

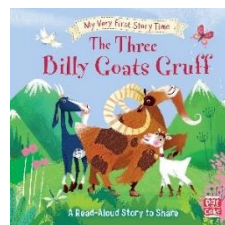
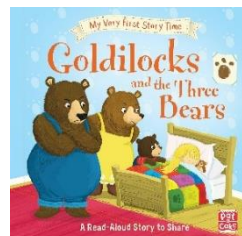
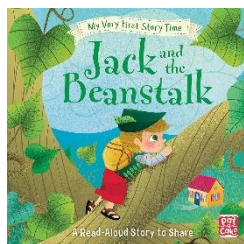
Nursery Summer Term Learning

This term our learning themes are:

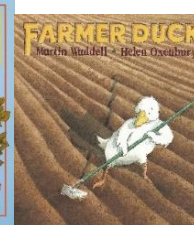
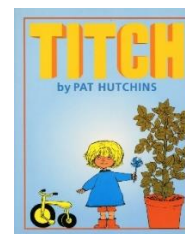
Summer 1 - 'Traditional Tales'

Summer 2 - 'Animals' 'Transitions'

Core Books for Summer 1



Core Books for Summer 2



Please note: We will be reading other books too.

Phonics

This term we will be focussing on Phase 1 Phonics - Voice Sounds and Oral Blending and segmenting.

We will also be beginning to learn Basics 2 Sounds.

Communication and Language

- To be able to use their communication skills to talk for longer periods, using mostly correct common tenses and plurals.
- To develop their pronunciation, mostly using the correct sounds.
- To have a conversation with a range of people, including some they are less familiar with.
- To be able to use a wide range of vocabulary, including new words and phrases.
- To be able to sing a wide range of rhymes and songs, suggesting new ones.
- To have several conversations with others, talking about a range of topics.

Personal, Social and Emotional Development

Self-Regulation

- To select and use resources with help when needed
- To talk about their feelings using words like 'happy', 'sad', 'angry' or 'worried'.
- To begin to gradually understand how others might be feeling.
- Cope with small changes in the daily routine.
- To manage their emotions, resisting the urge to push in or snatch from others. Showing 'effortful control'

Physical Development

Fine Motor Skills

- To select and use a range of one-handed tools and equipment, with good control.
- To be able to use a wide range of mark making resources, with good control and using dominant hand.
- To be able to confidently put on several items of clothes/shoes.
- To be able to use scissors confidently and make straight, zig zag and circular snips using one hand.

<ul style="list-style-type: none"> • To be able to use extended vocabulary and talk during their play with others, sharing ideas and thoughts. • To enjoy listening to longer stories and remembers what happens. • To be able to recall the correct sequence of a variety of stories. • To be able to understand a range of questions, including some 'why' and 'how' questions. • To be able to understand extended instructions, following them correctly. • To be able to concentrate for extended periods of time, remaining engaged. 	<ul style="list-style-type: none"> • To begin to find ways to help themselves when they feel angry, upset or worried. • Tolerate delay when their needs are not immediately met, waiting for their turn. • To ask for help when needed in a range of situations. • Become more outgoing with unfamiliar people, in the safe context of their setting – having the confidence to ask a visitor a question. • To be ready for new experiences like the transition to Reception. • To develop appropriate ways of being assertive with more independence. • To say 'please', 'thank you' and 'excuse me' at appropriate times with reminders. • Separate from their parent at the start of the Nursery Day independently. <p>Managing Self</p> <ul style="list-style-type: none"> • Know daily routines well and anticipates transition times. • To be able to independently follow the rules in Nursery, understanding they are there to keep us safe. • Use the toilet independently. Wash and dry their hands independently and talk about why we wash our hands throughout the day, after using the toilet or before eating food. • To begin to understand the importance of oral health. • Identify and make choices about healthy foods with some support. • To know that physical activity is good for us. 	<ul style="list-style-type: none"> • To take part in a variety of fine motor activities with good control. • To be able to hold a pencil correctly using the tripod grip and forming some letters/numbers. <p>Gross Motor Skills</p> <ul style="list-style-type: none"> • To be able to use a wide range of movements, with increasing control and strength. • To be able to balance and stand on one leg. • To choose their own way of moving, using a wide variety of ways. • To be able to use lots of large-muscle movements, when needed with good control. • To take part in large groups during physical activities, using good spatial awareness and control. • To choose a range of resources during their play, including large and heavy items. • To be able to carry out a range of musical sequences to music, making up their own movements. • To be able to run skilfully and be able to negotiate different spaces and several objects. • To be able to climb and balance on apparatus, independently and safely.
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	<ul style="list-style-type: none"> • Begin to dress and undress for PE with support from adults. • To put own coat on independently. <p>Building Relationships</p> <ul style="list-style-type: none"> • Become more outgoing with unfamiliar people, in the safe context of their setting • To show more confidence in new social situations. • To form attachments to different adults and builds strong friendships with peers. • Prefers to play with others, understanding how to make friends if they feel lonely. • To share resources readily with others and can play in group. • To play often with peers, being considerate with how others feel and suggests new ideas to keep play going. • To be able to manage differences with other people, often independently finding a solution, understanding they feel differently. • To begin to show care and consideration to other people’s feelings. • To start to share resources in a group. 	
Literacy	Mathematics	Phonics
<p>Comprehension</p> <ul style="list-style-type: none"> • To recognise and choose and range of books, remembering the title for some. • To enjoy listening to a variety of books, asking questions about the book, making comments and sharing their own ideas. • To be able to handle books correctly, identifying the title, first and last page. • To understand words are read left to right and are used to read the story. 	<p>We follow White Rose Maths.</p> <ul style="list-style-type: none"> • Link numerals and amounts: for example, showing the right number of objects to match the numeral, up to 5. • Experiment with their own symbols and marks as well as numerals • Compares two small groups of up to five objects, saying when there are the same 	<p>Firm Foundations phonics will be taught in Nursery according to the 7 aspects:</p> <ol style="list-style-type: none"> 1. Environmental Sounds 2. Instrumental Sounds 3. Body Percussion 4. Rhythm and Rhyme 5. Alliteration 6. Voice Sounds 7. Oral Blending and Segmenting

- To re-enacts stories using props, recalling details, and adding own ideas.
- To be able to engage in extended conversations about stories, learning new vocabulary.

Reading/Phonics

- To recognise and name several different environmental sounds, noticing the differences.
- To identify and copy a variety of different instrument sounds and suggest their own ways of changing sounds.
- To recognise and copy several body sounds, suggesting their own way of making sounds.
- To join in with a variety of songs and rhymes, recognising rhyme in words and suggesting rhyming words.
- To recognise several different initial sounds in words.
- To know some sounds for different letters of the alphabet.

Writing

- To be able to write the first letter of their name independently and copy some other letters.
- To be able to use a variety of mark making resources with good control.
- To be able to add some marks to their drawings which they give meaning to for example “That says Mummy”.

number of objects in each group, e.g. You’ve got two, I’ve got two. Same!

- Counting
- Recite numbers past 5.
- Say one number for each item in order: 1, 2, 3, 4, 5.
- May enjoy counting verbally as far as they can go
- Points or touches (tags) each item, saying one number for each item, using the stable order of 1,2,3,4,5.
- Uses some number names and number language within play, and may show fascination with large numbers
- Begin to recognise numerals 0 to 10
- Develop fast recognition of up to 3 objects, without having to count them individually (‘subitising’)
- Know that the last number reached when counting a small set of objects tells you how many there are in total (‘cardinal principle’).
- Show ‘finger numbers’ up to 5.
- Subitises one, two and three objects (without counting)
- Counts up to five items, recognising that the last number said represents the total counted so far (cardinal principle)
- Links numerals with amounts up to 5 and maybe beyond
- Explores using a range of their own marks and signs to which they ascribe mathematical meanings
- Solve real world mathematical problems with numbers up to 5.

Each aspect will be embedded into continuous provision, along with daily phonic lessons. We follow Supersonic Phonics Friends phonics scheme of work and prepare children to start Basics 2 phonics in Reception.

- To recognise and name some different environmental sounds.
- To identify and copy different instrument sounds and explain how they sound.
- To recognise and copy several body sounds such as clapping, tapping and clicking their fingers etc

	<ul style="list-style-type: none"> • Through play and exploration, beginning to learn that numbers are made up (composed) of smaller numbers • Beginning to use understanding of number to solve practical problems in play and meaningful activities • Beginning to recognise that each counting number is one more than the one before <p>Separates a group of three or four objects in different ways, beginning to recognise that the total is still the same</p>	
Understanding the World	Expressive Arts and Design	
<p>Past and Present</p> <ul style="list-style-type: none"> • To start to talk about other people. • To understand everyone grows older and we are all different ages. • To be able to talk about a variety of events, understanding they happen at different times. • To continue to talk about changes they have experienced and noticed. <p>People, Culture and Communities</p> <ul style="list-style-type: none"> • To be able to talk about a variety of different cultural celebrations and events, describing what they notice. • To have a positive attitude about the differences between people, explaining different cultures and celebrations. • To be able to talk about and asks questions about a variety of different job roles, understanding people have different occupations. • To know where they live and understand everyone has a different home and family. Comment and ask questions about the world around them and the differences. 	<p>Being Imaginative</p> <ul style="list-style-type: none"> • To perform and learn short routines, beginning to make up own moves. • To remember simple songs and sing in a group. • To be able to use own experiences to develop storylines and role play ideas. • To find and make available props to express role play ideas. • To be able to use a variety of different methods to express their own imagination. • To show an interest and sings a wide variety of songs and music. • Beginning to make up their own rhyme/songs. • To explore and use different instruments and is beginning to name them. <p>To be able use a variety of instruments creating sounds. They can be played quickly, slowly, loudly or softly.</p> <p>Creating with Materials</p> <ul style="list-style-type: none"> • To choose own paints for a specific purpose and beginning to mix paints • To be able to use a range of printing equipment • To be able to draw simple line drawings, adding more detail. • To be able to use recycling materials to builds simple models. • To be able to use glue sticks and glue spatulas independently for purpose. • To be able to use construction resources to create a range of models and 3D structures. • To be able to manipulate and use playdough/clay to create own models, using a variety of tools. 	

- To name and talk about several different countries in the world and the differences they have experienced or learnt about.
- The Natural World
- To be able to use their different senses independently to just describe and talk about their own experiences.
- To understand that objects are made from different materials and have a different purpose.
- To compare and describe a variety of changes they see within their environment, giving reasons why.
- To compare and ask questions about the different features within the environment.
- To be able to talk about a wide range of animals and their natural habitats describing some key features such as carnivore/herbivore.
- To notice that the weather changes throughout the year, beginning to have an awareness of seasons with support.
- To care for creatures and plants understanding they start from an egg/baby/seed and grow overtime.