

## By the end of the summer term your child should be able to:

**Communication and Language:** Children should be beginning to use more complex sentences, questioning why things and how they work. They should be constantly extending their vocabulary. Children should be able to answer how and why questions. They should be able to respond to simple instructions.  
**You can support their learning by:** *Limit their screen time as much as possible. Too much screen time has a significant effect upon attention and vocabulary development. Play lots of games and read to them as much as you can.*

**Physical development** – Children should be able to copy their name from their name card with minimal adult support forming some letters conventionally. Children should be using scissors to make snips in paper and with a conventional scissor grip. Children should be able to use the Key Stage 1 playground with confidence – climbing up, over and through balancing and climbing equipment. They should be managing their personal hygiene independently.  
**You can support their learning by:** *Please make sure that children sign in **independently** each morning. Provide lots of opportunities for them to draw at home. Ensure that children have opportunities to go to the park and climb every day! Please make sure that the children have access to child sized scissors at home and they use them regularly.*

**Personal Social and Emotional Development** - Children should be beginning to understand that they need to share resources and take turns. Children should be extending their friendship groups and be able to keep the play moving forward by taking account of the needs and wishes of others.  
**You can support their learning by:** *Children develop their friendships in and out of school – play dates play an important role in these friendships. Play dates after school or during the holidays with a wide range of children support the development of these friendship groups.*

**Literacy development** – Children should be able to continue a rhyming string, for example if you give them a word they should be able to give you a word that rhymes with that word. Children should be beginning to blend and segment sounds in words for example c-a-t = cat, hat = h-a-t. Children should understand the directionality of print – they should know that in English print is read from left to right and top to bottom.

**You can support their learning by:** **Please make sure that you read to your child every day!** *This has a greater impact than anything else you can do to support your child's literacy development! If your child is still finding it challenging to recognise their name then when signing in each morning allow your child to choose from 2 name cards that start with different initial letters.*

**Sound of the Week:** 15/4 – L 22/4 - J 29/4 – v 6/5 -w 13/5 - y 20/5 – z 03/6-qu 10/6- ch 17/06 - ck 24/06 – x 01/07 – sh  
8/07 - th 15/07 - ng

### Maths development -

**You can support their learning by:** Children should be able to recite the number sequence to 10 and count with 1-1 correspondence to 10 – moving objects as they count. Children should be beginning to use their fingers to correctly represent numbers to 10 and be beginning to link numerals to amounts. They should be able to recognise numerals to 10. Children should be able to name 2D shapes and talk about objects in relation to their shape. Children should be able to use prepositions such as on, under, in front of and behind.

**You can support their learning by:** *Please use everyday opportunities to reinforce the number sequence – such as counting as you walk upstairs. Please play short maths games which reinforce shape, numbers and counting. When talking to your child about where objects are please use prepositions such as in, on, in front, behind, under, on top and between to describe where the objects are.*

## Physical Development

**Gardening (planting the vegetable beds)** -- Manipulates a range of tools and equipment in one hand.

**Writing signs for the vegetable garden** - Shows a preference for a dominant hand, creates lines and circles, shows increasing control over mark making tools.

**Under the sea Cosmic Kids yoga** – Chooses to move in a range of ways, moving freely and with confidence

**I can...** Can balance on one foot. Chooses to move in a range of ways, moving freely and with confidence making changes to body, shape and position.

**Ball skills** – Can catch and release with two hands to throw and catch a large ball, beanbag or an object

**Sports Day:** Negotiates space successfully playing racing and chasing games with other children, adjusting speed or changing direction to avoid obstacles.

## Mathematics

**My favourite flower-** Subitises to 3.

**How many beans?** - Counts up to 5 objects understanding that the last number represents the set.

**Number Bingo** – Links numerals with amounts.

**How many fish in your bucket?** - Begins to recognise that each counting number is one more than the one before

**Is a Blue Whale the biggest thing there is?** In meaningful contexts finds the longer or shorter of two items.

**What comes next?** - Explores and adds similar linear patterns of two or three repeating items.

**Maps to get to the beach** – Responds to and uses language of position and direction.

## Understanding the World

**Research into gardens** Comments and ask questions about aspects of their familiar world

**What happens to your garden through the year** develops an understanding of growth, decay and changes over time.

**I want to be....** Shows an interest in different occupations and ways of life

**Tornado tubes** – Talks about why things happen and how things work.

**My family tree-** Talks about past, present events in their own life and the lives of family members.

**Maps to the beach** - Talks about their own immediate environment and how environments might vary from one another.

**Science Week and Enterprise Week:** details to be confirmed at a later date.

## Personal, Social and Emotional Development

Practises skills of assertion, negotiation and compromise and looks to a supportive adult for help in resolving conflict with peers. Is becoming more aware of the similarities and differences between themselves and others. Is sensitive to others' messages of appreciation or criticism. Is aware of being evaluated by others and begin to develop ideas about themselves according to the messages they hear from others. Shows their confidence and self-esteem through being outgoing towards people, taking risks and trying new things. Expresses a wide range of feelings in their interactions with others and through their behaviour and play. Is more able to recognise the impact of their choices and behaviours/actions on others and knows that some actions and words can hurt others' feelings. Understands that expectations vary depending on different events, social situations.

## Communication and Language

**What makes a good gardener?** Beginning to use a range of tenses

**Emotions hotseat** – how does Errol feel? Able to use language in recalling past experiences

**Poem about Billy.** Uses intonation, rhythm and phrasing to make the meaning clear to others

**How would you get the whale back in the bucket?** Questions why things happen and gives explanations

**Find me a word (words to describe the bucket)** Builds up vocabulary that reflects the breadth of their experiences

**To be developed during CLPE sessions, carpet times, story times and adult supported/child-initiated learning opportunities:**

## Literacy

**Designs for a perfect garden** Includes mark making and early writing in their play.

**Letters to Errol** Begins to make letter like shapes to represent the initial sounds of their name.

**My family tree** Ascribes meaning to signs, symbols and words they see in different places, including those they make themselves.

**Comprehension** Talks about events and principal characters in stories and suggests how the story might end. Handles books carefully and the correct way up with growing confidence.

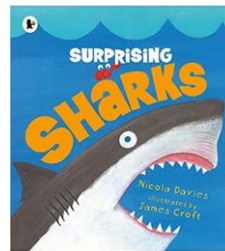
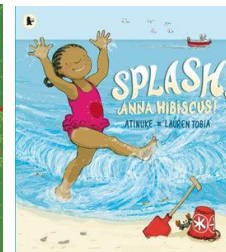
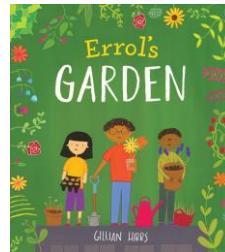
**Guided reading** Knows that print carries meaning and in English is read from left to right and top to bottom.

**Little Wandle Foundation for Phonics:** Can hear and say the initial sounds in words. Can blend the sounds in simple words. Shows an awareness of rhyme.

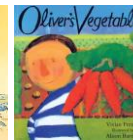
## Nursery Summer 2024

Here are *some* of the learning experiences we will use to explore our theme of: **Water**

Our core texts:



Our supporting texts:



## Expressive Arts and Design

**Observational drawing – flowers** – Continues to explore colour and how colour can be changes. Creates simple representations

**Create your own bucket/ Sea collage** – Uses various construction materials. Uses tools for a purpose

**Beach Day-** Engages in imaginative role play based on own ideas and first hand or peer experiences.

**Garden centre/ Travel agents role play** - Uses available resources to create props or creates imaginary ones to support play.

**Song of the week (to be uploaded onto Seesaw each week)** - Sings a range of well-known nursery rhymes and songs.