

## Nursery Summer Term 1

This half term is all about the magic of immersing ourselves into traditional tales. The children will be exposed to new vocabulary from listening to these stories and given the opportunity to retell and re-enact the different stories using props and resources the children have within their learning environment. These stories will encourage the children to further develop their imagination in their play and allow them to begin to imagine their own stories within their role-play. We will talk about repetitive refrains in the different stories and build on the children joining in and gaining confidence in their own expression and character.

### Things to support with at home this half term

#### Initial sounds around us

The children are beginning to learn about the different starting sounds in words they hear every day. This is about listening to what they hear and not about actually reading the sounds on paper. There is some fun games you can play to help with this.

#### I-Spy

Gather a selection of objects that start with different initials sounds. Slowly and carefully take out each object you have collected and name it as you place it on the table. Then invite your child to take their turn. Say, "I spy with my little eye something that starts with /a/." (You say the sound that the letter makes, not its name in the alphabet song.) Your child will pick up the object that begins with that sound (e.g. 'alligator'). You say, "Alligator! Alligator starts with /a/." Continue until all of the objects have been picked up.

### Summer 1 topic: 'Land of Make Believe'

The focus texts this half term are:

Little Red Riding Hood



The Gingerbread Man

The Three Little Pigs



### Things to support with at home this half term

Writing letters from their own name

The children have been busy learning to write some letters from their name at school and we are continuing to do this going into the Summer term.

We help the children write letters from their name in lower case letters, with just the first letter as a capital letter.

Please help your child with writing letters from their own name at home. You could write their name in a colourful pen and they have the challenge to go over the top of it in a different colour. They love tracing letters!

Example:

Lucy

## Personal, Social and Emotional Development

Can sometimes share or take turns with others, with adult guidance.

Is able to understand 'yours' and 'mine'.

Can settle to some activities for a while.

Is able to play alongside others.

Learning to take part in familiar pretend play.

Can take part in other imaginative pretend play with different roles e.g. being the Gruffalo.

Is able to generally negotiate solutions to conflicts in their play.

Is reliably dry during the day most of the time.

Understands boundaries/routines e.g. lines up, washes hands, responds to an adult when they have been asked to do something.

## Literacy

Learning to orally blend some simple short words (robot talk - 'c-a-t' ... 'cat')

Can identify objects that start with the same sound

Is able to recognise their own name

Can orally recognise an initial sound at the start of a word.

Can continue a rhyming string e.g. cat, hat, mat.

Is able to make marks using one handed tools.

Can create closed lines in their drawings and use those shapes to represent objects.

Learning to draw pictures with more detail e.g. by adding features to a face.

Can attempt to write the starting letter of their name.

Can use a wrist pivot with enough pressure to mark make.

## Understanding the World

Will show curiosity and respond to learning environment.

Can talk about their life e.g. talk about family and home life.

Shows respect for the class and school environment inside and out (e.g. tidy up, put rubbish in the bin, take care of living creatures).

## Starfish Nursery Summer Term

We have seven areas of learning. These are the different areas and what children will be learning in each one by the end of Summer 2.

## Physical Development

Can use one-handed tools and equipment, for example, making snips in paper with scissors.

Can use a comfortable grip with good control when holding pens and pencils.

Shows a preference for a dominant hand.

Can trace circles and lines.

Is able to use both hands together in a co-ordinated way to complete a task (holding paper whilst snipping, screwing nuts and bolts, scooping into a hand-held pot).

Is able to show some coordination in movements, e.g. balancing, riding (scooters, trikes and bikes) and ball skills.

Can pedal a trike.

Is able to avoid collisions on the playground (spatial awareness).

Can climb confidently.

## Communication and Language

Can shift from one task to another if you fully obtain their attention, for example, by using their name?

Can use sentences of four to six words - "I want to play with cars" or "What's that thing called?"

Can use sentences joined up with words like 'because', 'or', 'and'?  
For example: "I like ice cream because it makes my tongue shiver".

Can answer simple 'why' questions?

Can use intelligible speech.

Is able to verbally respond to others with an appropriate statement.

Can respond to 2 part instructions e.g. get your coat and wait by the door.

Can recognise and sings some familiar rhymes/ songs.

Is able to use the pronoun I when talking about themselves.

## Mathematics

Can subitise up to 3.

Can recite numbers in order up to 5 and beyond.

Is able to show fingers, marks on paper or pictures for numbers up to 5.

Can link numerals and amounts (up to 3).

Can count a small set of objects and say how many (1:1 correspondence).

Beginning to know that a group of things changes in quantity when something is added or taken away.

Can understand and begin to use positional language.

Begin to categorise and compare objects according to properties, such as colour, shape or size.

## Expressive Arts and Design

Can take part in simple pretend play.

Is able to draw a range of pictures with increasing detail, using own personal experiences and people in the drawings.

Can join in with a range of Nursery Rhymes using different voice, movement and actions.

Can say whether they like/dislike something e.g. food, music, movement, picture.