

Personal, Social and Emotional Development

JIGSAW – Relationships!

Pieces:

- My Family and Me
- Make Friends, Make Friends, Never, Ever Break Friends! (Part 1 and 2)
- Falling Out and Bullying (Part 1 and 2)
- Being The Best Friend We Can Be

- Respond to others sensitively with words and actions, showing an awareness of their feelings
- Talk about their own interests, wants and opinions
- Adapt their behaviour to new and different situations, managing changes to routines

Values Question: Honesty – telling the truth: What can we learn from stories?

English - Writing

- Giving meaning to marks that they make while drawing and writing – inside and out
- To begin to write some letter shapes, knowing they carry sounds
- Write their name from memory
- Drawing story maps

Reading

- Recognise print as letters, knowing that it holds meaning
- Investigates rhyme and rhythm activities
- Enjoy and range of books
- Practise finding their name and recognise familiar signs and logos.
- Recall stories and anticipate key events

Communication & Language

- Begin to use more complex sentences
- Retell past events in the correct order
- Explain what is happening and talk about what might happen next
- Ask and answer simple questions (how and why) (Linguistic)
- Learn repeated refrains from stories and use story language in play
- Talk about characters from stories and books
- Begin to hear the initial sound in words
- Learn the sounds made by letters
- Listening and recall games
- Story telling using Pie Corbett actions

- Recall details of story or text by answering open ended questions or referring to picture prompts. (Cognitive)
- Imitate real-life and make-believe experiences within role play. (Cognitive; Social & Emotional)
- Use newly learned vocabulary in and through play activities. (Linguistic)

NURSERY – SUMMER I



THE LITTLE RED HEN

FARM ANIMALS

Knowledge and Understanding of the World

- Talk about significant personal experiences in their own lives
- Talks about and asks questions about animals, the world, and why things happen
- Investigate changes over time in the natural world
- To talk about how to stay healthy in terms of exercise, food and safety
- Use age-appropriate technology
- To use language related to specific animals (farm vocabulary)
- Forest School

Through our teaching and learning, we actively promote the British Values of democracy, rule of law, individual liberty and mutual respect and tolerance.

- Our school rules – Ready, Respectful and safe
- St. Georges Day, Father's Day

Expressive Arts & Design

- Build up a repertoire of songs and dances
- Select the tools they need for a purpose
- Engage in their own imaginative role play
- Explore materials to create pictures and effects
- Create representations of people and experiences

Mathematics

Number

- Sorting animals using various criteria
- Number recognition – selecting the correct numeral
- Counting to find the total (simple addition and subtraction)
- Separate a group of three or four objects in different ways - recognising that the total is still the same
- Shows an interest in number problems

Shape, Space and Measure

- Capacity - filling and emptying containers ordering 2 items by their capacity
- Counting coins and introduction to money

Closing the gaps in final term - differentiated to meet individual needs. Moving on to 40-60 Learning Outcomes to support transition into Reception.

Physical Development

- Draw simple shapes, circles and lines.
- Experiment with different ways of moving.
- Develop gross motor skills through climbing and large movements.
- Develop skills with tools such as scissors and rolling pins.
- Fine motor – including 'Funky Fingers' and Dough Disco strengthening hand muscles.
- Develop a successful tripod grip to gain more control
- Squiggle When You Wiggle