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| **Foundation Stage, Nursery** | | | | C:\Users\DoyleN\Desktop\make believe.jpg |
| **Summer 1** | | | |
| **I Believe …** | | | |
| As we move into Summer we will be moving into the world of make believe. Through our interchangeable topics of Pirates, Castles and Dragons and Fairies we will look at a wide range of stories and develop our imaginations which will feed into our writing as children become mini actors and authors acting out and writing their very own stories. We will also be learning more about the season of Summer building our understanding of why the weather has changed and what this means to us in our day to day experiences. | | | |
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| **Personal, Social and Emotional Development** | **Physical Development** | **Communication and Language** | **Characteristics of Effective Learning** | |
| •Keeps play going by responding to what others are saying or doing. •Demonstrates friendly behaviour, initiating conversations and forming good relationships with peers and familiar adults  • Initiates conversations, attends to and takes account of what others say  •Confident to talk to other children when playing, and will communicate freely about own home and community.  •Shows confidence in asking adults for help.  • Confident to speak to others about own needs, wants, interests and opinions  •Can usually tolerate delay when needs are not immediately met, and understands wishes may not always be met.  •Aware of the boundaries set, and of behavioural expectations in the setting. | •Holds pencil near point between first two fingers and thumb and uses it with good control.  •Can copy some letters, e.g. letters from their name  • Jumps off an object and lands appropriately. •Negotiates space successfully when playing racing and chasing games with other children, adjusting speed or changing direction to avoid obstacles.  •Observes the effects of activity on their bodies. •Understands that equipment and tools have to be used safely.  •Usually dry and clean during the day. | • Is able to follow directions (if not intently focused on own choice of activity).  •Maintains attention, concentrates and sits quietly during appropriate activity  •Understands use of objects (e.g. “What do we use to cut things?’)  •Uses talk in pretending that objects stand for something else in play, e,g, ‘This box is my castle.’  Introduces a storyline or narrative into their play | * Having their own ideas: Thinking of ideas; finding ways to solve problems; finding new ways to do things. * Making links: developing ideas of grouping, sequences cause and effect. * Choosing ways to do things: planning, making decisions about how to approach a task, solve problems and reach a goal; checking how well their activities are going; changing strategy when needed; reviewing how well the approach worked. | |
| **Literacy** | **Mathematics** | **Understanding the World** | **Expressive Arts** | |
| Listens to and joins in with stories and poems, one-to-one and also in small groups.  • Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories.  •Beginning to be aware of the way stories are structured.  • Continues a rhyming string.  • Hears and says the initial sound in words  •Gives meaning to marks they make as they draw, write and paint. | •Shows curiosity about numbers by offering comments or asking questions  •Realises not only objects, but anything can be counted, including steps, claps or jumps.  •Recognises numerals 1 to 5.  •Selects the correct numeral to represent 1 to 5, then 1 to 10 objects. | •Remembers and talks about significant events in their own experience.  •Recognises and describes special times or events for family or friends.  •Shows interest in different occupations and ways of life  •Comments and asks questions  about aspects of their familiar world such as the place where they live or the natural world.  •Shows skill in making toys work by pressing parts or lifting flaps to achieve effects such as sound, movements or new images. | •Engages in imaginative role-play based on own first-hand experiences.  •Builds stories around toys, e.g. farm animals needing rescue from an armchair ‘cliff’.  •Uses available resources to create props to support role-play. •Captures experiences and responses with a range of media, such as music, dance and paint and other materials or word  Introduces a storyline or narrative into their play.  •Plays alongside other children who are engaged in the same theme.  •Plays cooperatively as part of a group to develop and act out a narrative | |