


<p><b>Personal Social and Emotional Development</b></p> <p><b>Self-Regulation</b></p> <ul style="list-style-type: none"> <li>Talk about their feelings using a range of words-</li> <li>Begin to understand how others might be feeling.</li> <li>Help to find solutions to conflicts and rivalries.</li> <li>Develop appropriate ways of being assertive.</li> <li>Talk with others to solve conflicts.</li> </ul> <p><b>Managing Self</b></p> <ul style="list-style-type: none"> <li>Select and use activities and resources, with help when needed -to achieve a goal they have chosen, or one which is suggested to them.</li> <li>Settle to an activity for some time</li> <li>Increasingly follow rules, understanding why they are important.</li> <li>Do not always need an adult to remind them of a rule.</li> <li>Be increasingly independent in meeting own care needs</li> <li>Make healthy choices about food, drink, activity and toothbrushing.</li> </ul> <p><b>Building Relationships</b></p> <ul style="list-style-type: none"> <li>Develop sense of responsibility and membership of a community.</li> <li>Become more outgoing with unfamiliar people, in the safe context of their setting.</li> <li>Show more confidence in new social situations.</li> <li>Play with one or more other children, extending and elaborating play ideas.</li> <li>Share and take turns with others</li> </ul>	<p><b>Listening, Attention and Understanding</b></p> <ul style="list-style-type: none"> <li>Enjoy listening to longer stories (with increased attention) and can remember much of what happens simple sequencing activities e.g Walters wonderful web</li> <li>Shift their attention from one thing to another when needed and given a prompt</li> <li>Understand and follow a two-part instruction supported by wellcomm small group activities</li> <li>Understand and respond confidently to simple 'why' questions</li> <li>Understand and use some prepositions and movement words forwards backwards sideways behind, in front next to, under, in</li> <li>Listen to others in a small group</li> </ul> <p><b>Speaking</b></p> <ul style="list-style-type: none"> <li>User a wider range of vocabulary in a range of contexts</li> <li>Sing a large repertoire of songs</li> <li>Sing a range of songs/rhymes as part of a group and independently</li> <li>Talk about a familiar book and tell a longer story</li> <li>Develop communication, begin to use a wider range of tenses (with correct use of most tenses)</li> <li>Use sentences joined by other words such as like / because</li> <li>Start a conversation with an adult / friend &amp; continue it with many turns</li> <li>Retell a simple past event in correct order</li> <li>Use talk more confidently to organise selves / play</li> <li>Express a point of view &amp; debate when they disagree with an adult/friend, using words as well as actions</li> </ul>	<p><b>Physical Development</b></p> <p><b>Gross Motor Skills</b></p> <ul style="list-style-type: none"> <li>To walk and run on different surfaces with confidence</li> <li>To climb up a sloped bench and part of the wall bars</li> <li>To confidently balance along a simple raised obstacle course .</li> <li>Learn to skip</li> <li>To pedal bikes</li> <li>To work with a partner to throw and catch a large ball</li> <li>Use large muscle movements</li> <li>Remember some sequences and patterns of movement related to music and rhythm- minibeast dances</li> <li>Take part in some group team activities – simple team games e.g. pass the ball/relay races</li> <li>Match developing physical skills to tasks and activities in setting</li> <li>Choose the right resource to carry out chosen plan-making large minibeast using loose parts</li> <li>Collaborate with others to manage large items</li> </ul> <p><b>Fine Motor Skills</b></p> <ul style="list-style-type: none"> <li>Use one-handed tools and equipment.</li> <li>Eat independently using a knife and fork</li> <li>Be increasingly independent getting dressed and undressed</li> </ul> <p>Use a comfortable grip with good control when holding pens and pencils.</p>	<p><b>Literacy</b></p> <p><b>Phase 1 Phonics / Reading</b></p> <ul style="list-style-type: none"> <li>Develop phonological awareness <ul style="list-style-type: none"> <li>Join in with P1 activities, aspects 1 to 7 <ul style="list-style-type: none"> <li>Listen, remember &amp; talk about different sounds with increasing vocabulary: □ Environmental □ Instrumental □ Body Percussion</li> <li>Talk about rhyming words and begin to create rhyming strings</li> <li>Hear and say initial sounds in words</li> <li>Explore and talk about different voice sounds, enunciating some phonemes correctly</li> <li>Participate in oral blending/segmenting activities</li> <li>Clap syllables in words</li> </ul> </li> </ul> </li> <li>Engage in extended conversations about stories and non-fiction texts, learning &amp; using new vocabulary</li> <li>Use the five key concepts about print: <ul style="list-style-type: none"> <li>Identify a word in a sentence and understand it carries meaning</li> <li>Identify a letter in a word</li> <li>Name parts of book and show awareness of page number ... page number</li> <li>Continue to develop understanding of word / letter</li> <li>Follow print, know it is read from top to bottom &amp; use 1:1 correspondence</li> </ul> </li> <li>Read own name in a variety of fonts/context</li> </ul> <p><b>Writing</b></p> <ul style="list-style-type: none"> <li>Use knowledge of print / letter knowledge in writing <ul style="list-style-type: none"> <li>Recognisable letters ascribe</li> <li>Left to right / top to bottom directionality meaning</li> <li>Top to bottom directionality</li> </ul> </li> <li>Begin to match some letters to phonemes e.g. m for mummy</li> <li>Engage in purposeful early writing</li> </ul> <p>Write name, from memory, with correct letter formation</p>
<p><b>Vocabulary</b></p> <p>Mini beasts- spider, snail slug, earwig, bee, beetle centipede, millipede wings antennae eggs cyrsalys</p> <p>grow change different same</p> <p>positional language forwards backwards sideways behind in front next to under in on besides between through</p> <p>time language then after before</p> <p>shape vocabulary square circle rectangle triangle sides corners staright linespointy</p> <p>use simple sentences</p> <p>It is a.....It has a</p>	<p style="text-align: center;">Nursery Summer 1</p> <p style="text-align: center;">Mini- beasts</p>  <p>Experiences minibeast hunt Queens Jubilee Party</p>		<p><b>Mathematics</b></p> <p><b>Numerical Pattern / Number</b></p> <ul style="list-style-type: none"> <li>Extend and create ABAB patterns</li> <li>Recite numbers past 5</li> <li>Fast recognition of up to 3 objects - subitising</li> <li>Say one number for each item in order: 1,2,3,4,5.</li> <li>Know that the last number reached when counting a small set of objects tells you how many there are in total ('cardinal principle').</li> <li>Show 'finger numbers' up to 5.</li> <li>Link numerals and amounts up to 5</li> <li>Experiment with own symbols and marks as well as numerals.</li> <li>Solve real world mathematical problems with numbers up to 5</li> <li>Compare quantities using language: 'more than', 'fewer than'</li> </ul> <p><b>Shape, Space &amp; Measure</b></p> <ul style="list-style-type: none"> <li>Talk about and explore 2D and 3D shapes using Walters wonderful web as a stimulus</li> <li>Understand position through words- reinforce forwards backwards behind in front next to</li> <li>Make comparisons between objects relating to size, length, weight and capacity</li> <li>Select shapes appropriately: flat surfaces for building, a triangular prism for a roof etc.</li> <li>Combine shapes to make new ones</li> <li>Use shapes to make minibneasts</li> <li>Talk about and identifies the patterns around them.- patterns in spiders webs- weaving</li> <li>Extend and create ABAB patterns- notice errors in a pattern</li> </ul> <p>Begin to describe a sequence of events, real or fictional, using words such as 'first', 'then...'</p>
	<p><b>Understanding the World</b></p> <p><b>Past and Present</b></p> <ul style="list-style-type: none"> <li>To understand that some things happened in the past-The Queen's Jubilee- look at the coronation and the Queen now</li> <li>Make sense of their own life history Celebration of Eid</li> <li>Begin to make sense of family's history</li> </ul> <p><b>People, Culture &amp; Communities</b></p> <ul style="list-style-type: none"> <li>Show interest in different occupations- artist Matisse The Queen The Queens Guards</li> <li>Continue to develop positive attitudes about the differences between people The Celebration of Eid</li> <li>Participate in visits</li> </ul> <p><b>Natural World</b></p> <ul style="list-style-type: none"> <li>Use all their senses in hands on exploration of natural materials.</li> <li>Explore collections of materials with similar and/or different properties.</li> <li>Talk about what they see, using a wide vocabulary.- use magnifying glasses and collection tubs to collect look at and describe minibeast. Naming minibeast- snail worm spider be earwig centipede beetle</li> <li>Plant seeds and care for growing plants. Plant sunflower seeds</li> <li>Understand the key features of the life cycle of a creature caterpillars in the classroom.</li> <li>Begin to understand the need to respect and care for all living things.</li> </ul> <p>* Develop interest in linked: □ texts across themes, fiction and non-fiction □ sources of technological information</p>	<p><b>Being Creative</b></p> <ul style="list-style-type: none"> <li>Develop their own ideas and decide which materials to use to express them- snail trail patterns and pictures, making minibeast homes and minibeast</li> <li>Explore different textures- use of materials to make a Matisse Snail</li> <li>Join different materials using glue and tape</li> <li>Create closed shapes with continuous lines, and begin to use these shapes to represent objects.- draw spiders, snails etc</li> <li>Draw with increasing complexity and detail</li> <li>Use drawing to represent ideas like movement or loud noises.</li> <li>Show different emotions in their drawings and paintings, like happiness, sadness, fear etc.</li> <li>Explore colour and colour mixing.</li> </ul> <p><b>Being Imaginative</b></p> <ul style="list-style-type: none"> <li>Respond to what they have heard, expressing their thoughts and feelings.</li> <li>Remember and sing entire songs. E.g. crunch caterpillar crunch, ladybird lady bird fly away home, the ants go marching</li> <li>Sing the pitch of a tone sung by another person ('pitch match').</li> <li>Sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs.</li> <li>Play instruments with increasing control to express their feelings and ideas.</li> <li>Create their own songs, or improvise a song around one they know</li> <li>Take part in simple pretend play using an object to represent something else even though they are not similar</li> </ul> <p>Develop complex stories using small world equipment Make imaginative and complex 'small worlds'</p>	