A group of white swans

Description automatically generated

As communicators, we will be…

• Making ourselves understood and sometimes becoming frustrated when we cannot. • Starting to say how we are feeling using words as well as actions. • Starting to develop conversation, often jumping from topic to topic. • Developing pretend play. • Using the speech sounds p, b, m, w. • Pronouncing: l/r/w/y f/th s/sh/ch/d/z/j • Pronouncing multi-syllabic words, such as ‘banana’ and ‘computer’.

• 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.

• Starting a conversation with an adult or a friend and continue it for many turns.

• To listen to stories and retain key vocabulary.

• To listen to different Nursery rhymes and join in, singing words confidently and clearly • To join in with repeating phrases of a story.

• To be able to talk about the setting, characters and the structure of the story.

**As readers and writers/mark-makers we will be…**

Asking questions about familiar books. Makes comments and shares our own ideas. • Developing play around favourite stories using props.

• Making marks on their picture to stand for their name.

• To know print can have different purposes •To name the different parts of a book, including front cover, back cover, title, author, page • To engage in extended conversations about stories, learning new vocabulary • To be able to tell a story to friends • To talk about events, the setting and characters in books •To begin to blending sounds • To identify initial sounds and blend familiar CVC words • To use print and letter knowledge in my early writing. For example: writing a pretend shopping list that starts at the top of the page; write ‘m’ for mummy • To write some or all of our name.

Four Swannes Primary School

**Physical Development/P.E.**

Physically, we will be…

• Showing an increasing desire to be independent, such as wanting to feed ourselves and dress or undress. • Starting to eat independently and learn how to use a knife and fork.

• Using a comfortable grip with good control when holding pens and pencils.

• Showing a preference for a dominant hand •Making healthy choices about food, drink, activity and toothbrushing • Increasingly be able to use and remember sequences and patterns of movements that are related to music and rhythm •To be able to use scissors confidently and make straight, zig zag and circular snips using one hand.

Imaginatively and as artists, musicians and designers we will be …

• Making rhythmical and repetitive sounds. • Exploring a range of sound-makers and instruments and play them in different ways. • Exploring different materials, using all their senses to investigate them. Manipulate and play with different materials. • Using our imagination as we consider what we can do with different materials.

• Creating our own songs, or improvise a song around one we know •To remember and sing entire songs • To sing the pitch of a tone sung by another person (“pitch match”)

• Drawing with increasing complexity and detail, such as representing a face with a circle and including details. To use puppets and props to act out different traditional stories.

•To make masks for role play •To show different emotions in their drawings and paintings, like happiness, sadness, fear etc. •To develop their own ideas and then decide which materials to use to express them • To join different materials and explore different textures.

Learning about people & the world, we will be…

• Exploring and responding to different natural phenomena in our setting and on trips.

•Talk about the lives of the people around them and their roles in society • Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class. •Understand the past through settings, characters and events encountered in books read in class and storytelling •Make comparisons between farming done in the past and now • Beginning to understand the need to respect and care for the natural environment and all living things. • Showing interest in different occupations

**Summer 1 ‘25**

‘Creepy Crawlies’

Minibeasts

*‘How do minibeasts help our garden?’*

(Working towards 3-4 Year olds)

**21.04 Week 1**

Waiting for Wings

**28.04 Week 2**

The Grouchy Ladybug

**5.05 Week 3**

The Tiny Seed

**12.05 Week 4**

In The Garden

**19.05 Week 5**

Wiggly Worms at Work

**Festivals/Special Occasions:**

Ramadan (Islam) Vesak ‘Buddha Day’ (Buddhism)

**Trips/Experiences:**

Butterfly growing

As mathematicians we will be…

• Developing counting-like behaviour, such as making sounds, pointing or saying some numbers in sequence. • Compare amounts, saying ‘lots’, ‘more’, or ‘the same’

• Showing ‘finger numbers’ up to 5. • Saying one number for each item in order: 1,2,3,4,5 • Reciting numbers past 5. • Know that the last number reached when counting a small set of objects tells us how many there are in total (‘cardinal principle’). • Link numerals and amounts up to 4. • Solving real world mathematical problems with • numbers up to 5. • Experimenting with our own symbols and marks as well as numerals. • Compare quantities using language: ‘more than’, ‘fewer than’

•To name and describe 2D shapes. •To talk about and explore 2D and 3D shapes (for example, circles, rectangles, triangles and cuboids) using informal and mathematical language: ‘sides’, ‘corners’; ‘straight’, ‘flat’, ‘round’ •To make comparisons between objects relating to size, length, weight and capacity • To extend and create ABAB patterns – stick, leaf, stick, leaf • To notice and correct an error in a repeating pattern. •To discuss routes and locations, using words like ‘in front of’ and ‘behind’

Personally, Socially and Emotionally we will be…

•Noticing and asking questions about differences, such as skin colour, types of hair, gender, special needs and disabilities, and so on. • Developing friendships with other children. • Safely exploring emotions beyond our normal range through play and stories.

• To be aware that I am part of Nursery class and have a shared responsibility to follow our class rules •To follow the rules, understanding why they are important

• To decide what I want to achieve when playing eg, I want to build a rocket • To understand that equipment and tools have to be used safely • To become more confident with unfamiliar people in familiar settings• To play with one or more other children, extending and elaborating play ideas e.g. building up a role-play activity with other children • To demonstrate friendly behaviour, initiating conversations and forming good relationships with peers and familiar adults • Showing an increased desire to be independent, such as wanting feed ourselves and dress or undress. • Starting to eat independently learning how to use a knife and fork. • Increasingly independent as we get dressed and undressed, for example, putting coats on and doing up zips.

Medium term plan Nursery

Summer 1

2025