|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Foundation Stage, Nursery** | | | |  |
| **Summer 2** | | | |
| **It’s a Bug’s Life** | | | |
| During this half term we will be exploring insects using The Very Hungry Caterpillar as our main text, we will be reading a range of both fiction and non-fiction texts as well as interacting with a range of online sources and we shall take part in a real life event i.e., bug hunting and looking at changes that take place in the lifecycle of caterpillars as we rear our own butterflies. We will also use this half term to prepare for our very own adventure, moving from Foundation Stage into Year One. We will finish celebrate the end to a magical year by going on a trip to Gulliver’s World | | | |
|  | | | |  |
| **Personal, Social and Emotional Development** | **Physical Development** | **Communication and Language** | **Characteristics of Effective Learning** | |
| •Can play in a group, extending and elaborating play ideas, e.g. building up a role-play activity with other children.  • Initiates conversations, attends to and takes account of what others say.  • Confident to speak to others about own needs, wants, interests and opinions  •Understands that own actions affect other people, for example, becomes upset or tries to comfort another child when they realise they have upset them. | •Shows a preference for a dominant hand  •Uses one-handed tools and equipment, e.g. makes snips in paper with child scissors.  •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  •Experiments with different ways of moving  •Dresses with help, e.g. puts arms into open-fronted coat or shirt when held up, pulls up own trousers, and pulls up zipper once it is fastened at the bottom. | •Listens to stories with increasing attention and recall.  •Two-channelled attention – can listen and do for short span  •Understands use of objects (e.g. “What do we use to cut things?’) •Shows understanding of prepositions such as ‘under’, ‘on top’, ‘behind’ by carrying out an action or selecting correct picture. •Responds to simple instructions, e.g. to get or put away an object. •Beginning to understand ‘why’ and ‘how’ questions.  •Uses language to imagine and recreate roles and experiences in play situations.. | * Being willing to have a go: Showing a can do attitude. * Playing with what they know: Representing their experiences in play. * Finding out and exploring: Showing particular interests; engaging in an open ended activity; uses senses to explore the world around them. | |
| **Literacy** | **Mathematics** | **Understanding the World** | **Expressive Arts** | |
| •Describes main story settings, events and principal characters. •Shows interest in illustrations and print in books and print in the environment. •Recognises familiar words and signs such as own name and advertising logos.  Hears and says the initial sound in words.  •Can segment the sounds in simple words and blend them together. | •Shows an interest in number problems. •Separates a group of three or four objects in different ways, beginning to recognise that the total is still the same.  •Counts up to three or four objects by saying one number name for each item. | •Can talk about some of the things they have observed such as plants, animals, natural and found objects.  •Developing an understanding of growth, decay and changes over time. •Shows care and concern for living things and the environment | •Beginning to be interested in and describe the texture of things.  •Realises tools can be used for a purpose.  •Manipulates materials to achieve a planned effect. •Constructs with a purpose in mind, using a variety of resources.  •Uses simple tools and techniques competently and appropriately | |