

# Nursery Summer 2: Let's Imagine

## Curriculum connections

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## English

Listen to stories with increasing attention and recall  
Begin to be aware of the way stories are structured -  
beginning, middle and end

T4W sequence 'Dear Zoo' using picture cards, make story  
maps

Listen to the story, 'The train ride' and use actions for talk  
for writing story language 'Once Upon a time, suddenly,  
and, but, then, next'

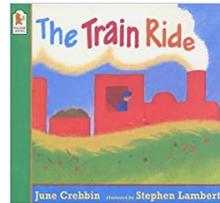
Describe main story settings, events and principal characters

Listen for rhyme and alliteration in rhymes

Hear and say the initial sounds in words

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Gives meaning to the marks they make as they draw, write  
and paint



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## Maths

Know that numbers identify how many objects are in a set

Begin to represent numbers using fingers, marks on paper or pictures

Sometimes match numeral and quantity correctly

Compare two groups of objects, saying when they have the same  
number

Recognise numerals 1 to 5 - match to Numicon numbers

Use positional language

Show awareness of similarities of shapes in the environment

Recognise big things and small things in meaningful contexts

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### Understanding the World

- Talk about why things happened and how things work
- Show care and concern for living things in the environment - land and sea animals
- Develop an understanding of growth, decay and changes over time-sunflower seed planting
- Talk about some of the things they have observed: plants, animals, planets
- Show interest in different occupations and ways of life
- Use ICT hardware to interact with age-appropriate computer software on an iPad
- Know that information can be retrieved from a computer



### Expressive Art and Design

- Build stories around toys e.g. a whale needed rescue from a beach
- Use available resources to create props to support role play
- Create movement in response to music
- Explore colours and how they can be changed
- Realise tools can be used for a purpose
- Construct with a purpose in mind, using a variety of resources
- Enjoy joining in with dancing and ring games
- Sing to self and make up simple songs
- Tap out simple repeated rhythms

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### 0 Personal, Social and Emotional Development

Keep play going by responding to what others are saying and doing  
Play in a group, extending and elaborating ideas e.g. building a zoo, playing Vets and Pets  
Talk confidently to other children when playing, and communicate freely about own home and community (busy books)  
Adapt behaviour to different events, social situations and changes in routine  
Aware of the boundaries set and of behavioural expectations in the setting  
Through PSHE lessons: understand what makes a good relationship by knowing how to make friends, how to respect others and how to be part of a group. Also through understanding how to help themselves and others when they are upset

### 0 Communication and Language

Listen to stories with increasing attention and recall such as; 'What's Up?' and 'Whatever Next'.  
Begin to understand how and why questions  
Use a variety of questions (e.g. *what, where, who*)  
Begin to understand 'why' and 'how' questions  
Question why things happen and give explanations. Asks e.g. *who, what, when, how*  
Use simple sentences  
Begin to use more complex sentences to link thoughts (and, but, because)

### 0 Physical Development

Copy some letters in own name  
Begin to form recognisable letters e.g. letters from their name  
Use one handed tools and equipment e.g. scissors  
Catch a large ball  
Experiment with different ways of moving  
Observe the effect of moving on their bodies  
Gain more bowel and bladder control and attend to toilet needs most of the time themselves

### 0 Celebrations

5 July - sports week  
20 June - Father's day  
12 June - Queen's birthday