Barleyhurst Park Nursery

Intent: Summer 1

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| AREA OF LEARNING | **Intent** |
| **Communication and Language**  **Vocabulary**  Listen, wait, turn, instruction, patient, patience, join in, why, safe.  Sitting, listening, and joining in, turn taking, my turn, your turn.  Why, when, where, because, tell me, questions.  On, under, in, inside, outside, forwards, backwards, why, explain, questions.  Sentence, songs, joining in, rhymes, poems, Good morning, right, now, pass me, lets get. | **Listening skills :**Listens more carefully. Knows why we should listen.  **Attention skills:** Knows they sometimes have to wait their turn when speaking.  **Responding skills:** Responds to simple questions.  **Understanding skills:** Understanding prepositional language e.g. on, under. Asking why things are happening.  **Speaking skills:** Using a wider range of vocabulary in my play. Singing some songs independently. |
| **Physical Development**  **Vocabulary**  Balance, bike, look, watch, careful, skill, navigate, independently, climb, frame, careful, safe, straight, cross legs, cross arms, smart sitting.  Thumb and fingers, pencil, grip, draw, pencil, shape, drawing, care, time, threading. | **Gross motor skills:** To use a balance bike more confidently. To run with more confidence and skill. To independently use a climbing frame or similar resource, To begin to show good posture when sitting on the carpet.  **Fine motor skills:** Children using a two finger and a thumb grip. I can draw and paint clearer shapes and pictures when drawing and painting. Children showing some threading skills. |
| **Personal, Social, Emotional Development**  **Vocabulary:**  Calm, breathe, quiet space, feel, friends.  Routine, happens next, change, wash hands, healthy, health, play, nice, friends, turn taking, sharing, joining in.  Sad, help, upset, tissue, problem, solve, together, friends, turn taking, confident, outgoing, talking. | **Self-regulation:**  I can calm myself down using a strategy that works for me. I am managing my feelings. I show control with my emotions. I can think about how others feel.  **Managing self**:  I can manage when routines change. I can talk about why we need to wash our hands. I can play nicely with others and extend others play.  **Building relationships:**  I help others who are upset. I am beginning to solve conflicts with others. I am showing more social confidence. |
| **Literacy**  **Vocabulary**  Story, discuss, talk, questions, predict, guess, happen next.  Sound, letters, meaning.  Rhyme, rhythm, listen, sound, same, similar.  Marks, pencils, pens, paper, drawing, writing, trace, copy, meaning.  Writing, mark making, pencils, pens, copy, trace, pencil grip, hand | **Reading Comprehension**: To enjoy listening to longer stories and remember much of what happens. To talk about a story, turning one page at a time. To answer simple questions about stories. Beginning to predict what might happen in a story  **Word Reading Development**: To begin recognising some words that start with the same initial sound. To begin to recognise some individual letter sounds with support.  **Phonics Development:** Hear and identify environmental, instrumental, hear body percussion, voice sounds, rhythm/ rhyme and alliteration. See Monster Phonics planning  **Emergent Writing Development / Mark Making**: Understands that a written word conveys meaning. Name writes first letter of their name to ‘sign’ their mark making.  **Handwriting development:** Uses a two finger and a thumb grip when appropriate. |
| **Mathematics**  **Vocabulary:**  Count, number, one, two, three, four, five, number songs, dice, die, track, counting on, subitise, without counting.  Pattern, repeat, colour names, follow, copy, name, describe, shape, shape names, circle, square, triangle. | **Number and Numerical Patterns:**  To accurately count to 10. To develop an understanding of ‘5’ e.g. giving 5 items or noticing 5 in the environment. To play simple dice and track games developing subitising skills.  **Shape, Space and Measure:**  To begin to understand what a pattern is and follow a 2 part simple pattern. To begin to describe and name some simple shapes – circle, square, triangle. |
| **Expressive art and design**  **Vocabulary**  Construction, build, ideas, paint, print, why, what, colour, mixing, new, create, collaborate, friend, together.  Actions, songs, words, join in, singing, roleplay, friends, props, home, local area, holiday, weekend, family. | **Creating with materials:**  Building using smaller construction kits correctly, uses a range of painting and printing materials to explore form and function, children experimenting and mixing colours together, Children may create with a friend.  **Being Imaginative and Expressive:**  Children joining in with the actions to songs, children engaging in roleplay in and out of the home-corner and becoming more immersed in their play. |
| **Understanding the world**  **Vocabulary**  Family, live with, family tree, old, new, past, questions, happened.  Belonging, groups, own ideas, the world, other countries, other people. Getting along, patience, tolerance.  Seeds, soil, water, care, look after, grow, | **Development of Past and Present:**  Children confidently talking about who they are and who they live with, Children asking questions to family members about when they were young.  **Development of People, Culture and Communities:**  Children developing an idea of ‘belonging’. Children beginning to understand what the ‘wider world’ is and how we all play a part and get along with one another.  **Development of the Natural world:**  Children growing plants from seeds and caring for them, Children exploring how these plants grow and change over time. |