



Personal, Social and Emotional Development

- Jigsaw: Relationships-
Building positive, healthy relationships
- Jigsaw: Changing Me-
Coping positively with change
- Feelings: To continue to talk about how I feel and how to improve my feelings to develop a positive mindset. I will talk about my own feelings and think about the feelings of others
- Understands someone else's point of view can be different from theirs
- To begin to collaborate more as part of a team/group
- To understanding how to help others and solve problems
- To begin to understand how to cross the road safely
- To continue to find solutions to conflicts and rivalries more often without adult support
- Transition- moving into Reception Class

Nursery Summer term 2024

Summer 1- **Splish Splash (Water and sea creatures)**

Core books:

Tiddler
Billy's Bucket
The Night Pirates
Splash, Anna Hibiscus!

Summer 2- **Ready, Steady Go! (Transport and transitions)**

Core books:

Whatever Next?
The Train Ride
Duck in a Truck

Physical Development

- I can experiment with different ways of moving (including dance)
- I show good control and coordination in large and small movements
- I will move confidently in a range of ways, safely and negotiating space
- I am becoming more confident with my catching and throwing skills
- I will begin to understand how to be competitive in sports
- I will continue to develop my fine and gross motor skills which will contribute towards my physical literacy development for writing and for using tools e.g. for woodwork and cooking

Communication and Language

- I can talk confidently in front of my class (introduction of show and tell) and begin to use intonation to express myself
- I will begin to take on new roles in role play and use topic related vocabulary to develop my narratives e.g. pirate ship, beach, aquarium, train station, aeroplane
- I can stay at my chosen activity for 15+ minutes and sustain attention and concentration
- I can stay at an adult led activity for 10+ minutes and sustain attention and concentration
- I will describe main story settings and principal characters
- I will understand story structure and talk about my likes and dislikes
- I will be able to demonstrate sustained attention when sitting on the carpet during discrete carpet time learning and stay on topic when asked to respond
- I will use a wide range of topic related vocabulary to sustain a conversation
- I will begin to use past, present and future tense more confidently and consistently

The Nursery Team

Class teachers: Miss Callaghan, Miss Abson,
Miss Osborne

Teaching Assistant: Miss Osman



Literacy

- I know that books and technology can give information (non-fiction books)
- I can hold a writing tool in the tripod grip and form recognisable letters, exerting the correct amount of pressure
- I can recognise simple rhyming strings and begin to make my own
- I can begin to orally blend e.g. c-a-t makes the word cat
- I can begin to form some letters correctly from my name
- I can recreate role play linked to familiar stories
- Joins in with repeated refrains and anticipates key events in phrases, rhymes and stories
- I will continue to learn sounds and link these to letters to develop my early reading skills
- I will begin to bring home a picture book from my school reading scheme to develop my early reading skills:

Begin to understand the five key concepts about print:

Print can have different purposes

Page sequencing

We read English text from left to right and from top to bottom

- Attempts to write the initial letter for sounds that they hear using the RWI ditties eg all around the orange (o), down the tower and across the tower (t)
- Attempts to write CV (consonant vowel) and CVC (consonant, vowel, consonant) words using their phonic knowledge
- I can write my name independently without my name card and am beginning to use the correct letter formation
- I will continue to mark make/write for a purpose e.g. making lists, labelling pictures/diagrams of sea creatures, drawing treasure island pirate maps, writing train tickets etc
- I will be able to respond to questions such as why, where, how, when, who when exploring our topics and core books
- I will continue to distinguish between a fiction and non-fiction book and will use these use these books in my play to find out information
- Continue to develop their phonological awareness, so that they can:
 - Spot and suggest rhymes and continue these independently
 - Independently count or clap syllables in a word
 - Recognise words with the same initial sound, such as pirate and picture
 - Orally blend and segment
 - Distinguish between environmental sounds
- Develop early reading skills through learning a range of nursery rhymes and saying these independently

Mathematics

- I can say a number that is one more and one less from 0-5, 1-10, 1-20
 - I can begin to write or represent a number
 - I can count on from a number up to 5/10/20
- I can count forwards and backwards from 5/10/20 when singing songs
- I can begin to count beyond 20 with adult support
 - I can halve and share in my play
 - I can double numbers through play
 - I know the value of numbers to 5/10/20
- I can begin to explore the value of money in my play
- I can begin to recognise odd and even numbers in my play
- I can explore mass, volume and capacity in my play and use comparative language
 - I can begin to problem solve in my play
 - I am beginning to understand how to sort information



Expressive Arts and Design

- I will continue to learn new songs to help me in my learning
- I will explore moving my body in different ways e.g. Pirate dance
 - I will continue to develop my skills in still life drawing
- Respond appropriately to what they have heard, expressing their thoughts and feelings in an artistic and creative way, self-selecting media and resources
- Draw/paint and design with increasing complexity adding enhanced detail to demonstrate clearly meaningful and recognisable outcomes
 - To use junk to build transport models
 - To use wheels to mark make and paint with
- I can work with my peers and adults to plan, design and build a role play area linked to our topic e.g. sign making, selecting resources, books and making choices
- I can explore new skills such as bubble blowing, colour mixing, weaving, sewing
 - I can plan, evaluate and improve my artistic creations

Characteristics of Effective Learning

Playing and Exploring

- ENGAGEMENT**
 Finding out and exploring
 Playing with what they know
 Being willing to 'have a go'

Active Learning

- MOTIVATION**
 Being involved and concentrating
 Keep trying
 Enjoying achieving what they set out to do

Creative and Critical Thinking

- THINKING**
 Having their own ideas
 Making links

Areas of Learning and Development	Birth to 5 Matters Aspects
Prime Areas	
Personal, Social and Emotional Development	Making Relationships Sense of Self Understanding Feelings
Physical Development	Moving and handling Health and Self-care
Communication and Language	Listening and Attention Understanding Speaking
Specific Areas	
Literacy	Reading Writing
Mathematics	Mathematics
Understanding the World	People and Communities
	The World
	Technology
Expressive Arts and Design	Creating with Materials Being Imaginative and Expressive

Understanding the World

- I can help to prepare, eat and tidy away my morning snack
- I know the names of some sea creatures and their features
 - I can begin to talk about life in different countries
 - I can begin to understand how to care for our planet
 - I can talk about different types of transport
- I can recognise some difference and similarities between sea creatures and different types of transport
 - I can talk about the features of a sea animal and their habitat
- I can continue to use resources such as globes and non-fiction books such as atlases, encyclopaedias and the internet to find out information (with adult guidance)
- I can begin to understand how my community will change as I transition into Reception Class
 - I will complete a simple programme on the computer
- Explore floating and sinking whilst testing a range of materials
- Look closely at similarities, differences, patterns and change



PE days: Monday and Wednesday

Library day: Friday (please send in library books to enable us to change them)

Book bags should be sent into school every day. Please make sure your child has spare pants or knickers in their book bag at all times as the children can easily have toileting accidents! Please ensure a raincoat and wellies for your child are left in school for them to enjoy the great outdoors with.

Nursery Explore and Learn Home Learning

The children will continue to receive their 'Explore and Learn' book which will consist of a range of home learning activities which you may wish to complete with your child. These activities will be aligned with the current thematic learning going in class. Please see your child's 'Explore and Learn' book for further information. These books will be sent home at the start of each half term and should be returned by the final week of each half term to enable us to celebrate your child's learning.

Dates for your diary

Tuesday 23rd April– First day of term for Nursery

Monday 6th May- Bank holiday

27th – 31st May - Half-term holiday

Friday 5th July- Hertfordshire Zoo trip

Thursday 11th July– Prize giving am (parents will be invited to attend) and last day of term

Transition

The Nursery children will begin to take part in a range of transition activities as the summer term unfolds to help to prepare them for their transition into their next class, Reception Class. This will involve meeting their new adults, including their teacher and teaching assistant as well as taking part in 'Play and Stay' sessions. Further information will be provided as the term goes on.