


<p style="text-align: center;">Personal Social and Emotional Development</p> <p>Self-Regulation</p> <ul style="list-style-type: none"> 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. <p>Managing Self</p> <ul style="list-style-type: none"> 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 Make healthy choices about food, drink, activity and toothbrushing. <p>Building Relationships</p> <ul style="list-style-type: none"> 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. Play with one or more other children, extending and elaborating play ideas. Share and take turns with others 	<p>Listening, Attention and Understanding</p> <ul style="list-style-type: none"> Enjoy listening to longer stories (with increased attention) and can remember much of what happens simple sequencing activities e.g Walters wonderful web Shift their attention from one thing to another when needed and given a prompt Understand and follow a two-part instruction supported by wellcomm 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, in Listen to others in a small group <p>Speaking</p> <ul style="list-style-type: none"> User 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 	<p style="text-align: center;">Physical Development</p> <p>Gross Motor Skills</p> <ul style="list-style-type: none"> To walk and run on different surfaces with confidence To climb up a sloped bench and part of the wall bars To confidently balance along a simple raised obstacle course . Learn to skip To pedal bikes To work with a partner to throw and catch a large ball Use large muscle movements Remember some sequences and patterns of movement related to music and rhythm- minibeast 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 large minibeasts using loose parts Collaborate with others to manage large items <p>Fine Motor Skills</p> <ul style="list-style-type: none"> Use one-handed tools and equipment. Eat independently using a knife and fork Be increasingly independent getting dressed and undressed <p>Use a comfortable grip with good control when holding pens and pencils.</p>	<p style="text-align: center;">Literacy</p> <p>Phase 1 Phonics / Reading</p> <ul style="list-style-type: none"> Develop phonological awareness <ul style="list-style-type: none"> Join in with P1 activities, aspects 1 to 7 <ul style="list-style-type: none"> 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: <ul style="list-style-type: none"> 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 <p>Writing</p> <ul style="list-style-type: none"> Use knowledge of print / letter knowledge in writing <ul style="list-style-type: none"> Recognisable letters ascribe Left to right / top to bottom directionality meaning Top to bottom directionality Begin to match some letters to phonemes e.g. m for mummy Engage in purposeful early writing <p>Write name, from memory, with correct letter formation</p>
<p>Vocabulary</p> <p>Mini beasts- spider, snail slug, earwig, bee, beetle centipede, millipede wings antennae eggs cyrsallys</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>Nursery Summer 1</p> <p>Mini- beasts</p> 	<p>Being Creative</p> <ul style="list-style-type: none"> Develop their own ideas and decide which materials to use to express them- snail trail patterns and pictures, making minibeast homes and minibeasts Explore different textures- use of materials to make a Matisse Snail Join different materials using glue and tape Create closed shapes with continuous lines, and begin to use these shapes to represent objects.- draw spiders, snails etc 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 and colour mixing. <p>Being Imaginative</p> <ul style="list-style-type: none"> Respond to what they have heard, expressing their thoughts and feelings. Remember and sing entire songs. E.g. crunch caterpillar crunch, ladybird lady bird fly away home, the ants go marching 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. Play instruments with increasing control to express their feelings and ideas. Create their own songs, or improvise a song around one they know Take part in simple pretend play using an object to represent something else even though they are not similar <p>Develop complex stories using small world equipment Make imaginative and complex 'small worlds'</p>	<p>Mathematics</p> <p>Numerical Pattern / Number</p> <ul style="list-style-type: none"> Extend and create ABAB patterns Recite numbers past 5 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. Solve real world mathematical problems with numbers up to 5 Compare quantities using language: 'more than', 'fewer than' <p>Shape, Space & Measure</p> <ul style="list-style-type: none"> Talk about and explore 2D and 3D shapes using Walters wonderful web as a stimulus 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 minibeasts Talk about and identifies the patterns around them.- patterns in spiders webs- weaving Extend and create ABAB patterns- notice errors in a pattern <p>Begin to describe a sequence of events, real or fictional, using words such as 'first', 'then...'</p>
	<p style="text-align: center;">Understanding the World</p> <p>Past and Present</p> <ul style="list-style-type: none"> To understand that some things happened in the past-The Kings Coronation- look at the queens Coronation note it is in Black and white Make sense of their own life history Celebration of Eid Begin to make sense of family's history <p>People, Culture & Communities</p> <ul style="list-style-type: none"> Show interest in different occupations- artist Matisse The King Continue to develop positive attitudes about the differences between people The Celebration of Eid Participate in visits <p>Natural World</p> <ul style="list-style-type: none"> life cycle of butterflies – caterpillars in the classroom. To observe changes To respect and care for all living things. use magnifying glasses and collection tubs to collect, look closely and describe minibeasts . Naming minibeasts- snail worm spider be earwig centipede beetle Habitats of spiders/ snails/ caterpillars Observing snails and other minibeasts what do they eat/ how many legs do they have/ does another animal eat them/ how do they move Life cycle of a caterpillar Plant seeds and care for growing plants. Plant sunflower sunflower seeds Use all their senses in hands on exploration of natural materials. Explore and sort collections of materials with similar and/or different properties - flowers leaves seeds feathers snail shells- sorting plant from animal objects 		