

### Communication and Language

*Listening and attention, Understanding, Speaking...*

- Listens to and enjoys rhythmic patterns in rhymes and stories
- Responding instructions and follow directions
- Taking part in action songs, clapping games and rhythm games and stories
- Continue to develop a repertoire of nursery rhymes, songs and children's stories
- Begin to use 'why' and 'how' questions
- Taking part in Letters and Sounds Phase 1/2 activities
- Share cultural stories/songs and bilingual books
- Continuing to develop conversation with adults and peers, taking turns in speaking, asking and answering questions
- Can connect ideas and build on vocabulary

### Personal, Social and Emotional Development

*Self-confidence and self-awareness, managing feelings and behaviour and making relationships...*

- Separates from main career with confidence
- Continue to develop relationships with class staff and peers
- Shows understanding and cooperates with some boundaries and routines
- Have a positive and confident approach to activities both indoors and outdoors
- Continue to have high levels of involvement in activities and new experiences
- Working as part of a group and speaking in a familiar small and large group
- Having respect for others and taking steps to resolve conflicts
- Being aware of own feelings and can adapt behaviour in different situations
- Knows own needs and beginning to accept the needs of others.

### Physical Development

*Moving and handling, Health and self-care...*

- To be independent in self-care and beginning to be aware of a healthy routine/diet.
- Move with confidence inside and outside, also jumping and landing with control
- Independently taking part in hygiene routines - going to toilet, washing and drying hands, snack time
- Have an awareness of own movements, avoiding obstacles and other children
- Using one-handed tools and equipment and continue to develop fine motor skills using a variety of resources including simple tools, such as playdough, construction toys, small world equipment and small and large scale mark making activities
- Hold a pencil correctly and draw letter or letter-like shapes

### Understanding the world

*People and communities, the world, Technology...*

- Has a sense of own immediate family and relations
- Continues to show curiosity and interest by exploring surroundings.
- Know about people who help us and different jobs
- Seek to acquire basic skills in operating ICT equipment and use simple programs. Know information can be retrieved from computers.
- Share family books, photos and special books. Gaining awareness of different cultures and beliefs
- Taking part in cooking activities
- Exploring opportunities that involve using sand and water and various malleable materials
- To know about seasons and planting/growing. Understand growth and changes and be prepared for changes - moving from nursery to reception
- Knowing about Vaisakhi, Eid, Fathers day, May Day and Summer holidays

### Mathematics

*Numbers, Shape, space and measure...*

- Can independently count or join in with a group to count by rote
- Continue to enjoy joining in with number rhymes and songs
- Shows an interest in shape and space in play, to know the names of simple shapes
- Sorts and matches objects and talks about sorting (into shape, size, groups, colour, etc.)
- Taking part in completing jigsaw puzzles, matching games, lotto games
- Enjoying cooking activities, involving measuring, discussing shape and size
- Counting 1:1 and using fingers to represent numbers
- To develop an understanding of time and can use positional language
- To begin to have an understanding of simple addition and begin to use mathematical language
- To recognise some numerals and know their name in English

Prime areas

Characteristics of learning

Active learning - Motivation

Playing and exploring - Engagement

Creating and thinking critically - Thinking

Nursery  
Medium Term Plan:  
Summer 2015

Specific areas

### Expressive arts and design

*Exploring and using media and materials, being imaginative...*

- Enjoying dance and ring games, moving with rhythm
- Interested in sounds and colour, investigating changes in sounds and colour
- Can use a variety of media and materials
- Use a range of construction and small world toys, with a purpose in mind
- Join in with singing favourite songs and taking part in recalling stories
- Large and small scale painting and collage. Taking part in junk modelling
- Taking part in make-believe by pretending and taking part in role-play
- Using movement to express and responding to music
- Creating rhythms and songs. Singing to self and with others.
- To use dialogue to discuss own creations and stories, also in groups

### Literacy

*Reading and Writing...*

- Continue to have an interest in books
- Continue to enjoy rhyming activities
- Experiments with mark making, ascribing meaning to marks
- Developing name and letter recognition and becoming aware of print around them
- Positive use of book areas and books, rein acting the modelled scenarios with books
- Reading stories, use of book language and developing concepts of reading
- Letters and Sounds phase one and two activities
- Describes stories, recalling main events, characters and settings
- Possibly recognising some high frequency words or words from familiar stories
- Small and large scale mark making inside and outside, including chinks, painters brushes and range of different media
- Core books in the Animals topic - Dear Zoo, What the ladybird heard
- Power of Reading books - The Gruffalo and Arrghh Spider