



# Year Group: **Nursery** Summer Term 1

## Prime-Personal, Social and Emotional Development

In PSHE we will be studying the Jigsaw theme: Relationships. In RSE our unit of work is: 'Created to Live in Community-Religious Understanding'.

### Self-Regulation

Explore what they can do when they or others feel bad or sad.

### Managing Self

Be independent with self-care.

### Building Relationships

Talk about some of the things they like about their friends.



## Theme: Once Upon A Time



## Prime-Communication and Language

### Listening, Attention & Understanding

Listening and taking turns in group discussions, games, etc.

Listening to and follow 2-part instructions or directions confidently.

### Speaking

Use story props, such as pictures, puppets and objects to retell stories and to think about the characters.

Engage in two-way conversation.



## Prime-Physical Development

Real PE

### Gross Motor Skills

Use equipment to develop increasing control and co-ordination of movements by, climbing, swinging, sliding, pulling, balancing, hanging etc. Jump and land safely.

Sit up, stand up and balance on various parts of the body.

### Fine Motor Skills

Develop hand-eye co-ordination using a range of activities using fine motor control e.g. can throw and catch a bean bag or ball, use ICT, use a fork, spoon, knife to cut, building, threading, small world equipment, etc.



## Talk for Writing

Fiction texts and Traditional Tales used to build story structure and stimulate talk.



Nursery rhymes used to have an awareness of rhythm, repetition, rhyme and vocabulary.



## Religious Education

### Easter- 'ALLELUIA'

Know that Jesus came back to life and that Alleluia is a word used to show that we are happy.

### God's Family

Be able to give thanks for someone who cares for them.

They will know that Sunday is an important day.

### Pentecost-The Air Around Us

Know that air makes things happen. They will know red is the colour for this time of the year.



## Specific-Literacy

### Comprehension

As Readers children will learn to: Predict what they think the story/rhyme is about.

Discuss main sequence, characters and events.

Tell/retell and recall familiar stories.

### Word Reading

As Readers children will learn to:

Join in with simple repeated words, phrases and simple rhyming patterns.

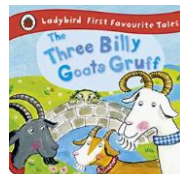
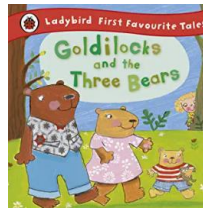
Explore and respond to stories and vocabulary using props, finger puppets, small world, role play, masks, etc.

Talks about favourite books.

### Writing

As Writers children will learn to: Begin to identify initial sounds in words.

Have an awareness of and use some conventions of writing (e.g. left to right, capital letter at start of name, space etc.) when writing and reading back in order to convey meaning.



## Specific-Mathematics

### Number

As Mathematicians children will learn to: Demonstrate reliable and sustained use of 1-1 correspondence in a range of activities.

Understand the cardinal principle, that the number given represents the total number in a group.

Record numbers through mark making and simple tally.

Order numbers in the range 1 to 5.

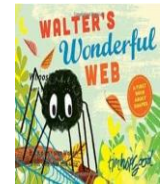
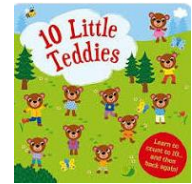
### Numerical Patterns

As Mathematicians children will learn to: Recite numbers to 10 in order from 1-10 and backwards 10-0.

Grow in confidence spotting errors when counting and noticing missing numbers.

### Shape, Space and Measure

As Mathematicians children will learn to: Begin to sort, match and compare sets of objects using given criteria e.g. shape, size, weight or capacity beginning to use appropriate language e.g. more than, less than, full, empty, heavy, heavier, light, lighter, etc.

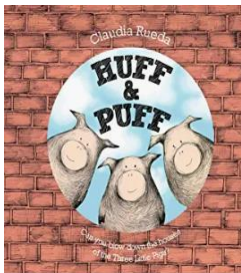


## Specific-Understanding the World

The Natural World as Scientists children will learn to: Begin to conduct experiments e.g. forces.

Past and Present as Historians children will learn to: Confidently share significant events of their own lives and the lives of other people familiar to them e.g. a family member, visitor etc.

People, Culture and Communities as Geographers children will learn to: Develop simple mapping skills through journeys using 3D model, 2D picture, local walk etc.



## Specific-Expressive Art and Design

Creating with Materials as Artists children will learn to:

Sort, discuss and feel different fabrics.

Explore and with support respond to a range of artwork, sculpture and artefacts.

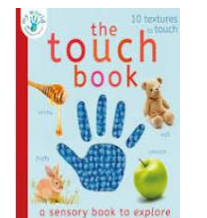
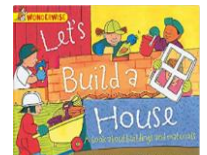
Being Imaginative and Expressive as Musicians children will learn to:

Listen to a variety of sounds and music and to talk about favourite sounds, songs and music.

As Actors children will learn to:

Engage in imaginative play and role play.

As Dancers children will learn to: Copy dance movements and to put together a sequence of movements.



## Phonics

### Read Write Inc.- Phonics scheme

Fred Talk games.

Recognise the pictures for each letter sound.

Recognise and use, with increased frequency, sounds (phonemes) in relation to name and experiences (grapheme).

Develop their ability to blend and segment through seeing reading demonstrated in action.



## Partnership with Families-Home Learning

Half Term homework project 'Nursery Rhymes'.

Daily Reading and phonics activities.

Maths counting, rhymes and activities.

We love to hear and see what the children are doing at home and to celebrate their achievement and successes outside of school.

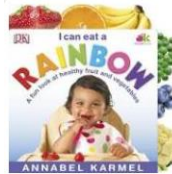
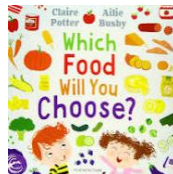
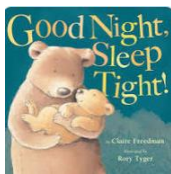
## Key Events

Easter

Mental Health Awareness Week

Walk to School week

Health Eating Week



## Continuous Provision

The children in Nursery have daily access to our continuous provision in order to develop and embed a range of skills in all learning areas. We call this free choice learning time which also develops your child's Characteristics of Effective Teaching and Learning.

**Playing and exploring** – make independent choices.

**Active learning** – show resilience.

**Creating and thinking critically** – making links and problem solving.

Our language rich environment is supported by the adult play partner role. During this child led and child initiated learning your child has access to both outdoor and indoor provision. Opportunities include:

Outdoor – digging area, mud kitchen, sand play, water play, large scale activities e.g. construction, climbing frame, balance beams, ropes, fireman's pole, steps and slide, bikes, tunnels, growing area, prayer garden, writing opportunities e.g. paint brushes and water, chalk, reading, counting natural objects, problem solving, role play, instruments, investigation equipment e.g. magnifying glasses, binoculars.

Indoor – Sand play, water play, painting, play dough, small world play, arts and crafts, design and make, reading, writing opportunities and templates, maths opportunities and real objects to count, problem solve etc., role play, storytelling, puppets and props, construction activities, instruments, listening centre, ICT equipment.