

Personal Social and Emotional Development

Self-Regulation

- Talk about their feelings using a range of words-
- Begin to understand how others might be feeling.
- Help to find solutions to conflicts and rivalries.
- Develop appropriate ways of being assertive.
- Talk with others to solve conflicts.

Managing Self

- Select and use activities and resources, with help when needed -to achieve a goal they have chosen, or one which is suggested to them.
- Settle to an activity for some time
- Increasingly follow rules, understanding why they are important.
- Do not always need an adult to remind them of a rule.
- Be increasingly independent in meeting own care needs

Building Relationships

- Develop sense of responsibility and membership of a community.
- Become more outgoing with unfamiliar people, in the safe context of their setting.
- Show more confidence in new social situations. – Park visit
- Play with one or more other children, extending and elaborating play ideas.
- Share and take turns with others

Vocabulary

The Park slide seesaw climbing frame lake boat boat house tennis geese ducks

The seaside sea waves rough waves calm sea sand sun screen paddling swimming rough smooth scratchy float sink

Summer sunny stormy warm holiday t shirts shorts sunscreen caps hats sunhat picnic camping

Listening, Attention and Understanding

- Enjoy listening to longer stories (with increased attention) and can remember much of what happens simple sequencing activities
- Shift their attention from one thing to another when needed and given a prompt
- Understand and follow a two-part instruction supported by well-known small group activities
- Understand and respond confidently to simple 'why' questions
- Understand and use some prepositions and movement words forwards backwards sideways behind, in front next to, under over, in
- Listen to others in a small group

Speaking

- Use a wider range of vocabulary in a range of contexts
- Sing a large repertoire of songs
- Sing a range of songs/rhymes as part of a group and independently
- Talk about a familiar book and tell a longer story
- Develop communication, begin to use a wider range of tenses (with correct use of most tenses)
- Use sentences joined by other words such as like / because
- Start a conversation with an adult / friend & continue it with many turns
- Retell a simple past event in correct order
- Use talk more confidently to organise selves / play
- Express a point of view & debate when they disagree with an adult/friend, using words as well as actions

Physical Development

Gross Motor Skills

PE – games Unit 1-Transport theme
running balancing changing direction , striking a ball throwing , communication, co-operation honesty and fair play, managing emotions, tactics decision making

- To walk and run on different surfaces with confidence
- To climb up a sloped bench
- To confidently balance along a simple raised obstacle course .
- Learn to skip
- To pedal bikes and change direction / stop with confidence
- To work with a partner to throw and catch a ball
- Use large muscle movements
- Remember some sequences and patterns of movement related to music and rhythm-seaside dances
- Take part in some group team activities – simple team games e.g. pass the ball/relay races
- Match developing physical skills to tasks and activities in setting
- Choose the right resource to carry out chosen plan-making sea creatures using loose parts and junk modelling
- Collaborate with others to manage large items

Fine Motor Skills

- Use one-handed tools and equipment.
- Eat independently using a knife and fork
- Be increasingly independent getting dressed and undressed

Use a comfortable grip with good control when holding pens and pencils.

Literacy

Phase 1 Phonics / Reading

- Develop phonological awareness
 - ⇒ Join in with P1 activities, aspects 1 to 7
 - Listen, remember & talk about different sounds with increasing vocabulary: □ Environmental □ Instrumental □ Body Percussion
 - Talk about rhyming words and begin to create rhyming strings
 - Hear and say initial sounds in words
 - Explore and talk about different voice sounds, enunciating some phonemes correctly
 - Participate in oral blending/segmenting activities
 - Clap syllables in words
- Engage in extended conversations about stories and non-fiction texts, learning & using new vocabulary
- Use the five key concepts about print:
 - ⇒ Identify a word in a sentence and understand it carries meaning
 - ⇒ Identify a letter in a word
 - ⇒ Name parts of book and show awareness of page number ... page number
 - ⇒ Continue to develop understanding of word / letter
 - ⇒ Follow print, know it is read from top to bottom & use 1:1 correspondence
- Read own name in a variety of fonts/context

Writing

- Use knowledge of print / letter knowledge in writing
 - ⇒ Recognisable letters ascribe
 - ⇒ Left to right / top to bottom directionality meaning
 - ⇒ Top to bottom directionality
 - Begin to match some letters to phonemes
 - Engage in purposeful early writing
- Write name, from memory, with correct letter formation

Mathematics

Numerical Pattern / Number

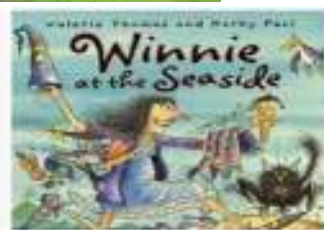
- Recite numbers to 20
- Fast recognition of up to 3 objects - subitising
- Say one number for each item in order: 1,2,3,4,5.
- Know that the last number reached when counting a small set of objects tells you how many there are in total ('cardinal principle').
- Show 'finger numbers' up to 5.
- Link numerals and amounts up to 5
- Experiment with own symbols and marks as well as numerals. Write numbers 1-5
- Solve real world mathematical problems with numbers up to 5
- Compare quantities using language: 'more than', 'fewer than'

Shape, Space & Measure

- Name 2D and 3D shapes begin to name corner and edges
 - Understand position through words- reinforce forwards backwards behind in front next to
 - Make comparisons between objects relating to size, length, weight and capacity
 - Select shapes appropriately: flat surfaces for building, a triangular prism for a roof etc.
 - Combine shapes to make new ones
 - Use shapes to make sea creatures / boats
 - Extend and create ABAB patterns- notice errors in a pattern
- Begin to describe a sequence of events, real or fictional, using words such as 'first', 'then...'

Nursery Summer 2

Journeys



Experiences Visit to the park

Stories Mr Gumpy's outing, Puffin Peter, The fish who could wish, Rainbow fish, The Snail and the Whale, A Shark in the Bath

Understanding the World

Past and Present

- To understand that some things happened in the past-The Queen's Jubilee- look at the coronation and the Queen now
- Make sense of their own life history Celebration of Eid
- Begin to make sense of family's history

People, Culture & Communities

- Show interest in different occupations- Jackson Pollack The lifeboat service
- Continue to develop positive attitudes about the differences between people
- Participate in a Park visit
- To talk about and find out about another area of the British Isles which has a seaside

Natural World

- Use all their senses in hands on exploration of natural materials.
- Explore collections of materials with similar and/or different properties. Shells seaweed rocks and pebbles
- Talk about what they see, using a wide vocabulary.- use magnifying glasses to look closely at shells, talking about what they saw at the park
- To talk about and draw a simple map of the park and design their own park

Being Creative

- Develop their own ideas and decide which materials to use to express them- e.g. to represent the sea side and waves
- Explore different textures-shells pebbles
- Join different materials using glue and tape
- Create closed shapes with continuous lines, and begin to use these shapes to represent objects.- draw boats sea creatures park equipment
- Draw with increasing complexity and detail
- Use drawing to represent ideas like movement or loud noises.
- Show different emotions in their drawings and paintings, like happiness, sadness, fear etc.
- Explore colour through splash painting and looking at art by Jackson Pollack
- colour mixing.

Being Imaginative

- Respond to what they have heard, expressing their thoughts and feelings.
- Remember and sing entire songs.
- Sing the pitch of a tone sung by another person ('pitch match').
- Sing the melodic shape (moving melody).

	<ul style="list-style-type: none"> ▪ To experiment with floating and sinking- make a boat that floats, make plastocene float ▪ Begin to understand the need to respect and care for all livingthings. ▪ Explore push and pulls through Park equipment- build a slide / swing for a teddy <p>* Develop interest in linked: □ texts across themes, fiction and non-fiction □ sources of technological information</p>	<p>such as up and down,down and up) of familiar songs.</p> <ul style="list-style-type: none"> ▪ Play instruments with increasing control to express their feelingsand ideas. ▪ Create their own songs, or improvise a song around one theyknow ▪ Take part in simple pretend play using an object to representsomething else even though they are not similar <p>Develop complex stories using small world equipment</p> <p>Make imaginative and complex 'small worlds' around the seaside/ camping/ holidays</p>	
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