

# Nursery Summer Term A

## CLL

Enjoy listening to stories and can remember much of what happens - Jaspers Beanstalk and Jack and the Beanstalk, Oliver's garden/vegetables, Understand a question or instruction that has two parts - e.g. dig a hole, to plant their seed  
Understand why questions - How did we plant the seed, why did it not grow?  
Sing a large repertoire of songs  
Sing songs relating to growing.  
Use new vocabulary throughout the day  
Children to learn new vocabulary in relation to plants and growing.

## Literacy

Understand how to listen carefully and why listening is important.  
Children to revise good listening skills  
Learn new vocabulary. Children to learn new vocabulary through stories and their play.  
Understand the five key concepts about print: -print has meaning, the names of different parts of a book, print can have different purposes, page sequencing, we read English from left to right and top to bottom.  
Read Jasper's beanstalk, Oliver's vegetables.  
Read individual letters by saying the sounds for them.  
Ask questions to find out more and to check they understand what has been said to them  
Articulate their ideas and thoughts in well-formed sentences.  
Connect one idea or action to another using a range of connectives  
Describe events in some detail.  
Develop social phrases.  
Retell the story, once they have developed a deep familiarity with the text, some as exact repetition and some in their own words.  
Blend sounds into word, so that they can read short words made up of known letter -sound correspondences, Read cvc words.  
Read simple phrases and sentences made up of words with known letter-sound correspondences and where necessary a few exception words.  
Read phase 2 books.  
Form lower case and capital letters correctly.  
Spell words by identifying the sounds and writing the sound with letter/s. Write sentences about the story Jasper's beanstalk. Make lists of vegetables they like. Describe the characters from the story Jack and the beanstalk.  
Write short sentences with words with known letter-sound correspondences using a capital letter and a full stop.

## PSED

Select and use activities and resources, with help when needed. Children to be set simple challenges and encouraged to think of their own challenges.  
Develop their sense of responsibility and membership of a community.  
Encourage children to help with jobs around the nursery: sweep the sand, water the plants etc.  
Talk about their feelings using words like happy, sad, angry or worried.  
Explore a range of feelings during circle time.  
Understand gradually how others might be feeling.  
Encourage children to empathise with others.  
Be increasingly independent in meeting their own care needs. Children to begin to change for P.E.  
Make healthy choices about, food drink activity and brushing. Children to sort healthy and unhealthy foods.

## Growth and change - plants

## UW

Use all their senses in hands on exploration -Look at changes they can see in the Nursery outside area, plant a range of fruits, vegetables and flowers.  
Plant seeds and care for growing plants- Talk about how their plants have grown.  
Discover what plants need to grow. Keep a seed diary  
Understand the key features of a lifecycle of a plant and an animal. Talk about the lifecycle of a plant.  
Begin to understand the need to respect and care for the natural environment and all living things. Talk about how to look after their plant.  
Continue to develop positive attitudes about the difference between people.  
Recognise that people have different beliefs and celebrate special times in different ways.  
Children to talk about how they celebrate Eid and how it is different to other festivals.

## EAD

Explore different materials freely, in order to develop their ideas about how to use them and what to make.  
Making their own flowers.  
Develop their own ideas and then decide which materials they use to express them.  
Plan and make a garden.  
Join different materials and explore different textures. Plan and make a garden.  
Create their own songs, or improvise a song around one they know. Mary, Mary quite contrary, This is my garden.  
Play instruments with increasing control to express their feelings and ideas.

## PD

Revise and refine the fundamental movement skills they have already acquired.  
Develop and practise rolling, crawling, walking, jumping, running, hopping, skipping, climbing.  
Use a comfortable grip with good control when holding pens and pencils. Children to develop pencil grip through a range of fine motor activities.  
Uses one handed tools and equipment. digging, moving soil, weeding etc.  
Use large-muscle movements to wave flags and streamers, paint and make marks.  
Outdoors with gross motor activities on chalkboard, on the ground etc.  
Develop the overall body strength, coordination balance and agility needed to engage successfully in future physical education lessons. Children to spin, rock, tilt, fall, slide and bounce.

## MD

Count objects, actions and sounds. Practise counting on a daily basis. Count objects in the environment and during maths activities.  
Link numerals and amounts: - counting out number of seeds for pots accurately and flowers.  
Compare quantities using language more than fewer than - checking all bags have the same number of vegetable in each in shop.  
Uses the language of more and fewer to compare 2 sets of objects put vegetables, seeds, flowers  
Experiment with their own symbols - writing price tags, price lists and coins.  
Begins to use everyday language relating to money- being the shopkeeper, pricing and counting goods.  
Make comparisons between objects relating to size, length, weight and capacity - ordering beanstalks and sunflowers, comparing and ordering cucumbers/carrots by length.  
Compare length, weight and capacity. Measure Jaspers Beanstalk and use key vocabulary of tall, short, taller, shorter, tallest and shortest. Compare and measure different containers and use the language of full, empty, half full and half empty.

## Phonics

Most children will be working on Phase 2 letters and sounds.  
They will be linking sounds to letters, blending sounds to read CVC words and segmenting to write CVC words.

Phase 2. Learn phase 2 letter sounds. Practise blending and segmenting with phase 2 graphemes. Learn phase 2 tricky words I, go, no, to, the, and high frequency words.

Phase3. Learn phase 3 letter sounds. Practise blending and segmenting with phase 3 letter sounds. Practise reading and writing captions and sentences. Read high frequency words and phase 3 tricky words.

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plants