

### Personal, Social and Emotional development I can ...

- Focus my attention and respond appropriately.
- Show an ability to follow instructions involving several ideas or actions.
- Begin to talk about why it is important to wear a hat and sunscreen on sunny days and why it is important to stay safe in the sun.
- Talk about how I feel moving from Nursery to Reception.

### Literacy I can ...

- Engage in extended conversations about stories and, with support, make links to other familiar stories.
- Recognise familiar words and signs, such as their own name and advertising signs.
- Recognise words that start with the same initial sound.
- Count or clap syllables in a word.
- Join in with simple repeated rhythms.
- Give meaning to the marks I make as I am drawing, writing, or painting.
- Identify and suggest rhymes and join in with rhyming games.

### Expressive Arts and Design I can ...

- Explore the different sounds that instruments can make to create simple compositions.
- Explore colour and application of paint using a range of different tools.
- Use a range of media, tools and techniques to create images, express ideas and show different emotions.
- Find different ways to do things when playing and exploring.

## Nursery Summer term

Sunshine  
and  
Sunflowers

### Communication and Language I can ...

- Use talk to organise myself during play.
- Listen to others one to one or in small group.
- Start and continue a conversation with a friend.
- Engage in conversations about stories to discuss the setting and main events.
- Extend my vocabulary by exploring and using a wide range of new words.
- Express my ideas and feelings using sentences, containing four to six words.
- Explore the meanings of new words that I hear in stories, rhymes and poems.

### Understanding the World I can ...

- Begin to observe and talk about living things in the local environment.
- Care for growing seeds and plants and describe observable features of different types of plants and trees.
- Say how two places in the immediate environment are the same or different.
- Talk about some of the things that I have observed using simple scientific vocabulary.
- Describe a familiar route and use maps as part of role play.
- Talk about places that I have been to or seen in photographs.
- Talk about and play with objects that float and sink and describe different forces that I can feel.
- Talk about marine animals that live in rock pools, seas, or oceans.

### Physical development I can ...

- Join in with games that include racing, chasing, balancing, riding (scooters, trikes and bikes) and ball skills.
- Throw, catch, pat, aim, bat and kick a large ball.
- Make continuous lines and closed shapes using drawing materials to represent ideas and make patterns.
- Use a range of tools and techniques.
- Remember sequences and patterns of movement related to music and rhythm.

### Maths I can ...

- Recite numbers, in order, past 5.
- Link numerals and amounts, showing the right number of fingers or objects to match numerals up to 5.
- Know the last number reached when counting tells you how many there are in total.
- Explore the composition of numbers to 5 and compare numbers.
- Use and understand language of quantities, such as more, a lot, less, many, and a few.

### Dates for your diary

8<sup>th</sup> April – Term starts  
2<sup>nd</sup> May – Election day – school closed  
6<sup>th</sup> May – May Day – school closed  
23<sup>rd</sup> May – Outdoor classroom day  
26<sup>th</sup> May – 31<sup>st</sup> May – half term – school closed  
3<sup>rd</sup> June – School reopens  
25<sup>th</sup> June – Family morning 10.15-11.15am / Family afternoon 2.10-3.10pm  
8<sup>th</sup> July – Inset day – school closed  
10<sup>th</sup> July – Parents evening 3.30-5.30pm  
19<sup>th</sup> July – Last day for children  
22<sup>nd</sup> July – Inset day – school closed

