

Nursery Summer Term 1

Key Question: What animals live on a farm?

Literacy:

Throughout the Summer term, Nursery will be focussing on...

Understanding the five 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

Developing their phonological awareness, so that they can:

- Spot and suggest rhymes
- Count and clap syllables in a word
- Recognise words with the same initial sound
- Engage in extended conversations about stories, learning new vocabulary
- Write some or all of their name
- Write some letters accurately
- Phonic phase 1

Engaging in extended conversations about stories, learning new vocabulary.

Using some of their print and letter knowledge in their early writing.

Writing some or all of their name.

Writing some letters accurately.

Texts:

- Old McDonald had a farm

Mathematics:

Throughout the Summer term, Nursery will be focussing on...

- Fast recognition of up to 3 objects, without having to count them individually (subitising)
- Recite numbers past 5
- Say one number for each item in order: 1,2,3,4, 5.
- 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
- Links numerals and amounts e.g. Show the right number of objects to match the numeral, up to 5
- Experiment with their own symbols and marks as well as numerals.
- Compare quantities using language: 'more than', 'fewer than'
- Talk about and explore 2D and 3D shapes
- Understand position through words alone
- Make comparisons between objects relating to size, length, weight and capacity
- Talk about and identify the patterns around them
- Begin to describe a sequence of events, real or fictional, using words such as 'first', 'then'...
- Describe a familiar route
- Discuss routes and locations

- Farmer Duck
- Rosie's Walk
- Chicken Licken

Through this topic, the children will become aware of the different farm animals. They will begin to talk and describe the farm animals. The children will start to label the parts of the animals using either their initial sounds when writing some or all the letters in the word. The children will enjoy looking at fiction and non-fiction texts about the farm animals. They will use their book knowledge skills to select books in the reading area and spend quiet moments turning pages, identifying words and make comments about what they see.

Phonic Scheme: Little Wandle

Letter sounds: v w y z qu ch

Phonics Book: 'Would you rather...' by John Burningham

- Select shapes appropriately
- Combine shapes to make new ones
- Extend and create ABAB patterns
- Notice and correct an error in a repeated pattern

Key Vocab: number names, shape names, and, altogether is, total, after, before, different sizes (big, bigger, biggest) and lengths (long, longer, longest), more than, fewer than, faces, sides, corners, straight, flat, round, heavy, light, stripes, pointy, spotty

Texts:

- What's the Shape?
- 5 Little Ducks
- Ten Little Ladybirds
- More or less?
- Measuring
- Sizes

Communication, Language and Literacy key skills:

- Enjoy listening to longer stories and can remember much of what happens
- Use a wider range of vocabulary
- Understand a question or instruction that has two parts
- Understand 'why' questions
- Sing a large repertoire of songs
- Know many rhymes, be able to talk about familiar books, and be able to tell a long story

Personal, Social and Emotional

Development key skills:

- Select and use activities and resources, with help when needed
- Develop their sense of responsibility and membership of a community
- Become more outgoing with

Physical Development:

Gross Motor Skills:

- Continue to develop their movement, balancing, riding (scooters, trikes and bikes) and ball skills
- Go up steps and stairs, or climb up apparatus, using alternate feet.
- Skip, hop, stand on one leg and hold a pose for a game like musical statues
- 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

- Develop their communication skills using tenses, plurals, sounds and blends
- Use longer sentences of four to six words
- Can start a conversation with an adult or a friend and continue it for many turns
- Use talk to organise themselves and their play
- 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

Key Vocab: How, Why, When, Who, What, What if

Through this topic, the children will gain first hand experiences in seeing in real life real farm animals. The Farm visits the nursery. The children can ask the farmer questions and they can comment on what they see and do. The children use their language skills in the role-play area when the vet surgery is set up. The children learn to sing songs such as 'The Farmer's in his den' and 'Old MacDonald had a farm'.

unfamiliar people, in the safe context of their setting

- Show more confidence in new social situations
- Play with one or more other children, extending and elaborating play ideas.
- Increasingly follow rules, understanding why they are important
- Develop appropriate ways of being assertive
- Talk with others to solve conflicts
- Talk about their feelings using words like 'happy', 'sad', 'angry', or 'worried'
- Begin to understand how others are feeling

- Are increasingly able to use and remember sequences and patterns of movements which are related to music and rhythm
- Match their developing physical skills to tasks and activities in the setting e.g. deciding whether to crawl, walk, or run across a plank depending on its length and width
- Choose the right resources to carry out their own plan
- Collaborate with others to manage large items, such as moving a long plank safely, carrying hollow blocks

Fine Motor Skills:

- Use one-handed tools and equipment
- Use a comfortable grip with good control when holding pens and pencils
- Start to eat independently and learning how to use a knife and fork
- Show preference for dominant hand
- Be increasingly independent as they get dressed and undressed
- Be increasingly independent in meeting their own care needs
- Make healthy choices about food, drink, activity and tooth brushing

Key Vocab: Be safe, be careful, balance, go slowly, copy actions, move like a..., go fast, go slow, jump, hop, skip, run, dance

Key Vocab: Share, take turns, please, thank you, be kind, be caring, say sorry, be helpful, make good choices, make friends, ask for help

Through this topic, the children learn how to care for animals. During the farm visit, they begin to understand how to be gentle holding small animals, stroking the animals fur from the head down, using a brush to stroke the hair of the pig. The children feel excited and happy looking, touching and caring for these animals. They wait patiently for their turn to be close to these animals. The children enjoy playing animal bingo creating the animal sounds.

Understanding of the World key skills:

- Use all their senses in hands on exploration of natural materials
- Explore collections of materials with similar and/or different properties
- Talk about what they see, using a wide vocabulary
- Begin to make sense of their own life-story and family's history
- Explore and talk about different forces they can feel
- Talk about the differences between materials and changes they notice
- Continue to develop positive attitudes about the differences between people
- Know that there are different countries in the world and talk about the differences they have experienced or seen in photos
- Show an interest in different occupations
- Explore how things work
- Plant seeds and care for growing plants
- Understand the key features of the life cycle of a plant or animal
- Begin to understand the need to respect and care for the natural environment and all living things

Through this topic, the children talk in detail about the different animals. They learn the names of the baby animals. The children observe the different features e.g. a pig has a snout. The children find out where each animal lives on the farm e.g. the horse sleeps in the paddock. The children think about the food the animals eat and

Expressive Arts and Design key skills:

- Take part in simple pretend play, using an object to represent something else even though they are not similar
- Begin to develop complex stories using small world equipment like animal sets, dolls and doll's houses etc
- Make imaginative and complex 'small worlds' with blocks and construction kits
- Explore different materials freely, in order to develop their ideas about how to use them and what to make
- Join different materials and explore different textures
- Draw with increasing complexity and detail
- Use drawing to represent ideas like movement or loud noises
- Show different emotions in their drawings and paintings, like happiness, sadness, fear etc
- Explore colour and colour mixing
- Show different emotions in their drawings- happiness, sadness, fear etc
- Respond to what they have heard, expressing their thoughts and feelings
- Remember and sing entire songs
- Sing the pitch of a tone sung by another person
- Sing the melodic shape of familiar songs
- Create their own songs, or improvise a song around one they know
- Play instruments with increasing control to express their feelings and ideas
- Develop their own ideas and then decide which materials to use to express them

the crops the farmer grows in his fields. They begin to understand that there are different types of farming.

- Create closed shapes with continuous lines, and begin to use these shapes to represent objects

Through this topic, the children use the farm small world to set up the animals in different pens. The children make up stories around these figures. The children happily sing songs like 'Ba Ba Black Sheep' and 'Little Bo Peep'. The children find out they can use a selection of musical instruments and their own body percussion to make certain sounds of the farm animals. The children use larger construction kits and soft animals to set up the farm in the nursery garden. The children enjoy colouring, painting, drawing and collaging different farm animals.