

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 and begin transition to Reception.

Children are aware of and able to confidently talk to school staff and peers from outside of Nursery Class.

Children can show an awareness of different environments and have an awareness of stranger danger. [Family Groups](#), [Literacy](#), [topic](#), [PSED](#), [THRIVE](#), [adult focused](#), [continuous provision](#), [assemblies](#), [trip](#), [visitors to setting](#).

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

Children to talk about the different characters and their feelings (from animal 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. Talk with others too resolve conflicts.

Remember the rules without needing an adult to remind them.

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 2

Communication and Language:

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

Understand 'why' questions.

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.

Start a conversation with an adult or friend and continue it for many turns.

Children talk about and discuss the stories. 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. Children actively communicate with peers and adults within the setting and can answer questions and respond appropriately. [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](#).

Be increasing independent as they get dressed and undressed.

Children are able to locate and put on and off their own coats including zips and mittens. Children are able to put on the dressing up clothes with only minimal support from adults. [Continuous provision](#), [outdoor sessions](#).

E Safety Curriculum Links:

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.**

Develops phonological awareness so they can spot and suggest rhymes, count or clasp syllables in words, recognise words with the same initial letter.

Children to develop phonological awareness through access to phase one phonic fairy lessons. Children can recognise names and familiar logos. Children recognise some graphemes and name them. **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.**

Nursery – Summer 2

Understanding the World:

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

Talk about what they see, using a wide vocabulary. Children to learn about different animals and their habitats and spot similarities and differences. Family groups, continuous provision, adult focused activities.

Understand the key features of a life cycle of an animal. Children to learn about the lifecycle of familiar animals eg chicken and frog. 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 use small world animals to retell familiar stories. Children to use puppet theatre to make up their own stories and plays about animals. **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 animals.

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.**

Draw with increasing complexity and detail. Use drawing to representing ideas. Explore colour and colour mixing.

Children to use different media to create their own representations of animals and their habitats. **Creative sessions, continuous provision, topic sessions, adult led and continuous provision.**

Maths:

Recite numbers past five.

Now that the last number reached when counting a small set of objects tell you how many there are in total.

Show finger numbers up to five. Make comparisons between objects relating to size, length, height, weight and capacity.

Please also see maths overview. **Adult led, maths sessions, topic sessions, continuous provision.**