

<p><b>Personal, Social and Emotional Development</b> Children will:</p> <ul style="list-style-type: none"> <li>-Have the opportunity to share their thoughts and feelings</li> <li>-Be encouraged to talk about their likes and dislikes and begin to identify similarities and differences between themselves and others</li> <li>-Continue to develop wider friendships and play through role-play, small world activities and physical games</li> <li>-Be encouraged to initiate their own challenges and to develop resilience and perseverance in the face of challenge</li> <li>-Continue to consolidate their understanding of the Nursery rules and routines</li> <li>-Start to use a range of self-regulation strategies</li> <li>-Begin to understand how others might be feeling and think of other perspectives</li> <li>-Continue to be encouraged to dress and change clothes independently</li> </ul> <p><b>Spiritual Development</b> I can celebrate others achievements I can be fair I can be kind</p>	<p><b>Mathematics</b> Children will:</p> <ul style="list-style-type: none"> <li>-understand the conservation of numbers to 5 with order irrelevance</li> <li>-Develop counting like behaviours</li> <li>-Compare sets of objects – which has more, fewer – just by looking</li> <li>-Notice when a set has considerably more (no need to count) and respond to word more</li> <li>-Time – sequence of events (first, next, after, before, morning, afternoon, evening, yesterday, tomorrow)</li> <li>-Understand and respond to language of now and next/later</li> <li>-Make links to regular events in routine e.g. lunchtime</li> <li>-Discuss routes and the order and location of things seen extending vocab (in between, above, below, around, beside, across, along)</li> <li>-Understand and respond to language of turn/rotate</li> <li>-Explore more complex construction with 3D shapes</li> <li>-combining shapes to make arches and enclosures</li> <li>-Play with simple inset puzzles where you need to turn the pieces to fit and make links to spatial vocab above</li> <li>-Understand and make Simple AB sequences of sounds, actions and objects (make own patterns)</li> <li>-Understand size matching and using words big and small</li> </ul>	<p><b>Understanding the World</b> Children will:</p> <ul style="list-style-type: none"> <li>-Explore the school grounds</li> <li>-Investigate the life cycle of a butterfly and observe the process metamorphosis in action</li> <li>-learn how to care for animals</li> <li>-talk about what they see using a wide vocabulary</li> <li>-Investigate and observe minibeasts and talk about the world around them</li> <li>-Explore the seaside to find out more about the world around them</li> </ul> <p><b>Spiritual Development</b> I can be kind I can be thankful for the gift of creation I can find wonder in all things</p>	<p><b>Communication and Language</b> Children will:</p> <ul style="list-style-type: none"> <li>-Continue to develop focused attention and active listening in small group work</li> <li>-begin to understand ‘how’ and ‘why’ questions</li> <li>-Focus on using the words ‘and’, ‘because’, ‘or’ to create longer sentences when answering or explaining something</li> <li>-Begin to sequence a series of events- from a story or from their day at nursery or home</li> <li>-Use past and future tenses</li> </ul> <p><b>Spiritual Development:</b> I can be thankful for the gift of creation I can find wonder in all things</p>
<p><b>Nursery Summer 1</b> <b>Our Wonderful World</b></p>			
<p><b>Literacy</b> Through daily story lessons, small groups teaching and child-initiated learning, children will listen to stories and be able to remember much of what happens. They will use a wider range of vocabulary linked to the story. The children will learn to sing a large repertoire of songs and will</p>	<p><b>Expressive Arts and Design</b> Children will:</p> <ul style="list-style-type: none"> <li>-Develop their creative ideas, choosing resources and techniques to suit</li> <li>-Learn to add more detail to their drawings and painting</li> <li>-Design and make boats</li> </ul>	<p><b>Physical Development</b> Children will:</p> <ul style="list-style-type: none"> <li>-Access the outdoor classroom and develop balance and coordination skills to enable them to travel in a variety of ways including over, under, through and around obstacle equipment</li> <li>-Continue to develop core muscle strength throwing, kicking and catching a large ball</li> </ul>	<p><b>Characteristics of Effective Learning</b> Children will:</p> <ul style="list-style-type: none"> <li>-Be encouraged to explore the Nursery and find out things for themselves</li> <li>-Have the opportunity to play with open-ended resources and use them as they choose</li> <li>-Be supported to think of and develop their own ideas</li> </ul>

<p>know many rhymes. Children will be able to talk about familiar books. Your child will encounter the following books: <b>The Very Hungry Caterpillar</b> <b>Pirates love underpants</b> <b>Commotion in the ocean</b> <b>Noah's Ark</b></p> <p>Children will</p> <ul style="list-style-type: none"> <li>-Understand the five key concepts about print.</li> <li>What is a word? What is a sentence?</li> <li>-Recognise their own name</li> <li>-Change words in a rhyme or story</li> <li>-Listen for rhymes in words</li> <li>-Explore mark making and representation opportunities</li> <li>-Write some or all of their name</li> </ul> <p><b>Phonics RWI</b> This term we will introduce N2 children to the picture cards for each letter sound in preparation for phonics when they begin school</p> <p><b>N1 children will focus on general sound discrimination – environmental</b></p> <p>Children will</p> <ul style="list-style-type: none"> <li>-raise awareness of the sounds around them and develop their listening skills through listening walk, drumming on different items outside and comparing the sounds, playing sounds lotto games and making shakers.</li> </ul> <p><b>Spiritual Development</b> I can be creative I can be curious I can celebrate others achievements</p>	<ul style="list-style-type: none"> <li>-Continue to explore colour mixing and using various textures when model making</li> <li>-be encouraged to make more complex and imaginative small world scenes when using a range of blocks and props</li> <li>-Retell familiar stories</li> <li>-Choose what they want to create. – Listen to music from other countries.</li> <li>-Look at artists from across times and cultures</li> </ul> <p><b>Sculpture and 3D:</b> <b>Andy Goldsworthy</b></p> <ul style="list-style-type: none"> <li>-Use one-handed tools and equipment for example, making snips in paper with scissors.</li> <li>-Explore different materials freely to develop their ideas about how to use them and what to make.</li> <li>-Develop their own ideas and then decide which materials to use to express them.</li> <li>-Join different materials and explore different textures.</li> <li>-Use a comfortable grip with good control when holding pens and pencils.</li> <li>-Show a preference for a dominant hand.</li> </ul> <p><b>Spiritual Development</b> I can be creative I can be curious</p>	<ul style="list-style-type: none"> <li>-Move in a variety of ways</li> <li>-Have opportunities to spin, rock, tilt, fall, slide and bounce</li> <li>-Begin to use simple rackets and balls</li> <li>-Engage in a variety of fine motor control activities including threading, cutting, weaving, construction, mark making and dough activities</li> <li>-Access Dough Disco and Funky Finger activities to support pencil grip and strength</li> </ul> <p><b>Spiritual Development</b> I can be creative I can be curious I can celebrate others achievements I can be fair I can be kind</p>	<ul style="list-style-type: none"> <li>-Be encouraged to take risks and to try new things</li> <li>-Work alongside adults who help them to work through problems and think about next steps</li> <li>-Be given opportunities to make their own decisions</li> <li>-Be encouraged to make links and talk about the process that they are going through and will be supported to 'have a go and keep trying' if things become tricky</li> <li>-Be given time to become deeply involved in their play and develop their concentration</li> <li>-Be praised for their effort when they persevere</li> </ul>
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**Forest School:**

Using tools

Introduction to tools - peelers (with gloves) for whittling, hammers, mallets, trowels and forks for planting.

Pond dipping

Bug hunting and investigating

Making a bug hotel

After close observation, draw pictures of the natural world

Features of local environment