

## Communication and Language

(Speaking, listening and attention and understanding)

### The children will:

- Focusing attention – can still listen or do, but can change their own focus of attention.
- Shows understanding of prepositions such as *under*, *on top*, *behind* by carrying out an action or selecting a correct picture.
- Listens and responds to ideas expressed by others in conversation or discussion.
- Beginning to use more complex sentences to link thoughts (e.g. using *and*, *because*).
- Talks more extensively about things that are of particular importance to them.

## Literacy

(Reading and writing)

### The children will:

- Begins to develop phonological and phonemic awareness.
- Shows awareness of rhyme and alliteration.
- Recognises rhythm in spoken words, songs, poems and rhymes.
- Claps or taps the syllables in words during sound play.
- Hears and says the initial sound in words.
- Attempts to write their own name, or other names and words, using combinations of lines, circles and curves, or letter-type shapes.

## Understanding the World

(People and communities, the world and technology)

### The children will:

- Remembers and talks about significant events in their own experience.
- Developing an understanding of growth, decay and changes over time.
- Shows care and concern for living things and the environment.
- Knows that information can be retrieved from digital devices and the internet.

## Personal, Social & Emotional

(Making relationships, sense of self, understanding emotions)

### The children will:

- Enjoys playing alone, alongside and with others, inviting others to play and attempting to join other's play.
- Shows their confidence and self-esteem through being outgoing towards people, taking risks and trying new things or new social situations and being able to express their needs and ask adults for help.
- Expresses a wide range of feelings in their interactions with others and through their behaviour and play, including excitement and anxiety, guilt and self-doubt.

# Summer 1 - NURSERY

## Experiences

- Use their senses to see, hear, smell and touch seasonal changes.
- Bird watch in the garden! Find ladybirds and worms!
- Look at the plants we have grown..



## What Parents can do to help at home:

- Focus reading on rhyming books/poems, books that have a strong rhythm to the words.
- Help your child to look at letter shapes carefully eg. play with sponge letters in the bath or magnetic letters on the fridge.
- Practise reading sight word/spotting them in books.
- Look at shapes around the house and name them using mathematical terms eg. a square.
- Continue doing lots of counting with objects that can be moved or that are still.
- Practise name writing one letter at a time to get the right direction and shape.

## Physical Development

(Moving and handling and health and self-care)

### The children will:

- Runs with spatial awareness and negotiates space successfully, adjusting speed or direction to avoid obstacles.
- Manipulates a range of tools and equipment in one hand, tools include paintbrushes, scissors, hairbrushes, toothbrush, scarves or ribbons.
- Working towards a consistent, daily pattern in relation to eating, toileting and sleeping routines and understands why this is important.

## Mathematics

(Number, spatial awareness, shape, pattern, measures)

### The children will:

- Compares two small groups of up to five objects, saying when there are the same number of objects in each group, e.g. *You've got two, I've got two. Same!*
- Begin to recognise numerals 0 to 10.
- Counts up to five items, recognising that the last number said represents the total counted so far.
- Responds to and uses language of position and direction.
- Responds to both informal language and common shape names.

## Expressive Arts and Design

(Creating with materials, being imaginative and expressive)

### The children will:

- Uses various construction materials, e.g. joining pieces, stacking vertically and horizontally, balancing, making enclosures and creating spaces.
- Uses tools for a purpose.
- Engages in imaginative play based on own ideas or first-hand or peer experiences.
- Uses available resources to create props or creates imaginary ones to support play.
- Uses movement and sounds to express experiences, expertise, ideas and feelings.