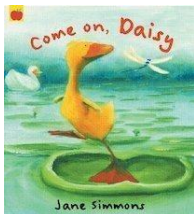


Key vocabulary:
sharing, kind, brave,
together, friends, family



Under the Sea

Physical Development

Gross Motor

Skip, hop, stand on one leg and hold a pose for a game like musical statues.

Start taking part in some group activities which they make up for themselves, or in teams.

Fine Motor

Use a four-finger grip to hold a pencil/begin to use three fingers (tripod grip) to hold a pencil

Use pincers, tweezers and threading equipment with increasing control and confidence



Expressive arts and design

Develop their own ideas and then decide which materials to use to express them.

Begin to develop complex stories using small world equipment like animal sets, dolls and dolls houses etc.

Draw a person with identifiable features

Show different emotions in their drawings and paintings, like happiness, sadness, fear etc.

Explore colour and colour-mixing - talk about what happens when they mix 2 colours.

Paint/draw an object, e.g. a sunflower

Being Imaginative and Expressive

Create their own songs, or improvise a song around one they know.

Explores the sounds of different instruments

Nursery Summer 2



Understanding the World

Past and Present

Begin to make sense of their own life-story and family's history.

Can talk about a photo of their parent/carer from the past

People, Culture and Communities

Develop their sense of responsibility and membership of a community

Talk about places they have visited

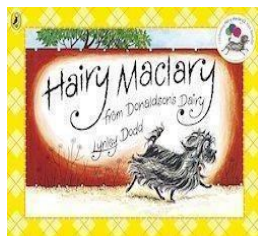
Know that there are different countries in the world.

The Natural World

Talk about environments in stories

Learn the names of farm animals and their babies

Talk about and describe changes in their environment



We're Going on a Bear Hunt
Michael Rosen Helen Oxenbury



Foundation for Phonics – sounds; u r h b f l

- Recognise and repeat **rhyming words**.

- Distinguish between different **environmental and instrumental sounds**.

- Begin to **tune into initial sounds** in familiar words.

- Start to orally segment (say the sounds) in simple words (e.g., *cat* → /c/ /a/ /t/).

- Begin to orally blend sounds to make words (e.g., /m/ /a/ /t/ → *mat*).

Mark-Making & Letter Formation Readiness

-Make a variety of **different marks** with intent (lines, circles).

Begin to make **letter-like shapes**.

Attempt to **write own name** with some recognisable letters.

Writing for Meaning

Use mark-making to represent **ideas, objects, or sounds**.

Begin to **draw pictures** that match what they want to say.

Attempt to write initial letters for familiar words (e.g., *m* for *mummy*, *c* for *cat*).

Talk about their drawings and mark-making, giving meaning to the marks they make.

Number

Number & Counting

Say some number names in order up to **5**.

Begin to **count objects** reliably up to 3.

Match number words to **small groups** of objects.

Comparing & Sorting

Compare groups using words like **more/less/same**.

Sort objects by simple attributes (colour, size, type).

Shape, Space & Measure

Recognise and name simple shapes (e.g. **circle, square, triangle**).

Use **size language** (big/small/tall/short) in play.

Explore **positional language** (e.g. *on, under, next to*).

Pattern & Relationships

Recognise and **copy simple repeating patterns** (AB, ABC).

Begin to **create own simple patterns** with objects.

