

Nursery Summer Term B

Communication and language

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.

Use new vocabulary throughout the day

Children to use the vocabulary they have learnt.

Be able to express a point of view and to debate when they disagree with an adult or a friend, using words as well as actions.

Children to debate why different animals will be better to have as a pet. (Dear Zoo)

Children to pretend to be the farmer and the animals from the story and debate why he should/shouldn't be the farmer. (Farmer Duck)

Start a conversation with an adult or a friend and continue it for many turns.

Children to talk about their move into Reception and what will be different.

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

Use talk to help work out problems and organise thinking and activities, and to explain how things work and why they might happen

Children to discuss the life cycle of a butterfly

Develop social phrases

Children to engage with social phrases with their key worker.

Engage in story times

Children to listen to stories with interest and join in with repeated refrains

Listen to and talk about stories to build familiarity and understanding

Retell the story, once they have developed a deep familiarity with the text, some as exact repetition and some in their own words. Children to retell The hungry caterpillar, Dear Zoo and the Three Billy goats gruff.

Use new vocabulary in different contexts

Engage in non-fiction books

Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary Read non-fiction books about life cycles.

Listen carefully to rhymes and songs, paying attention to how they sound. Learn rhymes, poems and songs. Children to learn poems about chicks.

Literacy

Read books matched to their phonics ability remembering:

Read individual letters by saying the sounds for them.

Blend sounds into words, so that they can read short words made up of known letter-sound correspondences

Blead some letter groups that each represent one sound and say sounds for them

Read a few common exception words matched to the school's phonic programme

Read simple phrases and sentences made up of words with known letter-sound

Write for a range of purposes remembering:

Form lower-case and capital letters correctly

Spell words by identifying the sounds and then writing the sound with letters.

Write short sentences with words with known sound-letter correspondences using a capital letter and full stop

Re-read what they have written to check that it makes sense

Note correspondences and, where necessary, a few exception words

Re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment.

PSED

Develop their sense of responsibility and membership of a community.

Encourage children to become a helpful, caring member of their class willing to help their peers and other adults.

Manage their needs in preparation for Reception.

Children to be able to use the toilet, get changed for PE and eat their food independently.

Think about the perspectives of others.

Encourage children to put themselves in other people's shoes and show some empathy.

Animals

Understanding of the World

Talk about what they see, using a wide vocabulary.

Take the children on a walk to a local park or a trip to a farm/ nature centre and discuss what they have seen. Watch some nature programmes/ clips.

Understand the key features of the lifecycle of an animals.

Buy some caterpillars to keep in nursery and to study their life cycle and release back into the wild. Also study the lifecycle of a chick.

Begin to understand the need to respect and care for the natural environment and all living things.

Build a wormery, snailery or bug hotel taking into consideration what each mini-beast needs to thrive and survive.

Expressive Arts and Design

Explore colour mixing.

Explore, use and refine a variety of artistic effects to express their ideas and feelings.

Children will learn to mix colours. They will make animal masks and create animals with clay.

Return to and build on their previous learning, refining ideas and developing their ability to represent them.

Listen attentively, move to and talk about music, expressing their feelings and responses Listen to different pieces of music when creating a butterfly dance.

Watch and talk about dance and performance art, expressing their feelings and responses. Watch others performing dances. Talk about how it makes them feel.

Sing in a group or on their own, increasingly matching the pitch and following the melody

Explore and engage in music making and dance, performing solo or in groups.

Physical Development

Revise and refine the fundamental movement skills they have already acquired such as: rolling, crawling, walking, jumping, running, hopping, skipping, climbing

Children to practise fundamental movement skills ready for Reception when participating in sports day,

Progress towards a more fluent style of moving, with developing control and grace

Children to make up a butterfly dance

Develop the overall body strength, coordination, balance and agility needed to engage successfully with future physical education sessions and other physical disciplines including dance, gymnastics, sport and swimming

Develop their small motor skills so that they can use a range of tools competently, safely and confidently (Pencils, paintbrushes, scissors, cutlery)

Children to continue to develop fine motor skills through using a range of resources.

Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor. Children to develop a good posture when sitting.

Combine different movements with ease and fluency

Children to combine movements during their butterfly dance.

Mathematics

Explore the composition of numbers 2,3,4,5 and 10.

Sharing animals in different pens.

Number bonds to 5.

Sharing cakes / sweets between teddies on a picnic.

Subitise up to 5.

Showing different arrangements of spots on a die or domino and recognising it just by looking at it.

Some number bonds to 10, including doubling facts.

Rolling a die and doubling the spots on a ladybird.

Verbally counting beyond 20.

Compare quantities up to 10 using greater than or less than.

Comparing plates of buttons

Talk about and explore 2D and 3D shapes using informal and mathematical language.

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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