

Nursery Summer Term B

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 Farmer Duck, Dear Zoo and The Three Billy Goats Gruff.

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

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 animals and stories. 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 the stories Farmer Duck, Dear Zoo, What the Ladybird Heard and the Three Billy Goats Gruff.

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. Encourage the children to articulate their ideas and thoughts in well-formed sentences and model taking it in turns and listening to other children's thoughts, feelings and ideas.

Literacy

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. Share picture books such as Farmer Duck, What the Ladybird Heard, Dear Zoo and The Billy Goats Gruff.

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 the children to find graphemes in books and print in the environment.

Begin to blend sounds into word. Children begin to sound out simple words and blend to read them.

Begin to form lower case letters correctly. Children learn how to form letters correctly and practise letter formation in the outdoor and indoor environment.

Begin to spell words by identifying the sounds and writing the sound with letter/s. Children begin to write simple words using the graphemes they have learnt. Children to label animals, write list and short phrases to retell stories.

Phonics

Little Wandle Letters and Sounds Revised

Children to learn the sounds for **ck, x, sh, th, ng** and **nk**. **Teach Phonemic awareness** by teaching children to identify the final sounds of words and objects.

Oral blending. Teach children to blend a wide range of words using oral blending.

Personal, Social and Emotional Development

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.

Show more confidence in new social situations. Talking about changes that will happen when they go to Reception and visiting their new Reception class.

Manage their needs in preparation for Reception. Children to be able to use the toilet, get changed for P.E. 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.

Develop appropriate ways for being assertive. Discussions during circle time. Modelling from adults and key workers on how to express themselves appropriately.

E-Safety. Children to describe ways that some people can be unkind online, recognising differences between kind and unkind behaviours. 'Unkind online' is being mean on games, social media, the internet and through a device.

Animals

Understanding the World

Talk about what they see, using a wide vocabulary. Children to visit the local farm and discuss what they have seen. Children to use new vocabulary to discuss what they see. Watch some nature programmes and clips and encourage the children to talk about what they can see.

Understand the key features of the lifecycle of an animals. Children to learn about farm animals and how they change from baby to adults. Plan and use new vocabulary and children use it when talking about the life cycles of animals.

Begin to understand the need to respect and care for the natural environment and all living things. Children to build a wormery, snailery or bug hotel taking into consideration what each mini-beast needs to thrive and survive.

Explore and talk about different forces they can see. Children to explore magnetic attractions and repulsion.

Expressive Arts and Design

Explore colour mixing. Children will continue to learn how to mix different colours. They will make animal masks and create animals with clay.

Listen attentively, move to and talk about music. Children listen to different pieces of music and explore movements with increased confidence.

Remembers and sings entire song. Children to learn songs and nursery rhymes and can sing the complete song confidently.

Sing in a group or on their own, increasingly matching the pitch and following the melody. Learn and sing songs and encourage the children to follow the melody. Experiment with changing the pitch and their voices to match.

Play instruments with increasing control to express their feeling and ideas. Children experience a wide range of instruments from different cultures. Encourage children to experiment with different ways of playing the instrument.

Physical Development

Learn and practise the fundamental movement skills such as: rolling, crawling, walking, jumping, running, hopping, skipping, and climbing. Children to practise fundamental movement skills ready for Reception and when participating in sports day.

Increasingly be able to use and sequences and patterns of movement which are related to music and rhythms. Children to explore different ways of moving using high and low movements. Children to create butterfly dance and learn how to combine different movements with ease and fluency.

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 during group times and on the tables. Model how to sit correctly.

Mathematics

Recite numbers. Practise counting daily. Children recite number with increased confidence and begin to notice patterns when counting.

Count objects, actions and sounds. Practise counting in the environment and during maths activities.

Link numerals and amounts. Recognise numerals and counting out number of objects accurately. Children to recognise numerals and link them to the correct amount.

Solve real world mathematical problems with numbers up to 5. Provide opportunities throughout the day to solve real world problems in their own setting using familiar objects.

Subitise. Children learn how to recognise small amounts without counting up to 5. Show different arrangements of spots on a die or domino and recognising it just by looking at it. Practise recognising small amounts without counting and link to showing 'finger numbers' up to 5.

Talk about and explore 2D and 3D shapes using informal and mathematical language. Encourage the children to notice, name and describe shapes in their immediate environment. Talk to the children about what is the same and what is different about the shapes. **Make direct comparisons and encourage the children to use mathematical language of 'sides', 'corners', 'straight', 'flat' and 'round.'**