

PSED

We will talk about how we are growing and how we can do more things on our own. We will celebrate our progress and achievement by looking through our Learning Journey. We will practice how to tell someone how we feel. We will talk about changes – moving from nursery to reception.

Physical Development

We will talk about what makes us healthy and grow. We will continue to discuss what happens to our bodies before, during and after exercise. We will enjoy 'Write Dance' and use our physical skills to practice name writing and mark making.

Communication & Language

We will talk about minibeasts in the garden. We will talk about what we notice as we watch plants grow and change. We will continue to practice asking questions to find out new information and turn taking when having a conversation.

Literacy

We will continue to practice identifying our names by its initial sound and letter. We will practice writing our names correctly one letter at a time. We will start to segment and blend 2 and 3 letter words. We will notice and comment on environmental print in nursery.

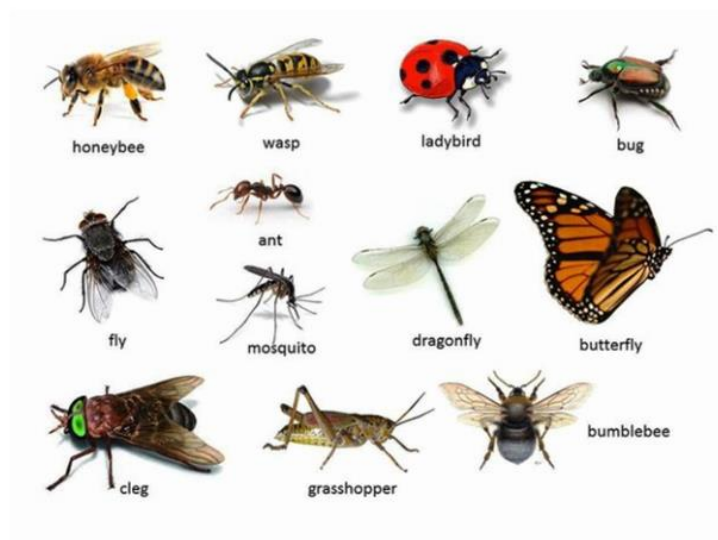
Expressive Arts and Design

We will continue to practice dance moves and songs as well as making up our own. We will practise making and copying beats. We will create drawings and paintings of minibeasts we see in our garden.

Outdoor Learning

We will learn where to look for minibeasts. We will learn all about what plants need to grow and plant our own seeds using the gardening tools. We will use natural things in our mud kitchen to explore recipes.

In the Garden - Summer Term 6A



Maths

We will continue to practice counting out objects and compare what we have with our friends. We will use words like more and less to talk about number. We will enjoy solving number problems. We will separate groups of objects in different ways realizing that the total is still the same.

Understanding the World

We will describe minibeasts and handle them with care, whilst looking for similarities and differences. We will look closely at our caterpillars and how they change into butterflies. We will watch our plants grow and change and talk about what we notice.

Personal Development

We will show appreciation of our environment while we take care of our plants. We will also think about how to care for each other and show empathy. We will support each other during transition visits.

Wow Days

Parent phonics workshop
Plant a seed
Transition Days



Prime area: Personal, Social and Emotional Development PSED

What we do at nursery;

We practise working together through games and projects (gardening). We will talk about why its important to take turns and why it's important to look after things and use kind hands. We will play games and celebrate others successes as well as our own.

How you can help;

Maybe ask your child to help you at home or in the garden. Play games that require them to wait and take turns. Play games like 'musical statues' where they might not win, help them understand that we cannot win every time and they can try again.

Prime area: Physical Development, PD

What we do at nursery;

We will continue to develop gross and fine motor skills. We will do lots of activities outside to help children gain confidence in their movements. Through dough gym we will encourage children to be able to isolate each finger and also to gain strength in their hands and fingers. We will continue to develop our mark making and name writing skills and letter formation. We will talk about why we need healthy food ad how we can grow our own food.

How you can help;

Encourage your child to do lots of fine motor activities, simple things such as doing up buttons and zips, threading and picking up small objects – use a timer to make it a challenge!

Prime area: Communication and Language, CAL

What we do at nursery;

We will be encouraging the children to carry out activities, by following simple instructions. We will be including prepositions in our instructions such as 'under', 'on top', and 'behind' We will finding out lots about how things change and grow, we will be learning lots of new vocabulary. We will be learning how to ask questions.

How you can help;

Ask your child to carry out simple jobs for you, break down the instruction into 1 or 2 parts. Encourage your child to ask questions. Talk to your child about how things change during Spring and Summer.

Specific area: Literacy

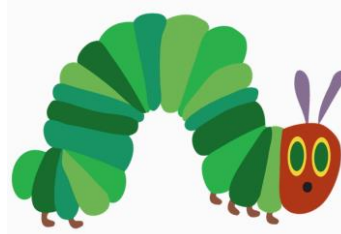
What we do at nursery;

We will read print in the environment. We will continue to practice identifying our names by its initial sound and letter. We will practice writing our names correctly one letter at a time. We will be able to say some letter sounds and write them too. We will use sound talk 'p – e – n' to help your child to develop their segmenting and blending.

How you can help;

Look at signs and labels around your home and when you are out, can the children recognise any of them, can they spot the initial sound? Encourage your child to recognise their name when it is written. As they become more familiar with the idea of rhyme they may be able to tell you the rhyming word before you finish the sentence. Sing the Jolly Phonics songs at home.

Focused texts:



Focussed Rhymes:

- Incy Wincy Spider
- There's a spider on the floor
- Wiggly Woo
- The ants/minibeasts came in 2 by 2
- There's a tiny caterpillar
- Little Ladybug
- Butterfly song
- Two little dickie birds

Specific area: Mathematics

What we do at nursery;

We will be looking at the shapes are all around us, identifying the similarities and differences of shapes in the environment. We will be developing the children's awareness of positional language how they can describe where they are or where an objects is. We will solve real problems using our maths skills.

How you can help;

Talk to your child about the shapes you can see around your home or when you are out and about. Encourage your child to explain to you where something is using vocabulary such as behind, under, next to, etc. Challenge your child by asking 'Who has more/less/how many more/how many less?'

Specific area: Expressive Arts and Design, EAD

What we do at nursery;

We will be looking at the colours of Spring and Summer, We will be using different materials to draw and paint inside and out. We will make careful drawings and paintings of the minibeasts we see. We will be learning new dances and performing them for each other.

How you can help;

Encourage your child to look for colours in the environment and discuss how they change with the season. Allow your child to listen to different music and encourage them to come up with their own dance moves and to make up their own songs.

Outdoor learning

What we do at nursery;

We will be planting flowers and vegetables in the garden and working in our own role play 'Garden Centre'.

How you can help;

Try planting at home, maybe you could grow healthy food. Talk about healthy and unhealthy food choices.

Specific area: Understanding the World, UW

What we do at nursery;

We will look at how things change and talk about how to care for our environment. We will be growing our own plants and vegetables and learning how these need to be looked after. We will look at the life cycle of an egg and get to see how chicks are born.

How you can help;

Allow your child to grow something at home, talk to them about taking responsibility for it and encourage them to water it and care for it.

In the Garden - Spring Term 6A

Developmental Matters:**Prime area: Personal, Social and Emotional Development, PSED****22-36 months**

May form a special friendship with another child. Expresses own preferences and interests.

30 - 50 months

Begins to accept the needs of others and can take turns and share resources, sometimes with support from others. Can usually tolerate delay when needs are not immediately met, and understands wishes may not always be met. Can usually adapt behaviour to different events, social situations and changes in routine, such as transition visits.

Developmental Matters:**Prime area: Physical Development, PD****30 - 50 months**

Moves freely and with pleasure and confidence in a range of ways, such as slithering, shuffling, rolling, crawling, walking, running, jumping, skipping, sliding and hopping.

40 - 60 months

Eats a healthy range of foodstuffs and understands need for variety in food. Usually dry and clean during the day. Shows some understanding that good practices with regard to exercise, eating, sleeping and hygiene can contribute to good health. Begins to use anticlockwise movement and retrace vertical lines. Begins to form recognisable letters. Shows increasing control over an object in pushing, patting, throwing, catching or kicking it

Developmental Matters:**Prime area: Communication and Language, C&L****22-36 months**

Uses language as a powerful means of widening contacts, sharing feelings, experiences and thoughts. Understand 'who, what, where?' in simple questions.

30 - 50 months

Beginning to understand 'why' and 'how' questions. Uses intonation, rhythm and phrasing to make the meaning clear to others. Uses talk in pretending that objects stand for something else in play, e.g., 'This box is my castle.' Uses intonation, rhythm and phrasing to make the meaning clear to others. Uses vocabulary that reflects the breadth of their experiences.

Developmental Matters:**Specific area: Literacy****22-36 months**

Fills in the missing word from a well-known story or rhyme.

30-50 months

Enjoys rhyming and rhythmic activities. Has an awareness of alliteration and rhyme.

40-60 months

Can continue a rhyming string e.g. cat, hat, rat, mat etc. Hears and says some initial sounds in words. Gives meanings to marks as they draw, write and paint.

In the Garden - Spring Term 6A**Developmental Matters:****Specific area: Mathematics****22-36 months**

Recites number names in sequence.

30 - 50 months

Shows curiosity about numbers by offering comments or asking questions. Compares two groups of objects, saying when they have the same number. Shows an interest in number problems and representing numbers.

40 - 60 months

Recognises numerals 1-5 and beyond. Selects the correct number of objects to represent 1-5/1-10. Counts actions or objects which cannot be moved. Says the number that is one more than a given number.

Developmental Matters:**Specific area: Expressive Arts and Design, EAD****22-36 months**

Experiments with blocks, colours and marks. Beginning to make believe by pretending.

30 - 50 months

Uses various construction materials. Joins construction pieces together to build and balance. Realises tools can be used for a purpose. Uses available resources to create props to support role-play.

40-60 months

Explore what happens when they mix colours. Create simple representations of events, people and objects.

Personal Development

We understand that it is important to develop a child as an individual. Through all our teaching and learning we aim to foster and build up their personal development by focussing on key characteristics that may need supporting.

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|----------------|--------------|
| - Cooperation | - Respect |
| - Creativity | - Curiosity |
| - Resilience | - Tolerance |
| - Enthusiasm | - Confidence |
| - Appreciation | - Integrity |
| - Independence | - Empathy |

Developmental Matters:**Specific area: Understanding the World, UW****22-36 months**

Enjoys playing with small-world models such as a farm, a garage, or a train track. Notices detailed features of objects in their environment.

30 - 50 months

Developing an understanding of growth, decay and changes over time. Shows care and concern for living things in the environment. Can talk about some of the things that they have observed such as plants, animals, natural and found objects.