

### **Continent:**

Europe (UK focus)  
*Are all places the same?  
How can places be  
different?  
What different foods do  
people enjoy?*

### **Communication and Language**

Enjoy listening to longer stories and can remember much of what happens.  
Pay attention to more than one thing at a time  
Use a wider range of vocabulary.  
Understand a question or instruction that has two parts, such as "Get your coat and wait at the door".  
Understand 'why' questions  
Sing a large repertoire of songs.  
Know many rhymes, be able to talk about familiar books, and be able to tell a long story.  
Develop their communication skills  
Develop their pronunciation  
Use longer sentences of four to 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.  
Start a conversation with an adult or a friend and continue it for many turns.

### **Literacy**

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  
Engage in extended conversations about stories, learning new vocabulary.  
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; writing 'm' for mummy.  
Write some or all of their name.  
Write some letters accurately.

### **Personal, Social and Emotional Development**

Select and use activities and resources, with help when needed.  
Develop their sense of responsibility and membership of a community.  
Become more outgoing with unfamiliar people, in the safe context of their setting.  
Show more confidence in new social situations.  
Play with one or more other children, extending and elaborating play ideas.  
Find solutions to conflicts and rivalries. For example, accepting that not everyone can be Spider-Man in the game, and suggesting other ideas.  
Increasingly follow rules, understanding why they are important.  
Remember rules without needing an adult to remind them.  
Develop appropriate ways of being assertive.  
Talk with others to solve conflicts.  
Talk about their feelings using words like 'happy', 'sad', 'angry' or 'worried'.  
Understand gradually how others might be feeling.  
Make healthy choices about food, drink, activity.

## **SUMMER TERM 2**

### **Activities**

### ***Energy Matters & Life on a Plate*** **Nursery & Reception**

### **Expressive Art and Design**

Take part in simple pretend play, using an object to represent something else even though they are not similar.  
Begin to develop complex stories using small world equipment like animal sets, dolls and dolls houses, etc.  
Make imaginative and complex 'small worlds' with blocks and construction kits, such as a city with different buildings and a park.  
Explore different materials freely, to develop their ideas about how to use them and what to make.  
Develop their own ideas and then decide which materials to use to express them.  
Join different materials and explore different textures.  
Create closed shapes with continuous lines, and begin to use these shapes to represent objects.  
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.

### **Understanding of the World**

Use all their senses in hands-on exploration of natural materials.  
Continue developing 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.

### **Mathematics**

Develop fast recognition of up to 3 objects, without having to count them individually ('subitising').  
Recite numbers past 5.  
Say one number for each item in order: 1,2,3,4,5.  
Know that the last number reached when counting a small set of objects tells you how many there are in total.  
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'.  
Understand position through words alone  
Describe a familiar route.

### **Physical Development**

Continue to develop their movement, balancing, riding (scooters, trikes and bikes) and ball skills.  
Use large-muscle movements to wave flags and streamers, paint and make marks.  
Start taking part in some group activities which they make up for themselves, or in teams.  
Increasingly able to use and remember sequences and patterns of movements which are related to music and rhythm.  
Match their developing physical skills to tasks and activities in the setting.  
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.  
Collaborate with others to manage large items, such as moving a long plank safely, carrying large hollow blocks.  
Use one-handed tools and equipment, for example, making snips in paper with scissors.  
Use a comfortable grip with good control when holding pens and pencils.  
Show a preference for a dominant hand.