

Personal, Social and Emotional Development:

Become more outgoing with unfamiliar people, in the safe context of their setting. Children show more confidence in new social situations.

Children are aware of others classes within the school. Children are able to confidently talk to school staff and peers from outside of Nursery. Children are aware of who is in their family linked to three bears story. Children can retell traditional and familiar stories together. Children work together in small group and larger group activities. [Family Groups](#), [Literacy](#), [topic](#), [PSED](#), [THRIVE](#), [adult focused](#), [continuous provision](#).

Understand gradually how others may be feeling. Talk about feelings.

Children to talk about the different characters and their feelings (from traditional tale stories). Children to learn how and why the characters may feel certain ways and how they could help the characters to deal with their feelings and emotions. [PSED](#), [THRIVE](#), [Family Groups](#), [adult focused](#), [continuous provision](#).

Develop appropriate ways of being assertive. Talk with others to solve conflicts. Increasingly follow rules, understanding why they are important.

Children are able to follow the rules and routines of Nursery. Children can share resources and turn take without adult support. [Circle time](#), [PSED](#), [Family Groups](#), [Thrive](#), [adult focused](#), [continuous provision](#).



Nursery – Summer 1

Communication and Language:

Enjoy listening to longer stories and can remember much of what happens.

Use a wider range of vocabulary.

Know many rhymes, to be able to talk about familiar books, and be able to tell a long story.

Be able to express a point of view and debate when they disagree with an adult or friend, using words as well as actions.

Use talk to organise themselves and their play.

Children talk about the traditional tales and familiar stories offering answers to questions about them. Children are able to talk about what has happened, how characters may feel and agree or disagree with the actions taken in the story. Children can retell tradition tales and use this in their play. [Literacy Sessions](#), [Story Session](#), [Adult focused activities](#), [continuous provision](#).

Physical Development:

Use large muscle movements. Continue to develop their movement, balancing riding and ball skills. Go up steps and stairs, using alternate feet. Match their developing physical skills to tasks and activities.

Children to safely explore a range of large physical development apparatus. Children are able to use large outdoor apparatus. Children are able to explore the indoor and outdoor environment using their developing skills.

[PE Sessions](#), [Gross Motor Sessions](#), [Outdoor Provision](#).

Use one handed tools and equipment. Use a comfortable grip with good control when using pens and pencils. Show a preference for dominant hand.

Children are able to copy and write letters. [Handwriting](#), [Literacy](#), [Fine Motor](#), [Continuous provision](#), [adult focused](#), [indoor and outdoor provision](#).

Children are able to use a range of fine motor tools to write, mark make, grip, twist, pinch and cut a variety of materials. Children can write and mark make about the stories they have read in Nursery. [Adult focused](#), [Continuous provision](#), [indoor and outdoor activities](#).

E Safety Curriculum Links:

Managing Information Online: I can talk about how to use the internet as a way of finding information online. Online Relationships: I can recognise some ways in which the internet can be used to communicate.

Literacy:

Engage in extended conversations about stories, learning new vocabulary.

Understands the five key concepts about print.

Children to listen to tradition tales and answer/ask questions about them. Children to retell traditional and familiar stories through drama, role play, puppets, small world etc. **Adult led, literacy sessions, topic sessions, continuous provision, story time.**

Use some of their print and letter knowledge in their early writing.

Write some of all of their name.

Write some letters accurately.

Children to mark make about the stories they have made including pictures, lists, story print etc. **Adult led, literacy sessions, topic sessions, continuous provision, story time.**

Develop their phonological awareness so they can; spot rhymes, count syllables in words, recognise words with the same initial sound.

Children partake in phase one phonics activities. **Family groups, Adult led, literacy sessions, topic sessions, continuous provision, story time.**

Safeguarding Links:

Children to learn about how to keep themselves safe.

NSPCC Recourses



Nursery – Summer 1

Understanding the World:

Talk about the differences between materials and changes they notice. Use all their senses in hands on exploration of natural materials. Explore collections of materials with similar and/or different properties. Talk about what they see.

Children to mix ingredients to make food from the stories and comment on how they change when mixed and cooked.

Children to explore how to make models of different houses made from different materials. **Adult led, Storytime.**

Continue to develop positive attitudes about the differences between people. Know that there are different countries in the world and talk about the difference they have experiences or seen in photos.

Children to explore books from different countries and settings. Children to discuss these. Children to notice similarities and differences. **Family groups, continuous provision, adult focused activities.**

EAD:

Take part in simple pretend play. Begin to develop complex stories using small world equipment.

Children to retell traditional tales and other familiar stories.

Adult led, continuous provision, role play.

Explore different materials freely to develop their ideas about how to use them and what to make. Develop their own ideas and then decide which materials to use to express them. Join different materials and explore different textures.

Children to draw, paint, collage, create and experiment with a variety of media and materials to make representations of characters from stories, objects from the natural environment and the world around them.

Children to talk about what they have made, how they have made it and how they could make it better. **Creative sessions, continuous provision, topic sessions, adult led and continuous provision.**

Remember and sing entire songs. Sing the pitch of a tone. Sing the melodic shapes of familiar songs. Create their own songs. Play instruments with increasing control.

Children to listen to the sounds in traditional tales. Children explore and make their own instruments to represent different parts of traditional tales. **Family groups, adult focused, story time, PE sessions, CP.**

Maths:

Describe a familiar route.

Discuss routes and locations.

Select shapes appropriate for task.

Combine shapes to make new ones.

Know that they last number reached tells you the total of a group of object. Links numerals to amounts.

Please also see maths overview.