

| <p>Topic: Growing</p> <p>Values:</p> <p>April: Friendship</p> <p>May: Courage</p> | <p>Summer Term 1: April 2021</p> <p>Nursery Summer 1 overview</p> <p>Talk for writing stories: Jasper’s Beanstalk.</p> <p>The Hungry Caterpillar</p> | <p>Celebrations Festivals and events</p> <p>Ramadan begins 13th April</p> <p>Eid (13th May)</p> |
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| <p>Personal Social and Emotional Development</p> <p>Making Relationships:</p> <p>22 – 36</p> <p>Shows affection and concern for people who are special to them (17)</p> <p>May form a special friendship with another child(18)</p> <p><i>Focus: adults model how talking about how we show affection and concern for people who are special to us</i></p> <p>30 - 50</p> <p>Can play in a group, extending and elaborating play ideas (19)</p> <p>Demonstrates friendly behaviour, initiating conversations and forming good relationships with peers and familiar adults (22)</p> <p><i>Games outside with bats and balls</i></p> <p><i>Role play area</i></p> <p><i>Small World</i></p> <p>Self-Confidence and Self -Awareness</p> <p>22 – 36</p> <p>Expresses own personal preferences and interests (11)</p> <p><i>Adults to interact with children and ask them what they like to play with.</i></p> <p>30 - 50</p> <p>Is more outgoing towards unfamiliar people and more confident in new social situations (15)</p> | <p>Communication and Language</p> <p>Listening and Attention</p> <p>22 - 36</p> <p>Listens with interest to the noises adults make when they read stories (15)</p> <p>30 – 50</p> <p>Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories (21)</p> <p>Focusing attention – still listen or do, but can shift own attention (22)</p> <p><i>Talk for Writing, story time, time in the book corner</i></p> <p>Speaking</p> <p>22 - 36</p> <p>Holds a conversation, jumping from topic to topic (17)</p> <p>Beginning to use word endings (e.g. ‘Mummy gonna work’) (21)</p> <p>30 – 50</p> <p>Can retell a simple past event in correct order (24)</p> <p><i>Opportunities for adults and children to converse and tell us about things they have done</i></p> <p><i>Observations when you just sit and listen to children playing and what they are saying</i></p> <p>Understanding</p> <p>22 – 36</p> <p>Understands more complex sentences, e.g. ‘Put your toys away and then we’ll read a book’ (9)</p> <p>Understands ‘who’, ‘what’, ‘where’ in simple questions (10)</p> <p><i>Nursery routines, Talk for Writing,</i></p> | <p>Physical Development</p> <p>Moving and Handling</p> <p>22 – 36</p> <p>Shows control in holding and using jugs to pour, hammers, books and mark making tools (29) <i>Use of gardening tools</i></p> <p>Imitates drawing simple shapes such as circles and lines (31) <i>Mark making activities</i></p> <p>May be beginning to show preference for a dominant hand (33)</p> <p><i>Cutting up fruit at snack time</i></p> <p>30 – 50</p> <p>Runs skilfully and negotiates space successfully, adjusting speed or direction to avoid obstacles (37)</p> <p><i>Observations, obstacle courses</i></p> <p>Holds pencil between thumb and two fingers, no longer using whole-handed grasp (42)</p> <p>Health and Self care</p> <p>22 – 36</p> <p>Beginning to be independent in self-care, but still often needs adult support (22)</p> <p>Helps with clothing</p> <p>30 – 50</p> <p>Dresses with help (28)</p> <p><i>Rewards and stickers, lots of praise, show children short cuts to help them</i></p> |

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| <p>Enjoys responsibility of carrying out small tasks (14) <i>Tidy up time, set up monitors for the week</i> <i>Children to take on responsibilities around the nursery e.g. to keep the cloakroom tidy, to be given tasks at snack time</i></p> <p>Managing Feelings and Behaviour 22 – 36 Can express their own feelings such as sad, happy, cross, scared, worried (15) Aware that some actions can hurt or harm others (17)</p> <p>30 – 50 Aware of own feelings, and knows that some actions and words can hurt other’s feelings (22) <i>Colour Monster posters. Circle time activities to talk about feelings</i></p> | <p>30 – 50 Understands use of objects (e.g. “What do we use to cut things?”) 12) <i>Vocabulary work – tools for gardening</i> Responds to simple instructions, e.g. to get or put away an object (14) <i>Instructions for planting seeds, tidy up time – where to put specific objects, toys</i></p> | |
| <p>Literacy</p> <p>Reading 22-36 Repeats words or phrases from familiar stories (5) Fills in the missing words or phrases in a known rhyme, story or game, e.g. ‘Humpty Dumpty’ sat on a – (6)</p> <p>30 – 50 Suggests how the story might end (13) Listens to stories with increasing attention and recall (14) <i>Talk for writing</i></p> <p>Writing 22-36 Distinguishes between the different marks they make.</p> | <p>Mathematics</p> <p>Numbers 22-36 Selects a small number of objects from a group when asked, for example, ‘please give me one’, ‘please give me two’ (7) <i>Shopping games in role play area, snack time – fruit from the basket</i></p> <p>Recites some numbers in sequence (8) <i>Playing ‘Hide and Seek’ How many steps to walk to the slide? Obstacle course – stay on the bike until you have counted to 5, get off and jump through 4 hoops, etc</i></p> <p>30 – 50 Knows that numbers identify how many objects are in a set (16) <i>Pots with numbers on for crayons etc</i> Sometimes matches numeral and quantity correctly (18)</p> | <p>Understanding of the World</p> <p>The World 22 – 36 Enjoys playing with small-world models such as a farm, a garage, or a train track. (14) Notices detailed features of objects in their environment. (15)</p> <p>30 – 50 Developing an understanding of growth, decay and changes over time (19) Shows care and concern for living things and the environment. (20)</p> <p><i>planting cress seeds, sunflower seeds, growing seeds in transparent beakers, growing plants in different environments – in the dark, without water, in the light etc. Taking care of the plants in the garden, watering them.</i></p> |

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| <p>30 -50 Sometimes gives meaning to marks as they draw and paint (2) Ascribes meaning to marks that they see in different places (3) <i>Have a display of familiar logos, pictures of familiar shops, TV programmes</i></p> | <p><i>Investigation activity – children to count objects and put correct numeral with them. Adult checks with them to see if they have got the numeral correct</i></p> | <p><i>Taking responsibility for weeding and keeping our garden tidy.</i></p> |
| <p>Expressive Arts and Design</p> <p>Exploring Media and Materials 22 – 36 Shows an interest in the way musical instruments sound (8) Experiments with blocks, marks and colours (9) 30 – 50 Explores colour and how colours can be changed (16) <i>Colour mixing activities.</i> Joins construction pieces together to build and balance (21)</p> <p>Being Imaginative 22 – 36 Beginning to use representation to communicate, e.g. drawing a line and saying ‘That’s me.’ (3) Beginning to make believe by pretending (4) 30 -50 Notices what adults do, imitating what is observed and then doing it spontaneously when the adult is not there (10) Engages in imaginative role-play based around first-hand experiences (11)</p> | | |