

Summer One				
Topic Objectives				
	Nursery	Reception	Activities	
Prime	<p>PSED Physical, Social Emotional</p>	<p>SC&SA 30-50months *Welcomes and values praise for what they have done.</p> <p>MF&B 30-50months *Can usually tolerate delay when needs are not immediately met, and understands wishes may not always be met.</p> <p>MF&B 40-60months *Understands that own actions affect other people, for example, becomes upset or tries to comfort another child when they realise, they have upset them.</p> <p>MR 30-50months *Can play in a group, extending and elaborating play ideas, e.g. building up a role-play activity with other children.</p>	<p>SC&SA ELG (expected) * They are confident to speak in a familiar group and will talk about their ideas, choose the resources they need to plan and carry out activities they have decided to do.</p> <p>SC&SA ELG (exceeding) * Child is confident to speak to a class group. They can talk about the things they enjoy and are good at, and about the things they don't find easy</p> <p>MF&B ELG (expected) *They work as part of a group or class,</p> <p>MF&B ELG (exceeding) *Child knows some ways to manage their feelings and is beginning to use these to maintain control.</p> <p>MR ELG (expected) *Child can play co-operatively, taking turns when playing. *They can take account of one another's ideas about how to organise their activity</p> <p>MR ELG (exceeding) They understand someone else's point of view can be different from theirs.</p>	<p>*Daily emotional Register</p> <p>*Praise certificates awarded to Nursery and Reception children.</p> <p>*A star (strength) and a wish (area to develop) to reflect/evaluate on strengths and areas of improvement.</p> <p>*Role-play and dressing up group play.</p> <p>*Large dice floor games to encourage turn taking.</p>
	<p>PD Physical Development</p>	<p>PD-M&H 30-50months</p> <ul style="list-style-type: none"> ▪ Mounts stairs, steps or climbing equipment using alternate feet. ▪ Walks downstairs, two feet to each step while carrying a small object. • Can copy some letters, e.g. letters from their name. <p>PD-H&SC 30-50months</p> <ul style="list-style-type: none"> • Dresses with help. 	<p>PD - M&H 40-60+months *Jumps off an object and lands appropriately.</p> <p>PD - M&H ELG expected *They handle equipment and tools effectively, including pencils for writing.</p> <p>PD -M&H ELG exceeding *They hold paper in position and use their preferred hand for writing, using a correct pencil grip. *They are beginning to be able to write on lines and control letter size.</p> <p>PD-H&SC ELG (exceeding) *They can dress and undress independently, successfully managing fastening buttons or laces.</p>	<p>*Obstacle courses including benches to jump off.</p> <p>*Forest school afternoons (Rec only)</p> <p>*Jumping down from the climbing wall/frames appropriately.</p> <p>*Pencil/paper position reinforced prior to all writing/handwriting activities.</p> <p>*Daily writing on lined paper (Reception children only).</p> <p>*Name cards inside & outdoors to copy from.</p> <p>*Dressing/undressing during dressing up or for PE.</p>

	<p style="text-align: center;">Communication and language</p>	<p>C&L L&A 30-50months *Focusing attention - still listen or do, but can shift own attention.</p> <p>C&L U 30-50months * Understands use of some objects (e.g. "What do we use to cut things?')</p> <p>C&L S 30-50months * Can retell a simple past event in correct order (e.g. went down slide, hurt finger.</p> <p>*Uses vocabulary focused on objects and people that are of particular importance to them.</p>	<p>C&L L&A ELG *They can give their attention to what is being said to them and respond appropriately, whilst still being involved in an activity.</p> <p>C&L L&A ELG+ * They listen attentively with sustained concentration to follow a story without pictures or props and can listen in a larger group, for example, at assembly</p> <p>C&L U ELG+ After listening to stories child can express views about the events or characters in the story and answer questions about why things happened.</p> <p>C&L S-40-60+months Uses vocabulary focused on objects and people that are of importance to them.</p> <p>C&L S ELG They develop their own narratives and explanations by connecting ideas or events.</p> <p>C&L S ELG+ They recount experiences and imagine possibilities, often connecting ideas.</p>	<p>Traditional Tales role-play talk 4 writing, story cd, question answering.</p> <p>Reception amend story map and develop their own version of taught narratives</p> <p>Weekend/holiday news sharing, with reception writing about their news each Monday morning to talk about people and objects which are important to them.</p> <p>*Encouragement to retell the event which happened in order. Reception children to write sentences in order about an event.</p>
<p style="text-align: center;">Specific</p>	<p>Maths</p>	<p>Number 30-50months Uses some number names and number language spontaneously in play.</p> <p>Number 30-50months Shows curiosity about numbers by offering comments or asking questions.</p> <p>Number 30-50months Shows an interest in representing numbers.</p> <p>S, S & M 30-50 months Shows interest in shape by sustained construction activity or by talking about shapes or arrangements.</p> <p>S, S & M 40-60+months Orders two or three items by length, weight or capacity</p>	<p>Number ELG They solve problems, including doubling, halving and sharing</p> <p>Number ELG+ They solve practical problems that involve combining groups of 2, 5, 10 or sharing into equal groups.</p> <p>S, S & M 40-60+ months *Orders two or three items by length, weight or capacity</p> <p>S, S & M ELG (expected) Child use everyday language to talk about size, weight, capacity, position to compare quantities, objects and to solve problems.</p> <p>S, S & M ELG+ Child estimate, measure, weigh and compare and order objects and talk about the properties.</p>	<p>*Easter egg hunt, position, counting, ordering, sorting (counting) numbers.</p> <p>*Size (3 bears, bowls, chairs) and 3 bears role-play cottage, capacity cups, weight porridge, belt lengths.</p> <p>*Halving week</p> <p>*Sharing week</p> <p>*Doubling week</p> <p>*Number formation in Cp and sessions</p> <p>*Maths focused role-play area or small world areas to encourage number talk, comments and questions.</p>

Literacy	<p>Reading 30-50 months *Suggests how the story might end. *Recognises rhythm and alliteration in spoken words * Enjoys rhyming and rhythmic activities.</p> <p>Reading 40-60+ months *They can describe the main event and principal characters in the stories they have read</p> <p>Writing 30-50months Sometimes gives meaning to marks as they draw and paint. Ascribes meanings to marks that they see in different places.</p> <p>Writing 40-60+ months Gives meaning to marks Writes own name</p>	<p>Reading 40-60+ months *Links sounds to letters, naming and sounding the letters of the alphabet.</p> <p>Reading ELG (expected) *They demonstrate understanding when talking with others about what they have read, or what has been read to them.</p> <p>Reading ELG+ *Child can read phonically regular words of more than one syllable as well as many irregular but high frequency words.</p> <p>Writing 40-60+ months *Links sounds to letters, naming and sounding the letters of the alphabet.</p> <p>Writing ELG (expected) *They also write some irregular common words. *They write simple sentences which can be read by themselves and others. Some words are spelt correctly, and others are phonetically plausible.</p> <p>Writing ELG+ *Child writes their own labels, captions, messages and simple stories which can be read by themselves and others.</p> <p>* They use key features of narrative in their own writing.</p>	<p>*Daily Talk 4 writing traditional tales, leading on to their own story map creation.</p> <p>*Nursery phase 1 phonics focused on rhyme and alliteration.</p> <p>*Daily writing for Reception children linked to narrative.</p> <p>*Book talk and questioning about the text.</p> <p>*Alphabet song, alphabet letter names and phonics pointing.</p> <p>*Tricky word and word wall word reading and use whilst writing.</p>
	Expressive Arts and Design	<p>E & U M&M 30-50months Joins construction pieces together to build and balance.</p> <p>BI 30-50months Developing preferences for forms of expression.</p> <p>BI 40-60months+ *Introduces a storyline or narrative into their play</p>	<p>E & U M&M ELG+ Selects appropriate resources and adapts work where necessary.</p> <p>BI 40-60months *Initiates new combinations of movement and gesture in order to express and respond to feelings, ideas and experiences.</p> <p>*Chooses particular colours to use for a purpose.</p> <p>*Introduces a storyline or narrative into their play</p> <p>BI ELG They represent their own ideas, thoughts and feelings through art and design, music, dance, role play and stories</p>

<p style="writing-mode: vertical-rl; transform: rotate(180deg); text-align: center;">Understanding the World</p>	<p>P&C 40-60months *Enjoys joining in with family customs and routines.</p> <p>W 30-50months *Can talk about some of the things they have observed.</p> <p>T 40-60+months *Knows that information can be retrieved from computers</p>	<p>P&C ELG They know that other children don't always enjoy the same things and are sensitive to this</p> <p>T 40-60+months Completes a simple program on a computer.</p> <p>T 40-60+months Uses ICT hardware to interact with age-appropriate computer software.</p> <p>T ELG+ Child finds out about and uses a range of everyday technology</p> <p>W ELG They can talk about the features of their own immediate environment and how environments might vary from one another</p>	<p>*Easter service in the church on Maundy Thursday, Easter celebrations at home.</p> <p>*St Georges Day Flag or Easter Egg design created on Paint.</p> <p>*Seasonal talk during register time.</p> <p>*Settings environment comparison e.g. forest, woods to forest schools setting.</p> <p>*i-pad video recording of their talk 4 writing, then uploaded to tapestry to watch.</p> <p>*Planting sunflower seeds and taking care of the plants during the summer.</p> <p>*Observation of the incubator, eggs then chicks.</p>
	<p>Collective Worship Theme</p> <p>Computing/ online Safety theme</p>	<p>Thankfulness</p> <p>I Am Safe and Secure I use a log in to access devices I see information that is put online about me I use devices with other people, talking about what we do I am careful with technology devices Children select and use technology for purposes.</p>	<p>Collective Worship Planning</p> <p>Log in to laptops Discuss and share Tapestry posts Using iPad Apps to share their learning Cameras/i-pads to video learning Paint program Dress Teddy (my world) Counting programs</p>