

Expressive Arts & Design (EAD)

Use techniques and co-operative imaginative play we have learnt to complete the weekly activities:

- Role play in a day at the beach interest tray – include various transport to talk about journeys and travel.
- Travel agents in the office area
- Pirate small world in water tray
- Using celery to paint rainbow fish (painting with other materials)
- Pirate parrots exploring colour
- Singing seaside themed songs
- Making maps
- Using dough to make shapes
- Painting vehicles

Transport, Journeys and Water Summer Term 2

Personal, Social & Emotional Development (PSED)

In our PSED, we will be talking about:

- Graduation - transition to Reception
- Transition visits
- Solving problems independently
- Sharing ideas
- Manage own self-care independently – take off jumper, put on coat and hat, fasten coat, hang up coat, put pictures un own bag, independence in the toilets.

Key vocabulary: [emotion](#), [sad](#), [happy](#), [angry](#), [knowledge](#), [confidence](#), [empathy](#) [belongings](#), [independence](#)

Understanding the World (UW)

History – What do we wear at different times of the day

Developing self care routines including wearing and choosing appropriate clothes

Answering:

- 1) What do we wear in the morning?
- 2) What do we wear at night time?
- 3) What do we wear for Nursery?
- 4) What do we wear for different activities?
- 5) What do we wear for different weather?

Key vocabulary: [daytime](#), [night time](#), [outside](#), [inside](#), [clothes](#), [hats](#), [cold](#), [hot](#), [summer](#), [winter](#), [today](#), [tomorrow](#), [morning](#), [afternoon](#), [evening](#).

Information Technology - Computer systems and networks - Communicate

Office area including keyboard and phone.

Camera - take photos

Aim - learn to take photographs using IT.

Explore IT equipment - tinker tray

Key Vocabulary: [Mouse](#), [Buttons](#), [Keyboard](#)

[Keys](#), [Motherboard](#), [USB stick](#), [System fan](#), [Hard drive](#),

[Monitor](#), [Computer tower](#), [Speaker](#), [Click](#), [Push](#), [Pull](#),

[Twist](#), [Under](#), [On top of](#), [Behind](#), [Open](#), [Shut](#), [Larger](#),

[Smaller](#), [Larger](#), [Camera](#), [iPad Tablet](#), [Lens](#), [Point](#), [Shoot](#),

[Capture](#), [Picture](#), [Image](#), [Gallery](#), [Record](#), [Photograph](#),

[Photographer](#), [Still](#), [Blurred](#), [Blurry](#), [Crisp](#), [Clear](#)

Literacy & Communication & Language

We will be learning to:

Foundational phonics – consolidate learning

Using longer sentences

Use sentences to have their needs met

Understand who/what./where questions

Understand why questions

Enjoy listening to stories and remember key events

Join in with simple text retelling

Develop own narrative

Retell past events in correct order

Understand beginning, middle and end.

Continue RWI phonics – phase 1

Develop a love of books

Literacy books this term are 'I'm a bus driver' and 'Oh look a boat'

Physical Development (PD)

Develop pencil grip and letter formation,

Use one-handed tools and equipment e.g. cut a straight

line when cutting,

Show a preference for a dominant hand

Fasten coats

In PE we will be:

Experiment with different ways of moving

Show control over objects with throwing and catching

To roll a ball accurately

To climb Nursery play equipment – up and down

Key vocabulary: [space](#), [safely](#), [take turns](#), [next](#), [wait](#), [listen](#)

Mathematics

Number

Pupils will recognise numbers up to 6.

Look at composition of numbers up to 5.

What comes before and after a number up to 5

Consolidation of all this years learning

Key Vocabulary: [Sequence](#), [order](#), [first](#), [next](#), [then](#), [after that](#), [before](#), [finally](#). [Position](#), [on](#), [under](#), [Count](#), [compare](#), [more than](#), [greater than](#), [less than](#), [fewer than](#), [altogether](#), [what makes](#), [equals](#), [add](#)

Shape. Space and Measure

Consolidate knowledge by exploring 2D and 3D shapes (for example, circles, rectangles, triangles and cuboids) using informal and mathematical language: 'sides', 'corners', 'straight', 'flat', 'round'.

Talk about and explore 2d and 3d shapes

Responds to both informal language and common shape names

Recognise shapes by their properties.

Use positional language in daily provision and in routines

Key vocabulary: [shape](#), [2D](#), [circle](#), [round](#), [edge](#), [curved](#), [Shape](#), [3D](#), [cube](#), [cuboid](#), [faces](#), [square](#), [rectangle](#)