**Summer 2 – At Sea & Friends of our world**

**Nursery 3-4**

* Can listen to longer stories e.g. the Gruffalo and be able to say some of what has happened
* To confidentially communicate to familiar adults and friends their needs and hold short conversations.
* To speak in sentences with at least 6 key words.
* To hold a ping pong conversation
* To begin to pronounce set 1 B sounds correctly.
* To adapt nursery rhymes independently

**Reception**

* Connect one idea or action to another using a range of connectives.
* Listen to and talk about non-fiction to develop their knowledge and vocabulary.
* To learn various poems off by heart.
* To confidentially respond to and use social phrases.
* Articulate their ideas and thoughts in well formed sentences.
* Ask questions to find out more and check what has been said to them
* Confidentially use new vocabulary and continue to learn more.

**Nursery 3-4**

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| * To run in different directions safely, without colliding * To work together to carry large items, e,g, plank, tyre, mat * To raise feet on a balance bike and move short distances. * Start to dress themselves independently e.g. putting on trousers, trying to do zips. * Choose the correct resource e.g. a spade to enlarge a small hole | **P.E Games unit 1**   * To work safely and develop running and stopping * To develop throwing and learn how to keep score. * To be able to play games understanding different roles. * To follow instructions and move safely playing tagging games * To work cooperatively and take turns * To work with others and play team games. | |
| **Reception** | | |
| * To jump off equipment and turn in the air. * To use a 4 wheeled pedal, balancing with no support * To move around in different ways and at different speeds without bumping into obstacles or others. * To lift objects above their head height, e.g. stacking bricks. * To be able to write sentences, draw for longer periods. * To be more precise in movements. * Hold pencil correctly using tripod grip * To cut accurately and with control | | **P.E Games - Unit 2**   * To aim when throwing and practise keeping score * To follow instructions and move safely when playing tagging games * To learn to play against a partner * To develop co-ordination and play by the rules * To explore striking a ball and keeping score * To work co-operatively as a team |

**Physical Development**

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| **Nursery 3-4**   * To draw more complex images that represent their ideas. * To explore colour mixing * To sing songs independently as part of their play * Creating and making independently using narratives set out by the teacher | | |
| **Reception** | | |
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* Kandinsky -artist study, colour mixing and shapes.
* To cut out nets to make a cube
* To begin to create their own poems and rhymes
* To create their own songs to a familiar tune
* Confidently give opinions on performance expressing why they do / do not like something and how it made them feel.

**Nursery 3-4**

* To introduce one more and one less.
* To begin to count on using a board game.
* To introduce the concept of number 5-10
* Move 2 groups together to begin to add.

**Reception**

**Money**

* Coin recognition and values
* Combinations to total 20p
* Change from 10p

**Measures**

* Describe capacities
* Compare volumes
* Compare weights
* Estimate, compare and order lengths

**Exploration of patterns within number**

* Explore numbers and strategies
* Recognise and extend patterns
* Apply number, shape and measures knowledge
* Count forwards and backwards

**Nursery 3-4**

* To begin to understand that there are different countries in the world.
* To look at an aerial view of our school and locate key areas
* Talk about places that are familiar to themselves.
* To begin to recognise and talk about things from Sheffield and the local area.
* To experience different features in the local environment. Forest schools

**Reception**

* to compare different lives across the world. E.g. CAFOD, Fatou fetch the Water, Anna Hibiscus
* Compare manmade and natural features
* Talk about different religions
* To learn how to look after their environment.
* Look at different habitats e.g. the sea
* To experience different features in the local environment. Forest schools

**Mathematics**

**Nursery 3-4**

* To start to orally blend
* To adapt nursery rhymes independently
* To start to write some recognisable letters e.g. from their name.
* To engage in conversations about stories e.g. To start to predict what might happen next in a story, to talk about their favourite part.

**Reception**

* Reading simple sentences
* Read some common exception words
* To be able to decode and blend words with special friends
* To talk about and answer questions about what they have read
* To write simple sentences that can be read by themselves and others.

**Nursery 3-4**

* Look after their own hygiene and begin to know why this is important. E.g. washing hands, getting changed if jumper is wet
* To play in a small group building on each other’s ideas.
* Confidently find solutions to conflicts
* To recognise a variety of their own feelings
* Able to follow the classroom rules and understand why they are important.
* Understanding the difference between healthy and unhealthy

**Reception**

* To be able to concentrate for long periods of time.
* To be able to adapt to a change in a familiar routine
* To confidently use strategies from the zones of regulation to regulate their own feelings.
* To be sensitive to others feelings.
* To confidently follow the school rules without any reminders and to know why they are important.
* Manage basic hygiene independently.
* To plan an outcome they want to achieve and overcome any barriers that may come in their way.
* Understand the importance of being healthy e.g. exercise, healthy food, sleep, teeth, hygiene.

**Personal, Social & Emotional**

**Communication & Language**

**Literacy**

**Understanding the World**

**Expressive Art & Design**