

**Year group: Nursery Term: Summer 1**

**Focus: Paws, Claws and Whiskers**

**Key Vocabulary:**

Identify and name common minibeasts ie caterpillar, butterfly, ladybird, worm, wood louse, spider, snail, slug

Identify and name pets and farm animals and their babies and animals in the wider world and their body parts ie feathers, scales, fur, hair, whiskers, claws, paws

Dinosaur names- plant eater, vegetarian and extinct

**Personal, Social and Emotional Development:**

Show more confidence in new social situations

Play with one or more other children, extending and elaborating play ideas.

Increasingly follow rules, understanding why they are important.

Remember rules without needing an adult to remind them.

Be increasingly independent in meeting their own care needs

Select and use activities and resources, with help when needed.

**RE: as theologians, we will:**

Know and understand through the topic of Eucharist- Relating

- How and why people gather together –Explore
- The joy of gathering together to celebrate Mass –Reveal

Know and understand through the topic of Lent/ Easter-giving

- Spring is a time when things begin to grow– Explore
- Lent: A time to grow in love to be more like Jesus and look forward to Easter - Reveal

Acquire the skills of assimilation, celebration and application of the above-Respond.

**Expressive Arts and Design**

Explore colour and colour mixing- explore Summer colours  
Develop their own ideas and then decide which materials to use to express them. Join different materials and explore different textures.

Take part in simple pretend play, develop more complex storylines in their pretend play using small world objects and puppets based on stories with animals, farm set and vets/ pets shop

Listen and Respond. Explore and create using voices and instruments. Singing nursery rhymes and action songs. Share and Perform

**BIG Question: BIG Question:**

**Who takes care of the animals in our world?**

**Practise at Home:**

Letter formation- Name practise

Reading books, letter sound recognition and key words

**Physical Development**

Continue to develop their movement, balancing, riding and ball skills.

Encourage movement and balance of skip, hop, stand on one leg and hold a pose like musical statues.

Go up steps and stairs and climb apparatus using alternate feet.

Use large muscle movements using streamers, paint and mark making.

Use one-handed tools and equipment such as scissors to snip and cut.

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

Continue to encourage independence in putting on their coat and zipping it up.

**Communication and Language**

Follow simple instructions/ timetables with visuals. Understand a question and instruction that has two parts. Expand on children's phrases so they are using longer sentences of four to six words- showing our new children how we follow rules.

Listen and respond to adults and peers. Start a conversation where you have to take turns. Model turn taking.

Enjoy listening to longer stories and remember much of what happens. Daily story time.

Know many rhymes, be able to talk about familiar books, and be able to tell a long story. See activities planned around core books, practise the vocabulary and language from the books, join in with repetitive phrases, and Use stories in their creativity and play.

Use a wide range of vocabulary. Extend children's vocabulary related to topics and books. Use of story book language and meaning of new words in stories.

Begin to understand 'why' questions through investigations and stories.

Sing a large repertoire of songs and recite rhymes and simple poems relating to topic and stories

**Mathematics**

Number 6- Number blocks

Recite numbers past 5

Develop fast recognition of up to 3 objects, without having to count them individually

Compare quantities using language 'more than', 'fewer than'

Talk about and explore 2D and 3D shapes

Understand position through words alone

Combine shapes to make new ones- an arch, bigger triangle



**Cultural Capital/Trips/Local Area and Opportunities for Outdoor Learning:**

Minibeast hunt

Visit to Newquay zoo

**Key texts**

Mad about Minibeasts

Dear zoo

Little red hen

The tiger who came to tea

Harry and the bucketful of dinosaurs

**Literacy**

Understand the five key concepts about print

- Print has meaning
- Print can have different purposes
- We read English text from left to right and from top to bottom
- The names of the different parts of a book
- Page sequencing

Develop phonological awareness through rhymes, poems, count and clap syllables in words, alliteration. Recognise words with the same initial sound.

Engage in extended conversations about stories and learning new vocabulary related to our topics and texts.

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

Write some or all of their name.

Start to write some letters accurately using the RWI model for letter formation

**Knowledge and Understanding of the World**

Talk about what they see using a wide vocabulary

Explore how things work.

Begin to understand the need to respect and care for the natural environment and all living things

Know that there are different Countries in the world- talk about the differences.

Continue developing positive attitudes about the differences between people.