

# Nursery Summer 2: Let's Imagine

## Curriculum connections

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### English

Share ideas and answer questions about stories read at home and in school, demonstrating new vocabulary learnt.

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Repeat words and phrases to orally retell stories shared e.g. 'The Train Ride'.

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Begin to suggest/spot rhymes, clapping syllables and recognising initial sounds.

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Say some RWI set 1 sounds and begin to develop oral blending and segmenting skills.

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Use some print and letter knowledge in early writing such as a pretend shopping list.

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Develop a rich vocabulary through stories, rhymes and 'word of the week'.

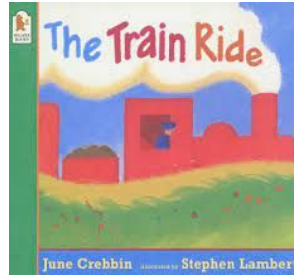
Write some letters accurately.

Write some or all of their name.

Begin to write some sounds they hear in words.

Begin to write some CVC words.

Write with a range of pencils, pens, chinks and crayons.



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### Maths

Measure time 'my day' and capacity 'full, half full, empty'.

Solve real world mathematics problems with numbers to 5.

Develop fast recognition of up to five objects (subitizing).

Know that the last number reached when counting a small set of objects tells you how many there are in total (cardinal principle).

Link numerals and amounts up to 5.

Experiment with their own marks as well as numerals.

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

Talk about patterns around them using informal language

Begin to describe a sequence of events using words 'first' 'then'.

Understand position through words alone.

Describe a familiar route such as journey to school/Train Ride story with words such as 'in front of' 'behind'.

Talk about and explore 2D and 3D shapes.

Begin to explain their understanding.

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### Understanding the World

Explore transport from the past, modern day and future.

Recall their time at nursery and share what they have enjoyed this past year-link to months of the year from September to July.

Think about the goals that they set through the year (past) asking 'What can I do now?'

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Show an interest in different occupations: train driver, engineer, pilot, astronaut, bus driver.

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Begin to develop positive attitudes about the differences between people.

Explore and talk about different forces that they can feel: magnetic attraction and repulsion (trains on a track).

Talk about what they see in the world around them, using a wide vocabulary: plants and animals and how they live and grow, weather, seasons and how they change, why things happen and how some things work e.g. cars sliding down ramps.

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### Expressive Art and Design

Explore storytelling through art - link to scribed helicopter stories.

Draw with increasing complexity and detail.

Show different emotions in their drawings and paintings.

Use drawing to represent ideas like movement and loud noises

Explore colour and colour mixing

Be introduced to the Artist 'Mondrian' to explore primary colours and 2D shapes.

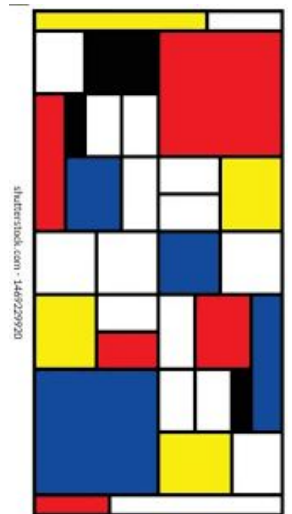
Explore seasonal changes through the use of natural materials such as shells, sand and water.

Create collaboratively, sharing ideas and resources - canvas art.

Learn a collection of popular songs and nursery rhymes.

Remember and sing short songs with actions about journeys - train rides, hot air balloon, pirate ship, rocket.

Begin to make complex and imaginative worlds using blocks and loose parts.



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### Personal, Social and Emotional Development

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Show more confidence in new social situations.  
Be more independent at solving problems and managing conflict.  
Give focussed attention to an adult.  
Continue to plan their own activities with a goal in mind and suggest ideas to improve the outcome.  
Independently meet own care needs - toilet, dressing, handwashing.  
Have one or two close friends who they seek out to play with but have ability to play with different children, in different groups.  
Play cooperatively with others, turn taking and sharing with less adult support.  
Extend play ideas when playing with one or more children.  
Through Jigsaw, learn different body parts, how our bodies change as they grow.  
Get ready for Reception 'Harry and his Bucketful full of dinosaurs are starting school'.



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### Physical Development

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Climb confidently, catch a large ball and pedal a tricycle.  
Continue to develop their movement, balancing, riding (trikes and scooters) and ball skills.  
Decide which physical skills to use to carry out a task.  
Use a comfortable grip with good control when holding pencils.  
Use one handed tools and equipment independently - scissors to snip, pencils, paintbrushes.  
Have greater strength in hands and fingers for manipulating tools (pegs, tweezers).

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### Communication and Language

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Enjoy listening to longer stories, remember much of what happens and answer and ask simple 'why' questions: 'Why is the train stopped at the station?'

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Talk about what is happening in a story and give their own ideas about what might happen next.  
Know many nursery rhymes including 'Down at the Station'.  
Understand a question or instruction that has two parts such as 'Wash your hands and get your lunch bag'.  
Maintain attention during direct teaching and demonstrate greater confidence to share a thought or idea.  
Use a wider range of vocabulary including scientific.  
Use longer sentences of four to six words, 'I want to play with cars' and joined up words like 'because' 'and' 'so'.

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### Celebrations

WC 12th June: Healthy Eating Week  
WC 19th June: Sports day

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