

Prime Area: Personal, Social and Emotional Development:

Self-Regulation:

- I can identify feelings using words like happy, sad, angry.
- I can follow rules and don't always need adult support.
- I can talk about my feelings and can understand the feelings of others.
- I can follow basic instructions and the "rules" of the setting.

Managing Self:

- I am more confident in new social situations and with new people.
- I can carry out small tasks e.g. collect the milk.
- I am starting to handle new experiences with more confidence.

Building Relationships:

- I can begin to talk with others to resolve conflicts with support.
- I can play with others cooperatively
- I can use appropriate ways of being assertive when needed.

Prime Area: Communication and Language

Listening and Attention:

- I can listen carefully to songs, stories and rhymes and respond by joining in.
- I can understand and respond to instructions with: *2 key words- Put on your hat*3 key words- Can you wash dolly's face?
- I can understand and respond to 'why' questions.

Speaking:

- I can start a conversation and take it in turns to speak.
- I can explain, describe, recount and retell.
- I can join in with conversation (linked to listening) I can use a sentence of 4-6 words e.g. Can I have more milk please?
- I can use connectives to link words in sentences e.g. I want the car and the crayon I like milk because it tastes nice.

Characteristics of Effective Learning

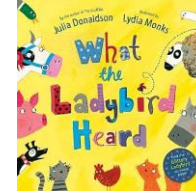
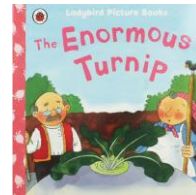
Playing and Exploring – Engagement

Active Learning – Motivation

Creating and Thinking Critically – Thinking and Explaining

Nursery Summer 1

Topics: What happens down on the farm?



Prime area: Physical Development

Gross Motor:

- I can decide how to match my movements to the task
- I can paint/mark make on a large scale.
- I can balance (balance bikes, scooters, climbing)
- I can skip, hop and stand on one leg
- I can remember patterns of movement.

Fine Motor:

I can start to manage zips, putting on coats etc. I can begin to demonstrate good fine motor control when using tools e.g. scissors.

I can use one handed tools confidently

I can use a *comfortable grip* with good control when using pencils.

Specific Area: Mathematics

Numbers to 5 • I can count, order, recognise and use numbers to 5

- I can link numerals and amounts up to 5
- I can solve real world mathematical problems with numbers up to 5

Subitising • I can subitise up to 3 objects (recognise up to 3 objects quickly without counting)

Comparing

• I can compare quantities using the vocabulary of greater, less, more, fewer and the same.

Shape: • I can describe, compare and name some simple 2D and 3D shapes

Specific Area: Literacy

Comprehension:

- I can sequence events from stories I have heard.
- I am starting to use different vocabulary from books in my play and when talking about stories.
- I can talk about stories I have heard. I can retell some familiar stories.

Comprehension (Vocabulary)

I can join in with familiar rhymes and songs (and some patterned stories) I can use some story language or new vocabulary in my play.

Word Reading:

- I can hear rhyme in words and can match rhyming words/sounds together.
- I am beginning to spot words with the same initial sound.
- I can use good phonological awareness including oral blending skills, rhyme, alliteration and syllables.

Writing:

Letter Formation:

- I can write some letters with good formation e.g. the letters from my name

Spelling:

- I can orally segment single sound CVC words e.g. c-a-t
- I can say the initial sounds in most words.

Composition:

- I apply print knowledge to my emergent writing
- I can write my own name.

Specific area: Expressive Arts and Design

- I can create more complex roleplay and small world set ups to adapt and create stories.
- I can start to develop my own stories linked to what I know through role & small world play.
- I can use a range of art materials, joining and colour mixing purposefully and freely.
- I can sing my own created songs and follow pitch, melody and tone.
- I can play musical instruments with greater control and purpose.
- I can sing, respond to and create music with instruments.

Specific Area: Understanding the World:

- I can talk about the key features of life cycles using key vocabulary.
- I can talk about the world around us observing animals and plants
- I can explore and talk about how things work and what they do e.g. Farm Tractors