

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

Physical development – Children should be able to copy their name from their name card with minimal adult support forming 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.

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.*

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: 19/4 -s, 26/4 – a, 3/5 – t 10/5 – p, 17/5 – l, 24/5 – n, 7/6 – m, 14/6 – d, 21/6 – g, 28/6 – o, 5/7 – c/k, 12/7 – e
Please bring something in from home that starts with the SOUND rather than the letter, for example ink rather than ice.

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 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.*

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.*

Physical Development

Football skills - Practising throwing and catching skills – showing increasing control over an object.
Writing names and life-cycle labels – Use anti-clockwise movements and retracing vertical lines.
Scissor skills – Making frog/butterfly masks – use one handed tools and equipment
Baking cheesy tadpoles– Developing awareness of hygiene.
Sorting healthy and unhealthy food – developing an understanding of healthy foods.

Personal, Social and Emotional Development

Making transitions – Visits to local primary schools to prepare for the move to Reception classes.
“I want to be – Describing ourselves in positive terms and talking about abilities
Beginning to negotiate to solve problems.
Outings, visitors and events – Adapting behaviour to different social situations and changes in routine.
Share and take turns with minimal adult support.

Communication and Language

Baby clinic role play/ market role play – Using language to imagine and recreate roles and experiences.
Plan to trick the chickens - Listens and responds to ideas expressed by others in conversation or discussion.
Where’s the baby?- Understanding prepositions.
Frozen frogs - floating and sinking experiments– Use talk to connect ideas, explain, and anticipate what might happen next.
Warning letters to Jack. Extends vocabulary, especially by grouping and naming, exploring the meaning and sounds of new words.

Mathematics

Making shape people – Using mathematical names for 2D shapes and mathematical terms to describe them.
How many butterflies? Counting with one-to-one correspondence to 10.
How many jelly beans? Uses the language of ‘more’ and ‘fewer’ to compare two sets of objects.
Sorting eggs? – Estimating amounts.
Tadpole patterns – Continue and create a repeating pattern.
Where’s the baby?- Using positional language.
How tall am I? Orders 2-3 objects by height.
Giant number bingo – Recognises numerals 1-5. 1-10.
Lifecycle of tadpole/butterfly – Orders and sequence familiar events.

Nursery Summer 2021

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

Growth



Ourselves and growth; eggs and chicks; caterpillars and butterflies; tadpoles and frogs

Literacy

Talking tables – Breaking the flow of speech into words.
Knowing information can be retrieved from books and computers – Learning about life cycles.
What NOT to do with a baby - Sometimes gives meaning to marks as they draw and paint. Gives meaning to marks they make as they draw, write and paint.
Advert for the perfect pet - Hears and says the initial sound in words. Writes own name.
What does it say? - Developing awareness of print in the environment.
I-Spy - hearing and saying the initial sounds of words

Understanding the World

Bringing baby pictures from home – Differentiating between past and present, and talking about significant events in their own and others lives
Visit from a mobile farm- Showing care and concern for living things.
Planting flowers and vegetables – Shows an awareness of growth, decay and changes over time.
Pond-dipping and root-view planting –Talks about why things happen and how things work.
What’s inside the egg? – Comments and asks questions about the natural world.

Book of the Week



Expressive Arts and Design

Split pin tadpoles- Realises tools can be used for a purpose.
Clay tadpoles– Manipulating materials to achieve a planned effect
Blob and fold butterfly printing – Understanding that different media can be combined to create new effects
Plan to trick the chickens - Create simple representations of events, people and objects.
What’s in the egg? – Creates simple representations.
Matisse Project - They safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.
Ongoing: Song of the week