

OVERVIEW OF TERMLY OBJECTIVES

Year Group:	Nursery- Cherry Blossom	Term:	Summer Term
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THEME

This term our Foundation Stage Curriculum will be planned around the books We're Going on a Bear Hunt by Michael Rosen, The Very Hungry Caterpillar by Eric Carle, What the Ladybird Heard by Julia Donaldson, The Gruffalo by Julia Donaldson, Summer by Allie Busby and Big Green Crocodile by Jane Newberry. We will also be looking at the school Values: Sustainability, Courage, Empathy and Co-Operation and how we can develop these in Nursery. Later in term we will grow plants and look at life cycles. Special enhanced provision activities linked to themes will be introduced by an adult an added to the environment. Maths Passports will continue and Reading books will be given out.

CHARACTERISTICS OF EFFECTIVE LEARNING	PERSONAL, SOCIAL AND EMOTIONAL	COMMUNICATION AND LANGUAGE	PHYSICAL DEVELOPMENT
This is the way that children engage with other people and their environment. They are grouped into three areas of learning: - • Playing and Exploring – children investigate and experience things, and have a 'go'. • Active Learning – children concentrate and keep on trying. • Creating and Thinking Critically - children have and develop their own ideas. These areas underpin learning and development across all areas and support the child to remain an effective and motivated learner. Children develop at their own rates and in their own way. These development statements suggest a typical range of development.	Self Regulation • Select and use activities and resources, with help when needed. This helps them to achieve a goal they have chosen, or one which is suggested to them. • Develop their sense of responsibility and membership of a community. • Develop appropriate ways of being assertive Self Managing • Become more outgoing with unfamiliar people, in the safe context of their setting. • Increasingly follow rules, understanding why they are important. • Do not always need an adult to remind them of a rule. • Talk about their feelings using words like 'happy', 'sad', 'angry' or 'worried'. Building relationships • Play with one or more other children, extending and elaborating play ideas. • Help to find solutions to conflicts and rivalries. For example, accepting that not everyone can be Spider-Man in the game, and suggesting other ideas. • Talk with others to solve conflicts. • Begin to understand how others might be feeling.	Attention and Listening • Enjoy listening to short stories and can remember some of what happens. • Beginning to be able to split attention between more than one thing • Understand a question or instruction that has two parts, such as: "Get your coat and wait at the door" - Blanks level 2 • Speaking • Use a wider range of vocabulary • Sing a large repertoire of songs • Be able to talk about familiar books, and be able to tell a repetitive story. • Use sentences of six words • Be able to express a point of view and to debate when they disagree with an adult or a friend, using words as well as actions. • Can start a conversation with an adult or a friend and continue it for many turns. Use talk to organise themselves and their play: "Let's go on a bus... you sit there... I'll be the driver."	Gross Motor • Continue to develop ball skills. • Skip, hop, stand on one leg and hold a pose for a game like musical statues. • Are increasingly able to use and remember sequences and patterns of movements which are related to music and rhythm. • Collaborate with others to manage large items, such as moving a long plank safely, carrying large hollow blocks. • Choose the right resources to carry out their own plan. For example, choosing a spade to enlarge a small hole they dug with a trowel. • Be increasingly independent in meeting their own care needs, e.g., brushing teeth, using the toilet, washing and drying their hands thoroughly. • Make healthy choices about food, drink, activity and tooth brushing. Fine Motor • Use a comfortable tripod grip with good control when holding pens and pencils. • Show a preference for a dominant hand.

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LITERACY	MATHEMATICS	UNDERSTANDING THE WORLD	EXPRESSIVE ARTS
Comprehension - Understand that print has meaning - Print can have different purposes - Engage in extended conversations about stories, learning new vocabulary. Word Reading - Understand that we read English text from left to right and from top to bottom - Understand the names of the different parts of a book page sequencing - Develop their phonological awareness, so that they can: - spot and suggest rhymes - count or clap syllables in a word - recognise words with the same initial sound, such as money and mother Writing - Use some of their print and letter knowledge in their early writing. For example: writing a pretend shopping list that starts at the top of the page; write 'm' for mummy. - Write some or all of their name. - Write some letters accurately.	Number - Know that the last number reached when counting a small set of objects tells you how many there are in total ('cardinal principle'). - Show 'finger numbers' up to 5. - Link numerals and amounts: for example, showing the right number of objects to match the numeral, up to 5. - Experiment with their own symbols and marks as well as numerals - Solve real world mathematical problems with numbers up to 5. - Compare quantities using language: 'more than', 'fewer than'. Numerical Patterns - Talk about and explore 2D and 3D shapes (for example, circles, rectangles, triangles and cuboids) using informal and mathematical language: 'sides', 'corners'; 'straight', 'flat', 'round'. - Understand position through words alone – for example, "The bag is under the table," – with no pointing. - Describe a familiar route. - Discuss routes and locations, using words like 'in front of' and 'behind'. - Make comparisons between objects relating to size, length, weight and capacity - Combine shapes to make new ones - an arch, a bigger triangle etc. - Notice and correct an error in a repeating pattern. - Begin to describe a sequence of events, real or fictional, using words such as 'first', 'then...'	Past and Present - Begin to make sense of their own life-story and family's history. People, Countries and Communities - Continue to develop positive attitudes about the differences between people. - Know that there are different countries in the world and talk about the differences they have experienced or seen in photos. The Natural World - Plant seeds and care for growing plants. - Understand the key features of the life cycle of a plant and an animal. - Explore and talk about different forces they can feel	Creating with Materials - Develop their own ideas and then decide which materials to use to express them. - Join different materials and explore different textures. Being Imaginative and Expressive - Make imaginative and complex 'small worlds' with blocks and construction kits, such as a city with different buildings and a park. - Draw with increasing complexity and detail, such as representing a face with a circle and including details. - Use drawing to represent ideas like movement or loud noises. - Show different emotions in their drawings and paintings, like happiness, sadness, fear etc. - Explore colour and colour- mixing. - Listen with increased attention to sounds. - Respond to what they have heard, expressing their thoughts and feelings. - Remember and sing entire songs. - Create their own songs, or improvise a song around one they know.