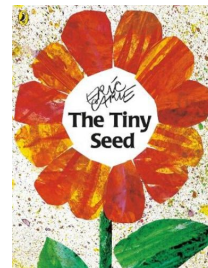
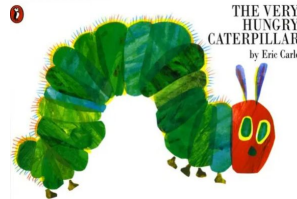


# Nursery Summer 1: Exploring Nature

## English



- Join in and sequence a familiar story.
- Continue to develop phonological awareness, including alliteration, rhythm, and rhyme.
- Continue learning RWI Set One sounds.
- Understand that print has meaning and different purposes, such as a menu, shopping list, or a logo for a shop.
- Begin to listen to more complex stories to learn a wider range of vocabulary.
- Copy all or some of their name, forming some recognisable letters.
- Begin to use some of their print and letter knowledge in their early writing, such as a pretend shopping list.
- Continue to write with a range of pencils, pens, chalks, and crayons.

## Maths

- Identify and represent numbers to 5, including counting and subitising.
- Count up to 5 objects in different arrangements by touching each object as they count, and recognise that the final number they say names the quantity in a set.
- Match number names we say to numerals and quantities up to 5.
- Begin to show 'finger numbers' to 5 and represent 5 on a five-frame.
- Copy, continue, and create their own patterns—say the pattern out loud, e.g., 'blue, red, yellow, blue, red...'. Begin to compare items by length and weight, using the language 'longer', 'shorter', 'heavy', and 'light'.
- Listen to stories and sing number songs that count on and back.
- Match quantities to numbers 0-5.

## Understanding the World

- Understand that they are part of a wider school community.
- Visit the school pond to observe a life cycle first-hand, such as tadpoles.
- Observe changes that occur within the season on Spring.
- Learn about adult and baby animals.
- Show an interest in different occupations, such as a vet, farmer, farm worker, and lorry driver.
- Compare and contrast healthy and unhealthy foods.
- Learn first-hand the importance of respect and care for all living things (Forest School).
- Experience planting seeds and caring for them within the Nursery environment.

## Expressive Art and Design

- Create simple observational drawings of plants, including daffodils.
- Use tools and techniques like cutting, sticking, painting, and modelling to create artwork.
- Combine different media (e.g., collage with drawing or painting with textures).
- Plan and create simple models, drawings, and crafts with intention.
- Develop fine motor skills by manipulating small objects, using scissors, or painting with different brushes.
- Engage in pretend play (e.g., role-playing as characters, acting out stories such as The Very Hungry Caterpillar).
- Explore music and movement through dancing, singing, and playing instruments.
- Experiment with sound (e.g., making rhythms, clapping patterns, or using their voice expressively).
- Express emotions and ideas through drawing, painting, drama, or dance.

# Nursery Summer 1: The World Around Us

## Curriculum connections

0

### Personal, Social and Emotional Development

Find solutions to conflicts with adult support.  
Understand ways to manage own feelings.  
Become more outgoing with unfamiliar people, in the safe context of the nursery.  
Talk about their feelings using appropriate words, supported by stories that explore emotions (e.g., *When Sophie Gets Angry – Really, Really Angry* or *Ruby's Worry* from the Zones of Regulation approach).  
Continue to give some focused attention to an adult.  
Continue to develop their sense of responsibility and community.  
Increasingly follow rules with adult reminders.  
Select and use activities and resources independently.  
Explore situations from different points of view, linking to emotions and self-regulation in stories.  
Begin to extend and elaborate play ideas when playing with one or more children.  
Think about ways in which they look after the wider environment.

0

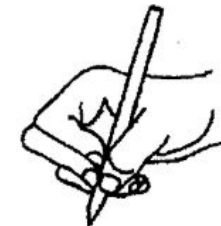
### Physical Development

Become more confident, competent and creative movers in both small and large spaces.  
Recall simple actions or sequences of movements to music.  
Use large muscle movements that 'cross the mid-line' of their bodies.  
Use a comfortable grip with increased control when holding a pen, pencil.  
Put on socks and shoes, zip up coats with increasing independence.

0

0

The **ZONES** of  
Regulation®



0

### Communication and Language

Listen to daily storytime and recall much of what happens.  
Ask 'why' questions, such as, 'Why do you think the caterpillar got so fat?'  
Follow an instruction that has two parts, such as, 'Pick up the hoop and carry it to the playground.'  
Start a conversation with an adult or peer and continue it for multiple turns.  
Talk about ways that we can be healthy, such as eating fruit and vegetables and brushing our teeth twice daily.

0

0

0

### Celebrations

0

WC 22 April- St George's Day  
WC 19 Walk to School Week

0

0

0