

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.

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.

Understanding 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.

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.

Important Dates:
Wed.10th June-Carnival!
Family Celebration.

Thu.25th June-EYFS Sports Day!

Mon.15th June Coffee & Connect Session
Marvelous Mark-Making & Wonderful Writing.

Fri.17th July-Breakfast of Champions

Summer Term 2
Life on a Plate

Nursery

Continent:
 Europe (UK focus)
We will learn about... Are all places the same?
 How can places be different?

We will learn about...

June 1st-12th Energy Matters

Being 'Unplugged' and saving energy

The power of the sun.

Fascinating facts about the sun.

How to keep safe in the sun.

How to have fun in the sun.

The power of the wind.

Fascinating facts about wind.

How we can use wind power.

How to have fun on a windy day

Expressive Arts 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.

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.

Come To School Club!

**Every Monday-Golden Badge celebration
for 100% attendance**

Every Friday-Special Friend/Lunch reward

**Fri 17th July Treasure Pot & Breakfast Of
Champions.**

Engage:

**We live and come to school
in Pollards Hill. Let's find it
on the map. Let's find Mrs
Murray out and about in
Pollards Hill! (16/6/26)**

Express:

**Favourite Food Vote and Café
Opening. Which food will be
served in Holmes Class Café?
(13/6/26)**

Don't forget to share your child's learning and experiences with us on Google Classroom and complete our weekly 'Children's Challenge' too. The children love to share their learning and lives with their friends each day.

What can we try at home?

Go for a walk around Pollards Hill, can you take photos in the same places as Mrs Murray?

Share photos on Google Classroom of your friends and family around the country and the world. Share memories of your holidays and special places that your family visit-favourite local parks, famous landmarks, seaside trips, countryside outings etc.

Talk about favourite foods. Try exciting new foods together-what does it taste like? Try it again! Cook together-what will you make?

This half term, we will be reading the books:

- **Unplugged** Steve Antony
- **The Wind Blew** Pat Hutchins
- **We All Go Travelling By** Sheena Roberts
- **The Little Red Hen** Traditional Tale
- **Nabil Steals a Penguin** Nishani Reed
- **My Rice Is Best** Selina Brown
- **My Food, Your Food, Our Food!** Emma Carlson Berne

We will learn these rhymes too:

- **The Sun Has Got His Hat On**
- **I See The Wind**
- **I Went To School One Morning...**
- **Slice Slice The Bread Looks Nice!**
- **5 Veggies In The Fridge**
- **Chicken Rice & Peas!**
- **Do you like pizza?**

***We will also share stories and conversations and create a display about moving onto Reception or returning to Nursery.**

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.

Key Vocabulary:

***power *energy *on *off *green**

***Weather vocabulary-**

hot/cold/sunny/raining/windy/cloudy etc

***country *England *United Kingdom *world *map**

***Food vocabulary-food grown in England & food from around the world that we enjoy in England.**

***favourite *vote *choice *decide**