



Communication and Language

Children add their ideas to a story to encourage and develop the children's 'storytelling' skills.

Use a wider range of vocabulary.

Understand 'why' questions, like: "Why do you think the caterpillar got so fat?"

Know many rhymes, be able to talk about familiar books, and be able to tell a long story.

Use longer sentences of four to six words.

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.

Use talk to organise themselves and their play: "Let's go on a bus... you sit there... I'll be the driver."

Physical Development

Gross motor: Ball skills - Continue to develop their movement, balancing, riding (scooters, trikes and bikes) and ball skills. Use large-muscle movements to wave flags and streamers, paint and make marks. Start taking part in some group activities which they make up for themselves, or in teams. Match their developing physical skills to tasks and activities in the setting. For example, they decide whether to crawl, walk or run across a plank, depending on its length and width.

Fine Motor: Use one-handed tools and equipment, for example, making snips in paper with scissors. Use a comfortable grip with good control when holding pens and pencils. We will work with the children to develop a 'tripod' grip when using mark-making tools.

Expressive Arts and Design

Music- • Sing the pitch of a tone sung by another person ('pitch match'). • Sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs. • Play instruments with increasing control to express their feelings and ideas.

DT junk-modelling – Explore different materials freely, to develop their ideas about how to use them and what to make. Develop their own ideas and then decide which materials to use to express them. Join different materials and explore different textures.

Year: Nursery Term: Summer 1

Wriggle and Crawl



Wow starters: Live Caterpillars

Outcome: Children will explore and begin to understand the life cycle of the butterfly - metamorphosis

Celebration: Releasing our butterflies at Forest school

Literacy

Writing: Names, stories, Lists, Labels Write some or all of their name.

Encourage the children to add to known stories and tell their own stories as the adults annotate; children begin to 'write' their own stories/scribe for each other. Engage in extended conversations about stories, learning new vocabulary.

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

Phonics Phase 1 – Letters and Sounds Use some of their print and letter knowledge in their early writing. For example: writing a pretend shopping list that starts at the top of the page; writing 'm' for mummy

Maths

Conservation of numbers 1-10 – counting forwards/backwards, recognising numerals, matching numerals and values Experiment with their own symbols and marks as well as numerals. Solve real world mathematical problems with numbers up to 5. Compare quantities using language: 'more than', 'fewer than'.

Positional language Understand position through words alone – for example, "The bag is under the table," – with no pointing.

Shape and Measure: Select shapes appropriately: flat surfaces for building, a triangular prism for a roof etc

Talk about and make comparisons between objects relating to size, weight and capacity.

Understanding the World

Plant seeds and care for growing plants. Understand the key features of the life cycle of a plant and an animal.

Continue developing positive attitudes about the differences between people.

RE

Topics: Pentecost – Ascension – Good News; Reconciliation – Inter-relating - We can make friends; Jesus had good friends; what Jesus tells us about friendship

Things to Think About Friends look after and do things for one another and do things together. Friends make one another happy, comfortable and glad. Things that spoil friendship. Making friends

Personal, Social and Emotional Development

Establish our School Rules: Respectful, Safe, Responsible and Ready Caring for each other – Play with one or more other children, extending and elaborating play ideas. Find solutions to conflicts and rivalries. For example, accepting that not everyone can be Spider-Man in the game, and suggesting other ideas. Develop appropriate ways of being assertive. Talk with others to solve conflicts. Understand gradually how others might be feeling