
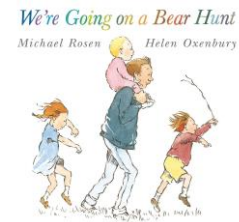
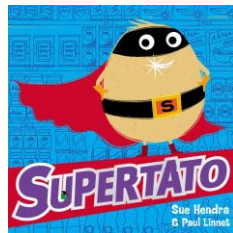


In the Summer term children will be learning:

<p>Skills for Life</p> <p>Communication</p> <p>Team Work</p> <p>Resilience</p> <p>Being Safe</p>	<p>CoEL</p> <p>Playing and exploring</p> <ul style="list-style-type: none"> - Finding out and exploring - Playing with what they know <p>Active learning</p> <ul style="list-style-type: none"> - Being involved and concentrating - Enjoying achieving what they set out to do <p>Creating and thinking critically</p> <ul style="list-style-type: none"> - Having their own ideas 	<p>Childhood Experiences</p> <ul style="list-style-type: none"> - Build a den - Fly a kite - Roll down a hill - Make a trail with sticks - Make a daisy chain - Create some wild art 	<p>KSU Passports</p> 
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Core Books



Communication and Language

- *Listening, attention and understanding*
- *Speaking*

Developing listening skills will still remain an important part of the Nursery curriculum. Key workers will teach, model and reinforce listening behaviours, e.g. eye contact. Talk partners will be used when key workers see appropriate.

Children will develop an understanding of time related vocabulary, e.g. before, after, first, and practise following instructions including these. Key workers will focus on questioning. Children have opportunities to ask questions of others and answer questions using their own knowledge.

Children will be encouraged to talk about past events and recount them in the correct order. Key workers value the importance of every child having a voice, there are planned talking times where the children are given a topic to think about and discuss. Sentences will be encouraged using a sentence starter.

Launchpad for Literacy is used to inform skill based interventions.

Personal, Social and Emotional Development

- *Self regulation*
- *Managing self*
- *Building relationships*

This term, key workers will continue to support the children to access a wide range of activities and to adapt their behaviour to new situations. For those children that are leaving nursery at the end of the term we will begin the transition process, talking about feelings and changes. Key workers will teach and work with the children to develop strategies to regulate their behaviour after an upsetting event.

Key workers will continue to support the development of self- independence, e.g. self dressing and using utensils.

Children will continue to develop relationships between their peers and familiar adults. Key workers will support children to begin to understand the feelings of others.

Key workers will use the scheme 'Jigsaw' to support planning. In the Summer term, they will cover two units- 'Relationships' and 'Changing Me'.

<p>Physical Development</p> <ul style="list-style-type: none"> - <i>Gross motor skills</i> - <i>Fine motor skills</i> 	<p>This term, the children will learn how to negotiate space and run smoothly to avoid obstacles. Key workers will teach ball skills, including throwing, catching, kicking and bouncing.</p> <p>Children will continue to gain strength in their hands and gain more pencil control. They will begin to form recognisable letters when they are writing their name and communicate meaning through writing. Key workers will encourage correct pencil grip, scissor hold and utensil use.</p>
<p>Literacy</p> <ul style="list-style-type: none"> - <i>Comprehension</i> - <i>Word reading</i> - <i>Writing</i> 	<p>Key workers will continue to develop story scripts and story maps to promote story retell. The children will independently use the story maps to support their own retell. They will be encouraged to use vocabulary and phrases from the key text. Story sacks will be readily available- they include props to aid story retell.</p> <p>The children will be encouraged to predict an outcome of the story and begin to give reasons behind their thoughts. Key workers will ask questions based on the story, encouraging children to think about the characters or events.</p> <p>This term the children will begin to orally blend, e.g. knowing that ‘e-le-phant’ is blended to make the word elephant. Some children may be able to hear and say initial sounds in words. Rhyming games will be played to build up the children’s awareness of rhyme.</p> <p>The children will be encouraged to use mark making in their play. Key workers will encourage the children to talk about their own special marks.</p>
<p>Mathematics</p> <ul style="list-style-type: none"> - <i>Number</i> - <i>Numerical pattern</i> 	<p>The children will continue to develop their subitising skills, they will work towards perceptually subitising up to 5 objects and begin to conceptually subitise objects of different colours. Children will begin to show the matching quantity on their fingers.</p> <p>Key workers will provide daily opportunities to count and support the children’s understanding that the last number spoken gives the number of the entire set. Children will begin to understand that objects that cannot be seen can still be counted, e.g. claps, stamps. They will begin to recognise numbers of personal significance.</p> <p>The children will learn to compare sets according to a range of attributes, e.g. colour, size, shape, numerosity. They will begin to compare which group has more or fewer, when the difference is obvious. Children will explore heavier and lighter and practise extending and creating an AB pattern. Key workers will support the children to talk about and explore 2D and 3D shapes, children will begin to notice similarities between shapes. The children will create a simple map of a ‘bear hunt’ they have been on in school, directional language will be modelled by key workers. .</p>
<p>Understanding the World</p> <ul style="list-style-type: none"> - <i>Past and present</i> - <i>People, culture and communities</i> - <i>The natural world</i> 	<p>The children will continue to be given opportunities to recall events, whether this be in a group situation or during spontaneous conversations. Key workers will dedicate time for children to share news. Photographs of special times in school will be shared to promote discussion. Artefacts will be used to promote curiosity and to develop children’s understanding of what life was like a long time ago, before they were born.</p> <p>Key workers will continue to support children to develop acceptance of others. Children will begin to talk about similarities and differences between themselves and others.</p> <p>In the outdoors the children will notice changes in the world around them. They will observe growth and the mini beasts this attracts. Key workers will teach the children how to look after living things.</p>
<p>Expressive arts and design</p> <ul style="list-style-type: none"> - <i>Creating with materials</i> - <i>Being imaginative and expressive</i> 	<p>Opportunities will be provided for children to think of their own ideas when painting, as well as opportunities to copy pictures and objects. The children will paint a still life painting of vegetables. Key workers will encourage the children to verbalise their thought process. Children will begin with the outline of their painting.</p> <p>The children will use different materials for different purposes, e.g. making a trap for the evil pea!</p> <p>Role play will continue to be an important part of the Nursery provision. The children will begin to use themes from familiar stories in their play.</p>