Summer 1
Nursery

In the Garden

Communication & Language

- Begins to be able to pay attention to more than one thing at a time
- Shows understanding of some 'what' 'where' and 'why' questions - why did the caterpillar get so fat?
- Uses sentences of 4-6 words
- Asks questions using a range of question words
- Continues to learn and use more new words
- Enjoys talking and playing with other children or adults
- Enjoys a wide range of make-believe play and dressing up

Personal, Social and Emotional Development

- Expresses a wide range of feelings - excitement, happiness, anxiety, and self-doubt
- Can sometimes say what has made them feel that way
- Is sometimes able to manage 'uncomfortable' feelings appropriately without adult support
- Selects and uses a range of resources independently
- Shows confidence and self-esteem, being outgoing towards people, taking risks and trying new things
- Understands and works towards a simple goal and celebrates its accomplishment
- Can tell adults when hungry, full up or tired, when they want to sleep, rest or play
- Can usually attend to own toileting needs
- Can wash and dry hands and understands why this is important
- Starting to understand that some foods are good for them eg fruit, milk
- Understands they may need to wait their turn and is beginning to anticipate this
- Shows consideration of other peoples' needs and increased impulse control

Physical Development

- Catches a small ball from a close distance
- Throws a beanbag
- Makes large-muscle movements to wave flags and streamers, paint and make marks
- Rides a balance bike lifting feet
- Rides a 3 wheel scooter moving one leg to push
- Can move quickly or slowly depending on the type of music being played
- Can tap in time to simple a rhythm
- Handles small objects with growing precision, such as beads and buttons, small blocks, or loose parts during play.
- Uses finer implements with more controlled movements, for example drawing with intention, threading, using small tools in role play, cutting along a straight line.
- Coordinates both hands more effectively when manipulating objects, showing improved grip, stability, and dexterity.

Literacy

- Engages in extended conversations about stories, rhymes, songs and non-fiction texts, answering simple questions and learning new vocabulary
- Talks about events and characters in stories
- Enjoys sharing books
- Has an awareness of pages and words
- Understands why we have books
- Can talk about what they want to draw or 'write', in their play
- Communicates ideas in their independent play through mark-making and assigning meaning
- Uses symbols or scribble which may have spaces in between, to resemble words
- Through CP and phonics sessions can:
- experiment with sounds and words
- listen attentively with an awareness and appreciation of rhyme, rhythm and alliteration
- speak clearly and audibly with confidence and control
- distinguish between different sounds in words and is developing an awareness of the differences between phonemes

Understanding the World

- Knows and understands 'tomorrow'
- Knows 'before' and 'after' as concepts
- Talks about what they see at school or home
- Explores the school grounds with interest
- Explores the natural environment and identifies some similarities and differences
- Knows about the life cycle of a butterfly
- Has developed some understanding of the effect their behaviour can have on the environment - recycling

Mathematics

- Recites numbers past 5 eg in songs and rhymes
- Has fun counting as far as they can go
- Begins to 'tag' (points or touches each item), using the stable order of 1,2,3
- Counts in play and is beginning to understand the significance of the last number in the count
- Can recognise groups of up to 3 objects
- Compares quantities - 'more than' 'fewer than' in play
- Arranges items in their own patterns
- Can name some 2D shapes - circle, rectangle, triangle, square in play
- Can name some 3D shapes - cube, cylinder, cone, in play
- Uses some mathematical language to talk about shape e.g. sides, corners, flat, round, in play

Expressive Arts & Design

- Can mix own paint - primary colours
- Can paint on large paper using thick and medium brushes
- Can print with a range of small shapes and notices where their work is similar/different to the art of others
- Sings a repertoire of songs
- Sings in a group, trying to keep in time
- Copies and uses basic actions in songs
- Shares some likes and dislikes about music
- Begins to use objects to represent something else in pretend play
- With support, begins to negotiate roles in play, working with others, copying ideas