

**Summer 2-, How do you get to nursery?  
This half term in Nursery ....**

Communication and language	Personal, Social & Emotional Development	Physical Development
<p><b>Younger children will:</b></p> <ul style="list-style-type: none"> <li>Recognises actions in pictures</li> <li>Understand and act on a longer sentence.</li> <li>Child holds a conversation but jumps from topic to topic.</li> </ul> <p><b>Older children will:</b></p> <ul style="list-style-type: none"> <li>Concentrates on a chosen activity for 10-15 minutes</li> <li>Develop communication</li> <li>Be able to express a point of view and to debate when they disagree with an adult or a friend</li> </ul>	<p><b>Younger children will:</b></p> <ul style="list-style-type: none"> <li>Participates in collective cooperation as their experiences of routines and understanding of some boundaries grow.</li> <li>Washes and dries hands and face.</li> <li>Safety explore emotions.</li> <li>Seeks out others to share experiences with especially a familiar friend or a child who has similar interests</li> </ul> <p><b>Older children will:</b></p> <ul style="list-style-type: none"> <li>Follow rules independently and understands that expectations vary depending on different events.</li> <li>Follow rules independently that expectations vary depending on different events.</li> <li>Begins to make healthy food and drink choices.</li> <li>Enjoys playing alone, alongside and with others, inviting others to play and attempting to join others play</li> </ul>	<p><b>Younger children will:</b></p> <p>Can run, jump and climb, can walk on tiptoe, can stand on one leg momentarily when shown</p> <p>Copies a vertical line/ horizontal line and circle with a pencil/ crayon when demonstrated.</p> <p><b>Older children will:</b></p> <p>Begin to understand safety and need for rules.</p> <p>Draw with increasing complexity and detail.</p> 
Literacy	Mathematics	Understanding the World
<p><b>Younger children will:</b></p> <ul style="list-style-type: none"> <li>Notice some print, such as the first letter of their name</li> </ul> <p><b>Older children will:</b></p> <ul style="list-style-type: none"> <li>Make marks to stand for their own name</li> <li>Develop their phonological awareness –</li> <li>Spot and suggest rhymes</li> <li>Count or clap syllables in a word</li> <li>Recognise words with the same initial sound</li> <li>Blend sounds orally (phase 1)</li> <li>Write initial sounds</li> </ul> 	<p><b>Younger children will:</b></p> <p>Enjoy counting as far as they can go.</p> <p>Notice patterns and arrange things in patterns.</p> <p>Responds to and uses language of position and direction</p> <p>Begin to compare sizes, weights, etc.</p> <p><b>Older children will:</b></p> <p>Tall, long, high, heavy etc</p> <p>Solve real world maths problems with numbers up to 5</p> <p>Notice and correct errors in patterns.</p> <p>Discuss routes and locations.</p> 	<p><b>Younger children will:</b></p> <ul style="list-style-type: none"> <li>Make connections between the features of their family and other families.</li> <li>Make connections between people and families</li> <li>Can talk about some of the things they have observed such as lifecycles, plants, animals, natural and found objects.</li> </ul> <p><b>Older children will:</b></p> <ul style="list-style-type: none"> <li>Continue developing positive attitudes about the differences between people.</li> <li>Know that there are different countries in the world and talk about the differences they have experienced or seen in photographs.</li> </ul> 
Expressive Arts and Design	Rhythm and Rhymes	Possible lines of Enquiry
<p><b>Younger children will:</b></p> <ul style="list-style-type: none"> <li>Express ideas and feelings through mark making.</li> <li>Enjoy and take part in action songs.</li> </ul> <p><b>Older children will:</b></p> <ul style="list-style-type: none"> <li>Draw with increasing complexity and detail.</li> <li>Begin to develop complex stories through small world and role-play.</li> <li>Enjoy listening to longer stories and can remember much of what happens.</li> </ul>	<p>The wheels on the bus....</p> <p>Row, row, row your boat</p> <p>Horsie horsie</p> <p>Hey diddle diddle.</p> <p>This old man</p> <p>Five little ducks</p> <p>Dr Foster went to Gloucester</p>	<ul style="list-style-type: none"> <li>Types of transport</li> <li>Children's journeys</li> <li>Where have you been?</li> <li>Where you might go on holiday?</li> <li>If you could go on a journey where might you go?</li> <li>Places/ countries</li> </ul>

