

As individuals and friends, we will...

Develop appropriate ways of being assertive. Talk with others to solve conflicts.

Understand gradually how others might be feeling.

Be increasingly independent in meeting their own care needs, e.g. brushing teeth, using the toilet, washing and drying their hands thoroughly.

Make healthy choices about food, drink, activity and toothbrushing.

As communicators, we will...

Use talk to organise themselves and their play: "Let's go on a bus... you sit there... I'll be the driver.

Use longer sentences of four to six words.

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.

As healthy movers, we will...

Show a preference for a dominant hand.

Be increasingly independent as they get dressed and undressed, for example, putting coats on and doing up zips.

Start taking part in some group activities which they make up for themselves, or in teams.



This term our topic is Under the Sea!!

As readers and writers, we will...

Develop their phonological awareness, so that they can:

- spot and suggest rhymes
- count or clap syllables in a word

Talk about the different phonemes that make up words (Talking about sounds – TAS).

Write some letters accurately

As mathematicians, we will...

Develop fast recognition of up to 3 objects, without having to count them individually ('subitising').

Recite numbers past 5.

Say one number for each item in order: 1,2,3,4,5.

Describe a familiar route.

Discuss routes and locations, using words like 'in front of' and 'behind'.

As explorers and investigators,

we will...

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.

As artists, actors and musicians, we will...

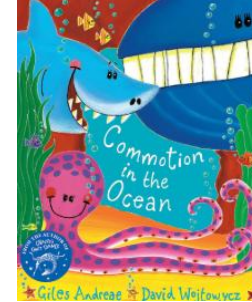
Play instruments with increasing control to express their feelings and ideas.

Sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs.

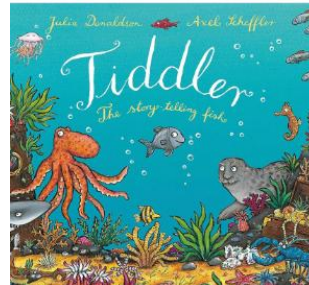
Create their own songs, or improvise a song around one they know.

This term our focus stories are:

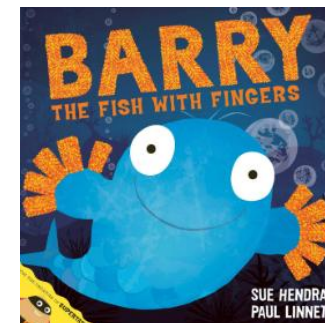
Weeks 1 and 2- Commotion in the Ocean.



Weeks 3 and 4- Tiddler.



Week 5- Barry the Fish with fingers.



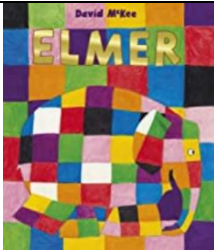
Key Vocabulary for the topic- Under the Sea!

(Taken from Word Aware)

	<u>Anchor words</u>	<u>Goldilocks words ('Not too easy and not too hard, but just right').</u>	<u>Step on words</u>
	Children have a thorough understanding of these words. Everyday spoken language for a child of this age Used at home and in daily interactions.	Really useful words Likely to be encountered again. Words that are very topic-specific but core to the topic.	Less likely to be encountered again. Words that are particularly topic-specific and not core to the topic.
<u>Nouns</u>	shark jellyfish shell starfish fish seahorse turtle diver anchor clown fish	squid hermit crab swordfish coral	shipwreck manta ray
<u>Verbs</u>			
<u>Adjectives</u>			

Nursery- Summer 2
Stories of Moving On
Text focus – Transition
Whole School Text: The Colour Monster by Anna Llenas

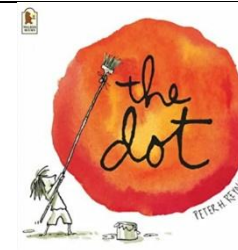
This half term we will be enjoying stories about Moving on and transition. Every day in Nursery, we enjoy story time together at the end of the session. Children need to have a story read to them multiple times to really understand the story and to be able to retell key characters and events.



Title: Elmer
Author: David McKee



Title: All Are Welcome
Author: Alexandra Penfold



Title: The Dot
Author: Peter H. Reynolds