

## Nursery Summer 2 Skills and Knowledge

	PSED	CAL	PD	Literacy	Mathematics	UW	EA
<b>Skills</b>	<p>To show an awareness of the importance of oral health.</p> <p>To learn how to share resources and play in a group.</p> <p>To take turns whilst playing and waiting patiently to have a go.</p> <p>To show independence in accessing and exploring the environment.</p> <p>To independently put on coats and use the toilet.</p> <p>To listen to, and follow rules set.</p> <p>To learn to look after resources within the class.</p>	<p>To begin to use a wide range of vocabulary in the correct context.</p> <p>To talk in short sentences that others can understand.</p> <p>To listen to and follow simple instructions and respond to questions appropriately.</p> <p>To talk about events in their past,</p> <p>To listen to traditional stories and retain key vocabulary.</p> <p>To be able to talk about the setting, characters and the structure of the story.</p> <p>To be able to use connectives e.g. Once upon a time and then.</p>	<p>To take care of toileting needs independently.</p> <p>To independently put on their coats, with some support for the zipper and buttons.</p> <p>To mark make in sensory trays and also copy different patterns.</p> <p>To move in different ways, e.g. climbing, running, jumping etc. in order to develop gross motor skills.</p> <p>To hold the pencil correctly using a tripod grip.</p> <p>To begin to form numbers and familiar letters, e.g. letters in their name.</p> <p>To look at books independently whilst turning pages one at a time.</p> <p>Using balancing apparatus.</p> <p>To mark make using a comfortable grip when using pencils and pens.</p>	<p>To be able to mark make and identify their marks.</p> <p>To find and identify familiar letters, e.g. letters in their names.</p> <p>To begin to explore initial sounds in familiar words.</p> <p>To begin to attempt writing familiar letters, e.g. letters in their name.</p> <p>To talk about and retell a range of familiar stories.</p> <p>To be able to mark make and give meaning to their marks.</p> <p>To identify the pictures linked to RWI sound.</p> <p>To begin to form some letters correctly, e.g. letters in their name.</p>	<p>To begin to identify one more/less using a number line.</p> <p>To develop fast recognition of numbers.</p> <p>To show an awareness of how numerals are formed and to experiment with own mathematical mark making.</p> <p>To talk about and explore patterns in the environment.</p> <p>To identify, describe and compare groups of objects.</p> <p>To develop fast recognition of numbers.</p> <p>To count up to 10 and beyond.</p> <p>One more/less using a number line.</p> <p>To show an awareness of positional language such as under/behind/ next to/over/ on top of.</p> <p>To independently create and talk about own patterns using a range of objects and resources.</p>	<p>To use senses to explore the world around them.</p> <p>To notice change in the environment.</p> <p>To listen to traditional stories such as Jack and the Beanstalk and talk about plants.</p> <p>To plant their own seeds and check how tall the plants grow.</p> <p>Continue to use the computer to gain confidence in using the mouse.</p> <p>To learn about Easter.</p>	<p>Sing familiar songs or make up own songs.</p> <p>To begin to act out different scenarios using props to enhance imaginative play.</p> <p>To play instruments with increasing control.</p> <p>To learn about different textures and talk about them.</p> <p>Feely bag activities with different objects for children to feel and describe.</p> <p>To engage in role, play by making stick puppets of different story characters.</p> <p>Realises tools can be used for a purpose.</p> <p>To create closed shapes with continuous lines which represent objects that can be spoken about or identified.</p>

## Nursery Summer 2 Skills and Knowledge

<b>Knowledge</b>	To know that they can approach adults in Nursery when needed.	To know that it is OK to talk to others about wants and needs.	To show confidence in dressing up and self-care activities.	To know that letters are used to make up words.	To show an awareness and name some 2D shapes in the environment.	To know that things in the environment change according to the time of year.	To know how different colours and materials can be used to create things.
	To know that oral hygiene is important and also know that eating fruits and vegetables is healthy for teeth and our bodies.	To know that stories have a beginning, middle and an end.	To know what the different tools in the Nursery are and how to use them safely, e.g. scissors, mallets, pegs, hammers and pencils.	To know that each letter makes a sound – focussing on sounds in their names.	To create and repeat simple patterns.	To know that every living being has a life cycle and they change in shape and size as they grow.	To know how colours can be mixed to make a new colour.
	To know that there are boundaries set.	To remember new words I am learning when talking to others.	To know how to use the outdoor climbing frame as well as the bikes/scooters to move in different ways and safely.	To learn that stories have a sequence; beginning, middle and end.	To be able to say number names forwards and backwards to 10.	To know that living beings follow a similar growth pattern and make comparisons.	To use their imagination to create different works of art.
	To know about different feelings and be able to talk about them during circle time, 'happy', 'sad', 'angry' or 'worried'.	To be able to understand simple instructions, questions and commands.	To show independence in self-help skills such as toileting and dressing.	To name and talk about the different parts of a book, e.g. front cover/ back cover/ spine/ pages	To subitise to 3.	To know about who celebrates Easter and what is its significance.	For children to be able to construct with a purpose and safely.
	To know that we must respect our resources and out them back when we have finished with them.	To know when something has already happened and talk about it appropriately.	To know that the pencil needs to be held comfortably and with one hand to form letters and numbers.	To begin to acknowledge initial sounds and their relevance in the environment	To use the language of more and less to compare amounts.	To begin understand the importance of looking after our environment and all living things and where we can collect natural resources from.	To play instruments to express feelings and ideas.
	To know that when playing in a group they need to share and also know that they will get a turn.	To know that stories have a beginning, middle and an end.	To know how to use one handed tools effectively.	To join in with repetition within stories and rhymes.	To know that numbers can be ordered.	To know about the different materials and what can be created with them.	
	To know that when playing in a group they need to share and also know that they will get a turn.	To be able to answer questions related to the story.	To be able to follow a simple sequence of movements to music and rhythm.	To be able to talk about their marks with confidence.	To be able to demonstrate through games and role play an understanding of positional language.		To use their knowledge of stories in acting them out with friends.
	To be aware of the different areas in the Nursery and how to explore them safely.			To talk about the sounds they have identified from the RWI program.	Singing a range of number songs.		Sing songs clearly using correct words that have been learned.
				To join in with repetition within stories.			To know how to create recognisable representations of objects.
				To be able to talk about different parts of the story.			