

Communication and Language

- Start a conversation with an adult or friend and continue it for many turns.
- Begin to expand and use longer sentences of six words with descriptive language.
- Continue to become a good listener by taking account and respond to what others say.
- Enjoy listening to longer stories and can remember much of what happens.
- Be able to ask who, what, when and how questions when talking about things that occur and use of objects.

Literacy

- Begin to hear words with the same initial sound such as mat, mum, mouse, milk.
- Adult to say the sounds in CVC word eg c-a-t and children to orally blend sounds and say the word cat.
- Talk about events and characters in stories and suggests how the story might end.
- Looking at print in the environment and begin to recognise that print has meaning such as signs, logos, symbols.
- Begin to write their own name, and attempt other writing using letter knowledge for example shopping list, or 'm' for Mummy.

Personal, Social & Emotional Development

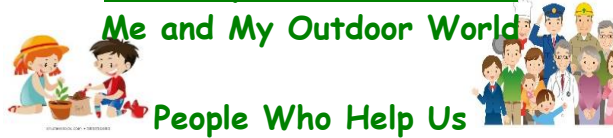
- Show increasing consideration of other people's needs and make choices to share.
- Begin to make healthy choices about food, drink and activities and tooth brushing.
- Be able to talk about their feelings in more elaborated ways: "I'm sad because..."
- Begin to regulate emotions and make links to Zones of Regulations using words like happy, sad, angry and worried.
- To increasingly follow rules, understanding why they are important.

Physical Development

- Learn how to use gardening tools for planting and looking after the garden area.
- Begin to kick and throw a ball with increasing force and accuracy. Start catching a large ball.
- Travel freely and with pleasure and confidence in a range of ways, such as rolling, skipping, jumping, hopping and climbing.
- Use a range of tools and equipment in one hand, include paintbrushes, scissors, hairbrushes, toothbrush and scarves for dancing.
- Hold a pencil near to the point between first two fingers and thumb and uses it with some control.
- Stand on one leg and hold poses for a game like musical status.

Nursery Summer Term

Me and My Outdoor World



Understanding of the World

- We will observe a variety of life cycles such as chickens and beans and discuss how they change.
- Plant seeds and care for growing plants.
- Notice and compare similarities and differences of mini beasts, animals.
- Join in with discussions about why things happen and how things work.
- Explore collections of materials with similar and/or different properties. Sinking and floating.
- Talk and learn about different occupations like police officers, doctors, dentists, hairdressers
- Discuss when we have to go to the Dentist. Why is it important to keep our teeth healthy? How can we keep our teeth healthy?

Maths

- Participate in number games, rhymes and counting past 5.
- To link numerals and amounts: for example, showing the right number of objects to match the numeral, up to 5
- Compare amounts saying when their have more than or fewer than or the same
- To develop fast recognition and subitises one, two and three objects (without counting) "look with your eyes to subitise."
- Play dice games to practise subitising and counting skills
- To show 'finger numbers up to at least 5.
- Understand position through words alone – for example, "The bag is **under, on top, behind** the table," – with no pointing.
- Begin to talk about and explore 2D and 3D shapes (for example, circles, rectangles, cones and cuboids) using informal and mathematical language: such as round, spiky, longer, sides, corners, straight, flat.

Expressive Arts and Design

- Learn to sing and join in with rhymes, songs, dancing and circle games and remember the entire song.
- Create their own songs or improvise a song around one they know.
- Play instruments with increasing control to express their feelings and ideas.
- Draw with increasing details, such as representing a person, animal, garden.
- Make imaginative and more detailed 'small worlds' with blocks and construction kits, such as a city with different buildings and a park. Then use these to create stories within their play.
- Engage in retelling stories taken from the children's interests.