Barleyhurst Park Nursery

Intent: Summer 2

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| AREA OF LEARNING | **Intent** |
| **Communication and Language****Vocabulary**Listen, wait, turn, instruction, patient, patience, join in, hand up, questions. Carpet, sitting, listening, joining in, hand up, group. Carpet, sitting, listening, joining in, hand up, story time, book, reading, Instruction, telling, listen, follow, why, question, explain, because. Sentence, songs, joining in, rhymes, poems, Good morning, right, now, pass me, lets get.  | **Listening skills :** Listen attentively and respond to what they hear with relevant questions, comments, or actions. **Attention skills:** Maintain attention in whole class and small group contexts for a short time. May find it difficult to pay attention to more than one thing at a time. **Responding skills:** Engage in story times. Join in with repeated refrains and anticipate key events and phases in stories or rhymes. Respond appropriately when asked e.g. ‘smart sitting on the carpet’. **Understanding skills:** Follow 1 step instructions Understand ‘why’ questions. **Speaking skills:** Use simple sentences. Sing a large repertoire of songs e.g. nursery rhymes or numbers songs. Use talk to organise themselves and their play.  |
| **Physical Development****Vocabulary**Dance, Move, Sit, sitting up, straight, smart sitting, posture, floor, carpet, table, pen, pencil, scissors, ball, racket, rope, cone. Pencils, tools, equipment, safely, hand, scissors, snips, letters, letter shapes  | **Gross motor skills:** To make up own movements with their body. To begin to use their core muscle strength to achieve good posture when sitting on the floor or at the table. To be able to climb safely. Children choosing the right equipment to move safely. **Fine motor skills:** Children using pencils and other equipment comfortably for them. Children beginning to make snips in paper either using one hand or two independently. Children turning pages in a book one at a time. Children may form some letters in their name.  |
| **Personal, Social, Emotional Development****Vocabulary:** Emotion, feeling, happy, sad, frustration, explain, why, turn taking, my turn, your turn, nervous, excited, change Proud, pride, positive, happy, independent, on my own, by myself, school.Questions, why, where, what, when, solution, fix, turn take, adult help, friend, friend names.  | **Self-regulation:** I am showing more control over my feelings and behaviours. I am showing more perseverance and resilience when facing a challenge. I can talk about the changes as I start school and how I feel. **Managing self**: I can talk about my achievements in a positive way. I am becoming more independent in looking after myself, ready to start school. **Building relationships:** I can ask new adults questions. I find solutions to conflicts I have had. I can talk about what a friend is and name some of my friends when asked.  |
| **Literacy****Vocabulary**Discuss, questions, why, end, guess, predict, tell, retell, words.Name, letters, words, Sound, listen, grapheme, phoneme, letterMarks, pencils, pens, paper, drawing, writing, trace, copy, meaning, letters, sounds.Writing, mark making, pencils, pens, copy, trace, pencil grip, hand, letter writing. | **Reading Comprehension**: To engage in extended conversations about stories. To know and say how the story might end. To tell a longer story. To listen to and enjoy sharing a variety of books and discuss the new vocabulary learnt.**Word Reading Development**: To recognise my own name independently. To begin to recognise some individual letter sounds with support. Recognise some words with the same initial sound e.g. m for mummy and milk. Orally blend a simple word.**Phonics Development:** Revise Aspects 1 – 7. Possible introduction to Phase 2 if children are ready for the first set of sounds See Monster Phonics planning**Emergent Writing Development / Mark Making**: Gives meanings to the marks made. Can pretend to write in a range of contexts. Becoming more confident with name writing – I can write some or all of my name.**Handwriting development:** Can use the basis of a three finger pencil grip. Use a pencil or writing tool more confidently to write some letters (e.g. the letter in my name). |
| **Mathematics** **Vocabulary:**Count, number, one, two, three, four, five, number songs, dice, die, track, counting on, subitise, without counting, number bonds, different. colour, repeat, up, down, under, on top, near, next to, across, Heavy, light, weight, heavier, lighter, pattern,  | **Number and Numerical Patterns:** To begin to understand that 5 can be shown in different ways, To begin to subitise to 5. To count to 10 and beyond. **Shape, Space and Measure:** To describe weight using ‘heavy, light. To copy or create a 2 part pattern. To understand and use a range of prepositional language.  |
| **Expressive art and design****Vocabulary**Scissors, cutting, safe, independently, creating, making, ideas, construct, build, stick, glue, sellotape, making tape, PVA glue, spreader. Stories, small world, imagination, imaginary, ideas, songs, games, sing, instrument.  | **Creating with materials:** Children cutting with more confidence, children independently creating and making using the ideas they have seen and come up with, Children building for a purpose using a range of construction equipment. Children using a range of ‘sticking’ tools to join their artwork e.g. sellotape, masking tape, PVA glue, glue stick. **Being Imaginative and Expressive:** Children making up stories verbally while playing, children acting out stories with the small world or in their play, children performing songs either vocally or with an instrument,  |
| **Understanding the world** **Vocabulary**Sequence, first, last, then, before, family, names, family tree. Names of the features in the environment, countries, same, different, hot, cold. Weather, sunny, raining, snowing, ice, autumn, winter, summer, spring, changes, why  | **Development of Past and Present:** Children beginning to understand how to sequence two events. Children sequencing family members e.g. baby, mum, grandma. **Development of People, Culture and Communities:** Children using the correct vocabulary to name different features of their community. Children know there are other countries than England and that they look different to ours. **Development of the Natural world:** Children exploring the changing weather and seasons (Summer), Children noticing changes such as ice melting in the sun and offering a reason why.  |