

# 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.

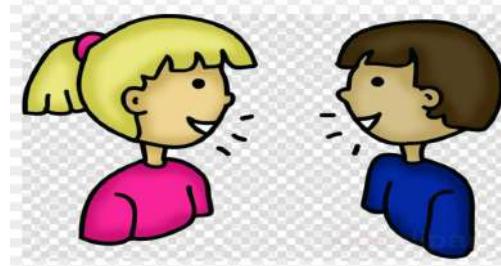
### April Starters

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.

