

Summer Term In Nursery



PSED

Self-Regulation

- . Can stop what they are doing and listen
- . Can follow an instruction when not intently focused on own choice of activity
- . Follows rules and routines
- . Can share resources
- . Can take turns
- . Can wait for their needs to be met
- . Helps to find solutions to conflicts and rivalries, e.g. accepting that not everyone can be Spider-Man in the game, and suggesting other ideas
- . Will share resources
- . Will take turns
- . Will speak up for themselves
- . Will ask for or accept support.
- . Begins to negotiate with others

Managing Self

- Attempts to meet their own needs
- . Has a go e.g. will try to put on own coat, shoes etc
 - . Does not always need an adult to remind him/her of a rule.
 - . Confident to engage with new activities and adults
 - . Will take part in a range of activities across the school.
 - . Confident in new situations
 - . Can join in with transition activities

Building relationships

- . Will play with other children
 - . Will play as part of a group
 - . Takes part in pretend play with others
 - . Share
 - . Help others
 - . Show kindness towards others
 - . Initiate conversations with others
- Can share and take turns independently

April Starters

Enjoys the company of other children and wants to play with them.

Manages to share or take turns with adult guidance

Settles to some activities for a while

Communication and Language

Listening, attention and understanding

- . Understands a question or instruction that has two parts, such as, "Get your coat and wait at the door"
- . Can begin to answer questions
- . Respond appropriately to questions asked
- . Shows understanding of what they heard.
- . Begins to engage in non-fiction books

Speaking

- . Asks questions of others
- . Pair activities
- . Share their thoughts
- . Try to solve disagreements with Friends
- . Discussion about stories they have heard
- . Sharing their thoughts and opinions on stories
- . weekly music session where children learn a wide a variety of songs
- . Learns songs for different areas of the curriculum
- . Sing their own favourite song/ rhyme
- . Negotiates and solves problems
- . Beginning to use a narrative in their play with others.
- . Holds a conversation with others for many turns.

April Starters

Can shift from one task to another if you get their attention.

Uses around 300 words including words for time.

Links up to five words together.

Use pronouns, prepositions and plurals.



Physical Development

Gross Motor Skills

- . Investigate ways of traveling across different apparatus
 - . Explore obstacle course.
 - . Travel across apparatus without adult assistance
 - . Can use the balance bikes
 - . Practise skills such as hopping, skipping, running and jumping
 - . Hold a balance on one leg
 - . Bean bag games
 - . Collaborates with others to manage large items, such as moving a long plank safely, carrying large hollow blocks.
- Is increasingly independent in meeting his/her own care needs, e.g. brushing teeth, using the toilet, washing and drying his/her hands thoroughly.

Fine Motor Skills

- . I can explore how to use scissors safely
- . I can confidently select a tool to cut, squash, roll different materials
- . I can begin to write some letters in my name

April Starters

Can climb confidently

Can catch a large ball

Can peddle a tricycle

Can sit comfortably on a chair



Mathematics

Number

- . Tag each object with one number word. Can say how many are in a set-in total
- Show the right number of objects to match the numeral, up to 5.
- . Can recognise that the groups can be recombined to make the same total
- . Can identify groups with the same number of things

Numerical patterns

- . Notice and correct an error in an ABAB patterns
- . introduced to some 3d shapes
- . Use containers of different sizes and identify which holds more.
- . Sing songs related to time and size.

Understanding the World

Past and Present

Is beginning to make sense of his/her family's history.

Begins to talk about significant events in their life eg birthdays

People, culture and communities

Is continuing to develop positive attitudes about the differences between people.

The Natural World

- . Talks about the differences between materials and changes he/she notices
- Talks about what he/she sees, using a wide vocabulary.
- Is beginning to understand the need to respect and care for the natural environment and all living things.



Literacy

Comprehension

- Engages in extended conversations about stories learning new vocabulary
- . Use props to retell a story (puppets, masks, story spoons, dressing up and visual aids)

Reading

- . Recognises alliteration
 - . recognises rhyme
 - . Begins to hear sound talk
 - . Can play simple I spy (names)
 - . Phase 1 phonics – alliteration games
 - . Introduce Nursery Read write Inc.
- Holds book Understands that we read English text from left to right and from top to bottom front to back

Writing

- Writes some or all of his/her name
- . Daily name writing as part of self-registration
- . Practise name writing at home
- . Can recognise Begins to link pictures to letters from Read, write Inc
- . Begins to write some recognisable letters



Expressive Art and Design

Creating with Materials

- . Will add different resources to their creation
 - . Begins to create for a purpose
 - . Begins to choose resources for a purpose
 - . Experiments with colour
 - . Begins to make simple representations in different ways e.g. models, pictures, junk models etc.
- Makes imaginative and complex 'small worlds' with blocks and construction kits, such as a city with different buildings and a park

Being Imaginative and Expressive

- Begins to realise emotions can be expressed through music, dance, drawing and painting
- . Experiment with beginning to express emotion following the adults lead
- . Is able to remember and sing entire songs.

