

## PSED

- . Play with other children, extending and elaborating play ideas.
- . Talk with others to solve conflicts.
- . Talk about their feelings.
- . Begin to understand how others might be feeling.
- . Develop their sense of responsibility and membership of a community.

## Physical Development

- . Continue to develop their movement, balancing, riding (scooters, trikes and bikes) and ball skills. Match their developing physical skills to tasks and activities in the setting.
- . Choose the right resources to carry out their own plan.
- . Collaborate with others to manage large items, such as carrying large hollow blocks.
- . Use a comfortable grip with good control when holding pens and pencils.
- . Make healthy choices about food, drink and activity.

## Communication and Language

- . Understand 'why' questions, like: "Why do you think the caterpillar got so fat?"
- . Develop their communication, but may continue to have problems with irregular tenses and plurals, such as 'runned' for 'ran', 'swimmed' for 'swam'.
- . Practise saying tricky sounds: r, j, th, ch, and sh and multisyllabic words such as 'planetarium' or 'hippopotamus'
- . Be able to express a point of view and to debate when they disagree with an adult or a friend, using words as well as actions.

## Literacy

- . Engage in extended conversations about stories, learning new vocabulary.
- . Recognise words with the same initial sound.
- . Use some of their print and letter knowledge in their early writing. For example: writing initial sounds. .Write some or all of their name.
- . Write some letters accurately.

## Crompton Class (Nursery)

### Summer Term

#### Cycle A

 From Garden to Farm



Deep in the Jungle



#### Cycle B

It's A Bugs Life

Ahoy There Captain



## Mathematics

- . Experiment with their own symbols and marks as well as numerals.
- . Solve real world mathematical problems with numbers up to 5.
- . Understand position through words alone – for example, "The bag is under the table," – with no pointing.
- . Describe a familiar route.
- . Discuss routes and locations, using words like 'in front of' and 'behind'.
- . Begin to describe a sequence of events, real or fictional, using words such as 'first', 'then...'

## Understanding the World

- . Plant seeds and care for growing plants.
- . Understand the key features of the life cycle of a plant and an animal.
- . Begin to understand the need to respect and care for the natural environment and all living things.
- . Explore and talk about different forces they can feel.
- . Know that there are different countries in the world and talk about the differences they have experienced or seen in photos.
- . Continue to develop positive attitudes about the differences between people.

## Expressive Art and Design

- . Use drawing to represent ideas like movement or loud noises.
- . Show different emotions in their drawings and paintings, like happiness, sadness, fear
- . Respond to what they have heard, expressing their thoughts and feelings.
- . Sing the pitch of a tone sung by another person ('pitch match').
- . Sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs.
- . Create their own songs, or improvise a song around one they know.