

### **Continent:**

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

### **Communication and Language**

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

### **Literacy**

WALT 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  
WALT Engage in extended conversations about stories, learning new vocabulary.  
WALT 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.  
WALT Write some or all of their name.  
WALT Write some letters accurately.

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

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

## **SUMMER TERM 2 2025**

### **Activities**

### ***Life on a Plate***

### **Holmes class Nursery**

### **Expressive Art and Design**

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

### **Understanding of the World**

WALT Use all their senses in hands-on exploration of natural materials.  
WALT Continue developing positive attitudes about the differences between people.  
WALT Know that there are different countries in the world and talk about the differences they have experienced or seen in photos.

### **Mathematics**

WALT Develop fast recognition of up to 3 objects, without having to count them individually ('subitising').  
WALT Recite numbers past 5.  
WALT Say one number for each item in order: 1,2,3,4,5.  
WALT Know that the last number reached when counting a small set of objects tells you how many there are in total.  
WALT Show 'finger numbers' up to 5.  
WALT Link numerals and amounts: for example, showing the right number of objects to match the numeral, up to 5.  
WALT Experiment with their own symbols and marks as well as numerals.  
WALT Solve real world mathematical problems with numbers up to 5.  
WALT Compare quantities using language: 'more than', 'fewer than'.  
WALT Understand position through words alone  
WALT Describe a familiar route.

### **Physical Development**

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