

Nursery Summer Term 2

Key Question: What makes summer fun?

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

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:

- A Cool Summer
- Seed to Sunflower
- Mini beasts
- This is the bear and the picnic lunch
- It's the Weekend!
- The Train Ride
- I Love Bugs

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'...

- The Disgusting Sandwich

Through this topic, the children look at a mixture of story books and non-fiction books about Summer fun! They now know about the author, the illustrator and the blurb. They can identify one or more reading words within the text. The children comfortably clap out syllables in their own name and words. The children identify initial sounds of their friend's name and objects related to summer. The children attempt to write some letters when they label the items that the teddy bear packs on his trip away. The children become authors and illustrators producing their own book adventure.

Phonics Scheme: Little Wandle
 Letter sounds: ck x sh th ng nk
 Phonics book: 'Where's Lenny?'

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 unfamiliar people, in the safe context of their setting

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

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

Through this topic, the children develop their conversational skills in the travel agent role-play area and the beach café role-play areas. The children enjoy singing songs such as 'The sun has got his hat on' and 'Row, Row, your boat'. The children enjoy talking about their family day trips out and their holidays at circle time.

- 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'

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 are becoming more aware of the changes in temperatures. They learn about what keeps them, cool and safe during the summer months. They learn it is important

- 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

to drink water when it is hot and the importance of resting, sleeping and eating healthily.

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

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

Through this topic, the children learn about food that tends to be eaten in the summer time especially when they have picnics. The children make real honey and jam sandwiches. They design their own real fruit kebabs and make fruit ice-lollies. They explore the sea-life in the water tray and building sandcastles with shells in the sand tray. The children look at different places around the world where animals live e.g. a crocodile in the rain forest, a polar bear in the artic, a lizard in the desert, a dolphin

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

under the sea. If they are lucky enough, they may get an opportunity to see unusual animals on their summer fun holidays.

- Create their own songs, or improvise a song around one they know
- Play instruments with increasing control to express their feelings and ideas

Through this topic, the children use their imagination in the small world area, setting up day trips out to the zoo, the park, the sea-life centre, the beach and the woods. The children have the opportunity to paint, draw and stick with a variety of medias to create ice-cream on cones, ice-cream in tubs, ice-lollies, design summer clothes and swim wear, design their own buckets and spades. The children enjoy singing songs 'Oh we do like to be beside the sea-side' and pretending to be a marching band playing their musical instruments. The children will be learning about two artists 'Coco Chanel' and 'Cy Twombly'.