

# Nursery Summer Term

## Physical Development

### **What we want the children to know**

### **What we want the children to know how to do**

Articulate some basic rules for tooth-care, with support as necessary.

Move pompoms or marbles by flicking when supported

Run at speed negotiating obstacles.

Travel above floor height by slowing and controlling movement.

Weave materials into frames.

Follow a tooth brushing routine.

Attempt some very simple fastenings when helping an adult with dressing and undressing.

Can hop to travel on dominant leg

Can competently clip pegs onto a box

Can flick small objects – eg grains of rice (1<sup>st</sup> move p37)

Can pinch to decorate clay sculptures or make a pinch pot

Cuts along a line with some accuracy

## Maths

### **What we want the children to know**

The numerals 1,2,3

Numerals can tell us how many

Measurement vocabulary - heavy, tall, big, tiny, full, empty

### **What we want the children to know how to do**

Link numerals to sets of 1, 2 or 3.

Match Numicon to sets of 1,2,3

Use absolute measurement vocabulary to describe everyday objects such as heavy, tall, big, tiny, full, empty

Compare lengths by aligning and accurately identifying longer, taller and shorter.

Process and use positional vocabulary accurately when describing book illustrations.

Continue an ABAB linear pattern with everyday objects.

Talk about things that have happened in the past.

## Expressive Art and Design

### **What we want the children to know**

We can change our voices to be different characters

### **What we want the children to know how to do**

Speak in role in simple story telling.

Join materials in a range of ways to make things for a purpose.

Use mark making tools with control to add detail to shapes.

Match familiar instruments - drum, ukelele, glockenspiel, xylophone, bell

## Communication and Language

### **What we want the children to know**

### **What we want the children to know how to do**

Use talk to organise play, assigning roles, directing others, choosing resources.

Ask and answer why questions.

Join in with very familiar repeated sections in books.

Know a range of rhymes and express preferences.

Retell all or parts of familiar stories with some independence, using pictures or props to support

## Literacy

### **What we want the children to know**

That we can use instructions to tell people how to do something

### **What we want the children to know how to do**

Answer 'how do they feel?', 'what happened next?' and other questions requiring simple inference and prediction, in relation to familiar stories.

Suggest what might happen next from memory.

Answer how or why questions about a book.

Know a few complete rhymes off by heart.

Create a range of marks with different tools and talk about their purpose.

Recognise further examples of environmental print from the immediate locality.

Make marks, including strings of symbols for others and ascribe meaning to them.

When working with an adult, can copy some letters, eg those from their name

Begin to make own suggestions as they work with an adult to innovate a story

## Personal, Social and Emotional Development

### **What we want the children to know**

We can all be resilient

### **What we want the children to know how to do**

Follow rules without reminders.

Listen and talk to special visitors to the setting.

Contribute to decisions about room layout and resources.

Use play with another child to extend and elaborate ideas.

Accept simple resolutions suggested by adults and move on with play.

Use self calming spontaneously.

Use a small range of adjectives to describe the emotions of story characters and friends.

## Understanding the World

### **What we want the children to know**

Language of travel - forward, backward, turn

That we can control how a toy moves by giving it instructions

That plants are alive and need care

That tadpoles grow into frogs

Some animals hatch out of eggs.

All people used to be babies

### **What we want the children to know how to do**

Demonstrate a range of actions with remote control toys.

Work alongside adults imitating their actions as they care for living things.

Narrate, a stage at a time, the way a growing plant or animal is changing.

Recognise self in baby photographs and relate simple family stories about babyhood.