

# Nursery Summer Term A

## Communication and Language

**Enjoy listening to stories and can remember much of what happens.**

Share high-quality books and talk about new vocabulary. Share stories such as *The Train Ride* and *Mr Gumpy's Motor Car*.

**Continue to use a wider range of vocabulary.** Introduce and use new vocabulary daily through stories and encourage the children to use it.

**Listen to and talk about selected non-fiction to develop new knowledge and vocabulary.** Develop children's vocabulary in relation to different modes of transport. Introduce and use key vocabulary in books and the role-play areas.

**Understand simple questions about who, what, where.** Ask who? What? and where? questions and model to how to answer the questions.

**Understand why questions.** Ask children why questions about different transport vehicles. Model how to answer the questions using appropriate vocabulary.

**Continue to sing a larger repertoire of songs.** Learn and sing a range of songs and encourage the children to sing throughout the day.

**Know many rhymes, be able to talk about familiar books, and be able to tell a long story.** Children to retell their own story about a train ride or other similar experiences such as going on plane or train.

**Be able to express a point of view and to debate when they disagree using words as well as actions.** Children to debate about a dilemma regarding the police. Model language that promotes thinking and challenges the children.

## Literacy

**Understand the five key concepts about print: Print has meaning, the names of the different parts of a book, print can have different purposes, page sequencing, we read English text from left to right and from top to bottom.**

Continue to learn the five key concepts through several books: *The Train Ride* and *Mr Gumpy's Motor Car* and a selection of non-fiction books.

**Engage in extended conversations about stories, learning new vocabulary.** Look at pictures from the stories and answer a variety of questions. Children to make predictions about what is going to happen next.

**Write some or all of their name accurately.** Children to practise writing their name daily.

**Write some letters accurately.** Children to write simple words and labels about different transport and retelling the story *The Train Ride*. Children given plenty of opportunities to write on clipboards in different areas, write notes, letters, telephone messages and lists.

**Continue to read individual letters by saying the sounds for them.** Model to the children how to use their phonics knowledge to identify letter sounds in books. Encourage children to find graphemes in books and print in the environment.

**Begin to blend sounds into words.** Model to the children how to sound out and blend simple word. Children to begin to blend simple words within books and the environment.

## Personal, Social and Emotional Development

**Select and use activities and resources.** Teach and model to children how to use the resources appropriately to achieve their desired outcomes. Plan and make a junk model of a vehicle.

**Develop their sense of responsibility and membership of a community.** Visit the fire station and interview the police. Talk about how we can help them.

**Increasingly follow rules, understanding why they are important.** Children learn about why rules are important. Talk about rules to keep safe from fire, on the road etc.

**Begin to understand how others might be feeling.** Share different scenarios and children to match to emotion cards.

**E-Safety.** During circle times, children to identify some simple personal information, people who they can trust and why. When is it ok to share personal information?

Identify rules that help keep us safe and healthy in and beyond the home when using technology. Do you have rules at home/school for using technology?

# Transport

## Understanding the World

**Shows an interest in different occupations.** Children learn about the different occupations and places of work, e.g. police station, doctors, fire station. Children to explore different transport vehicles for the different occupations.

**Explore how things work.** Children to learn how different the types of transport move wheels on bus, car, train and sails on a boat. Children to create their own transport using different resources and materials.

**Know that there are different countries in the world and talk about the differences they have experienced or seen in photos.** Children to compare the differences between the French and Spanish police and the British police. Do they all carry weapons? Do they all wear the same colour uniform? What about their police cars etc? What about fire fighters? Children learn about children's families around the world and talk about their own experiences of going on holiday. Model to the children how to ask questions and use new vocabulary.

**Talk about the differences between materials and changes they notice.** Children learn how to use different materials and media to create boats, trains and planes. Children explore how different materials sink and float.

## Expressive Arts and Design

**Take part in simple pretend play using an object to represent something else though they are not similar.** Children learn how to use boxes, sheets and crates to create a police car, fire engine, train and bus. Encourage and engage with the children in their pretend play using new vocabulary.

**Continue to develop complex stories using small world equipment.** Children learn how to use Lego and blocks to build roads, streets, vehicles to create their own stories. Support children in using new vocabulary to tell their own stories. Encourage the children to retell stories they have heard in class, adapt, and change them.

**Develop their own ideas and then decide which materials to use to express them.** Model how to use junk modelling, printing and collage to create different modes of transport.

## Physical Development

**Revise and refine the fundamental movement skills they have already acquired.** Develop and practise rolling, crawling, walking, jumping, running, hopping, skipping, climbing.

**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.

**Use one handed tools and equipment, making snips in paper with scissors.**

Children given strips of different paper with different road markings on which they have to cut along carefully.

**Use a comfortable grip with good control when holding pens and pencils.** Children to trace around different patterns and maps carefully.

**Start taking part in some group activities which they make up for themselves or in teams.** Children learn how to play as a group and in teams to complete some passing the ball games around a circle or in a row.

## Mathematics

**Begin to count objects, actions and sounds.** Model to the children how to count accurately saying one number name for each object. Children to explore counting objects in their environment and actions in their environment.

**Continue to link numerals and amounts.** Children continue to recognise numerals and count objects accurately. Children learn how to match numerals to the correct amounts.

**Continue to compare quantities.** Children to use the language of 'more than' and 'fewer than' to compare amounts. Children learn how to count two sets of objects accurately and use the correct vocabulary to describe them.

**Experiment with their own symbols.** Children to explore writing numbers by writing price tags, numbers on vehicles and price list.

**Talks about and explore 2D and 3D shapes using mathematical language 'sides', 'corners', 'straight', 'flat', 'round'.** Children to name and describe shapes using mathematical language and select appropriate shapes.

**Combine shapes to make new ones.** Children use shapes to create representations of different transport vehicles and describe the shapes they used. They explore how to combine the shapes to make other shapes.

## Phonics

### Little Wandle Letters and Sounds Revised

Children to learn the sounds for **v, w, y, z, qu** and **ch**. **Teach Phonemic awareness** by teaching children to identify the initial sounds of words and objects. **Oral blending** Teach children to blend a wide range of words using oral blending.