

St Luke's CE Primary

Nursery

Summer

Summer 2

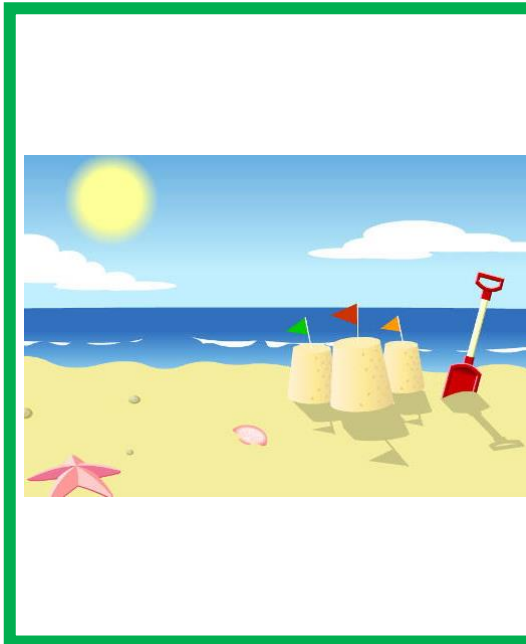
Summer

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St Luke's CE Primary – Contextual Learning Unit on Summer
Lead Subject Focus: Understanding the world
Subsidiary Learning Focus: Communication and Language, Personal, Social and Emotional and Physical development

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.
- Show different emotions in their drawings – happiness, sadness, fear, etc.
- Play instruments with increasing control to express their feelings and ideas.



Literacy

- Recognise words with the same initial sound.
- Count or clap syllables in a word.
- 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.
- 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.
- Pay attention to more than one thing at a time, which can be difficult.
- Use a wider range of vocabulary – linked to summer.
- Begin to understand 'why' questions, like: "Why do you think the slug is sad?"
- Develop their pronunciation but may have problems saying: some sounds: r, j, th, ch, and sh and multi-syllabic words such as 'pterodactyl', 'planetarium' or 'hippopotamus'.

Mathematics

- Counting up to 5 objects from a larger pile
- Practice using 1:1 correspondence
- Repeating phrases, rhymes and patterns
- Group objects in different ways
- Begin to sequence some events
- Match quantity and numeral
- Count to a given number
- Subitise
- Create their own simple repeating patterns
- Explore positional language
- Name and group shapes

Main Learning Focus – Personal, Social and Emotional

- Develop their sense of responsibility and membership of a community.
- Show more confidence in new social situations.
- 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'.
- Understand gradually how others might be feeling.

Main Learning Focus – Physical development

- Continue to develop their movement, balancing, riding (scooters, trikes and bikes) and ball skills.
- Skip, hop, stand on one leg and hold a pose for a game like musical statues.
- Use large-muscle movements to wave flags and streamers, paint and make marks.
- Use a comfortable grip with good control when holding pens and pencils.
- Show a preference for a dominant hand.
- Be increasingly independent as they get dressed and undressed, for example, putting coats on and doing up zips.
- Match their developing physical skills to tasks and activities in the setting. For example, they decide whether to crawl, walk or run across a plank, depending on its length and width.

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.
- Understand the key features of the life cycle of a plant and an animal.
- Begin to understand the need to respect and care for the natural environment and all living things.
- Continue developing positive attitudes about the differences between people.
- Explore and talk about different forces they can feel.