, Chicken Lickin, Three Little Pigs, Nursery Rhymes linked to Emergency – Five Little Monkeys

**Linked Music:** – Vivaldi – Summer, The Firebird – Stravinsky, The Wiseman and The Foolish Man song linked to parable. Linked Nursery Rhymes and songs

**Trips/Visitors:** Visit Church for leavers service, Who school trip to the beach.

**Topic Composite/Finale:** Sand castle competition at the beach.

**Linked Prior Learning:** Link back to all prior traditional tales and rhymes previously learnt in N1 and N2.

**Year R Future Learning Link:** Reception – Marvellous Mystery Tour topic – Summer Term. Year 1 – build on into real-life superheroes. (Emergency services)



### Understanding the World

**Intent:**

- \* To learn about people who help us.
- \* Learn about emergency services of Police, Ambulance and Fire Services.

**Skills, and Knowledge**

**Components Focus**

- \* Shows interest in the lives of people who are familiar to them.
- \* Shows interest in different occupations and ways of life.

**Memory Facts/Transferable concepts:**

- \* Know that they can phone 999 in an emergency.
- \* Knows that role of the emergency services: police, ambulance and fire service.

**Key Vocabulary:** paramedic, fireman, police officer, doctor, vet, coastguard, lifeguard, dentist, teacher.

**Subject Composite:**

- \* To take on the role of emergency services through role-play and small play.
- \* Children will enjoy a visit from an emergency vehicle with reception.

**Impact:**

- \* Children have an understanding of people who help us.
- \* Children are aware of how to keep safe.

### Expressive Arts and design

**Intent:**

- \* To learn some mini-beast songs and nursery rhymes.

**Skills, and Knowledge**

**Components Focus**

- \* Sings a few familiar songs.
- \* Explores colours and how colours can be changed.
- \* Beginning to be interested in and describe the textures of things.

**Memory Facts/Transferable concepts:**

- \* Recognises and names some flowers (daisies, daffodils, buttercups)
- \* Knows that caterpillars transform into butterflies.

**Key Vocabulary:** caterpillar, butterfly, daffodil, daisy, butterfly.

**Subject Composite:**

- \* Build with different materials linked to the three little pigs and carry out science experiment.

**Impact:**

- \* Children are able to recognise key features of Spring.
- \* Children begin to talk about what they are painting.

### Mathematics

**Intent:**

- \* To begin to match numeral to quantity.
- \* To introduce children to days of the week.
- \* To introduce ordinal language.

**Skills, and Knowledge**

**Components Focus**

- \* Knows that numbers identify how many are in a set.
- \* Sometimes matches numeral to quantity.

**Memory Facts/Transferable concepts:**

- \* Begins to count with one to one correspondence.
- \* Begins to recognise numerals to 10.
- \* Begins to recall the days of the week.
- \* Begins to understand and use spoken ordinal language.

**Key Vocabulary:**

1, 2, 3, 4, 5, 6, 7, 8, 9, 10. First, second, third, Monday, Tuesday, Wednesday, Thursday, Friday, Saturday, Sunday.

**Subject Composite:**

- \* To use and understand ordinal language and days of the week to talk about the Hungry Caterpillar.
- \* To use ordinal language to describe the position during an egg and spoon race.
- \* To count and match the correct number of foods to match the number in relation to the Hungry Caterpillar.

**Impact:**

- \* Children will become familiar with the days of the week and ordinal language.
- \* Children have developed the mathematical skills to sometimes match numeral to quantity.

### R.E

**Intent:**

- \* To be introduced to the Last Supper.
- \* To be introduced to the Easter Story.

**Skills, and Knowledge**

**Components Focus**

- \* Listens to and joins in with key Christian stories .
- \* Recalls important parts of the story.

**Memory Facts/Transferable concepts:**

- \* Has an awareness of the Last Supper.
- \* Has an awareness of the Easter story.
- \* Knows that Jesus is the son of God.

**Key Vocabulary:**

Jesus, disciple, cross, resurrect

**Subject Composite:**

To create their own Easter card.

**Impact:**

Children have been introduced to the bible and some stories within it, children have been introduced to Jesus as an adult.

### Literacy

**Intent:**

To begin to listen to and join in stories.

**Skills, and Knowledge**

**Components Focus**

- \* Listens to and joins in with stories and poems, one to one and in small groups.
- \* Listens to stories with increasing attention and recall.
- \* Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories.
- \* Enjoys rhyming and rhythmic activities.
- \* Beginning to be aware of the way stories are structured.
- \* Describes main story settings, events and principal characters.

**Memory Facts/Transferable concepts:**

- \* Can talk about stories that they have heard.
- \* Can join in with repetitive stories.

**Key Vocabulary:**

Under, over, through

**Subject Composite:**

To create a story map of 'We're going on a bear hunt'.

**Impact:**

Children will become familiar with the Talk 4 Writing approach of retelling a story using actions and following a story using a story map.