

St Luke's CE Primary

Nursery



Summer 1

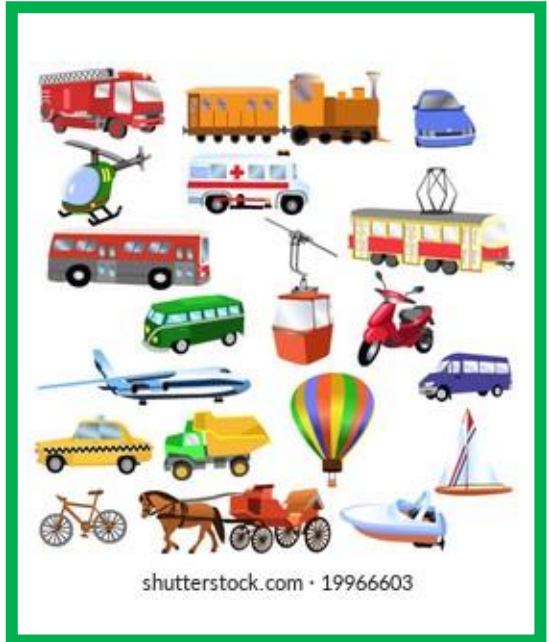
**Transport/What makes things
move?**



St Luke's CE Primary – Contextual Learning Unit on Spring
Lead Subject Focus: Understanding the world
Subsidiary Learning Focus: Communication and Language, Expressive Arts and Design and Physical development

Personal, Social and Emotional

- Find solutions to conflicts and rivalries. For example, accepting that not everyone can be Spider-Man in the game, and suggesting other ideas.
- 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'.
- Be increasingly independent in meeting their own care needs, e.g., using the toilet, washing and drying their hands.



Literacy

- Begin to recognise words with the same initial sound.
- Spot and suggest rhyme.
- Use some of their print and letter knowledge in their early writing.
- Engage in conversations about stories, learning new vocabulary.
- Write some or all of their name.
- Write some letters accurately with adult support.

Communication and Language

- 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.
- Use a wider range of vocabulary – linked to transport and the ways vehicles move.
- Begin to understand 'why' questions, like: "Why do you think the car wheels are round?"
- Start a conversation with an adult or a friend and continue it for many turns.

Mathematics

- Counting to 5
- Practice using 1:1 correspondence
- Repeating phrases, rhymes and patterns
- Notice errors in a pattern
- Copy simple repeated constructions
- Begin to sequence some events
- Match quantity and numeral
- Count to a given number
- Subitise
- Copy simple repeating patterns
- Create their own simple repeating patterns

Main Learning Focus - Expressive Arts and Design

- 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.
- Draw with increasing complexity and detail, such as representing a face with a circle and including details.
- Sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs.
- Create their own songs or improvise a song around one they know.

Main Learning Focus - Physical development

- Use large-muscle movements to wave flags and streamers, paint and make marks.
- Increasingly be 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.
- Use large-muscle movements to wave flags and streamers, paint and make marks.
- Be increasingly independent as they get dressed and undressed, for example, putting coats on and doing up zips.
- Use one-handed tools and equipment, for example, making snips in paper with scissors.

Main Learning Focus - Understanding the world

- Explore collections of materials with similar and/or different properties.
- Talk about what they see, using a wide vocabulary.
- Show interest in different occupations.
- Explore how things work.
- Explore and talk about different forces they can feel.
- Know that there are different countries in the world and talk about the differences they have experienced or seen in photos.

