

Continue to sing a large repertoire of songs and rhymes linked to topics and interests of the children. Discuss familiar books and retell stories through actions and story maps, modelling and encouraging a wider range of vocabulary. Discussions to help children understand a question or instruction that has two parts, such as: "Get your coat and wait at the door". Model using 'why' questions, like: "Why do you think the caterpillar got so fat?" and encourage children to give their answer using longer sentences including more detail. During role play-to use talk to organise themselves and their play: "Let's go on a bus... you sit there... I'll be the driver."

Communication and Language

Mathematics

Counting forwards and backwards.
Children to develop fast recognition of up to 3 objects, without having to count them individually ('subitising').
Children to compare quantities using language: 'more than', 'fewer than'.
To say one number for each item in order: 1,2,3,4,5. (Starter)
To know that the last number reached when counting a small set of objects tells you how many there are in total ('cardinal principle').
Showing 'finger numbers' up to 5.
Children to link numerals and amounts up to 5 and solve real world mathematical problems with numbers up to 5.
To talk about and identify the patterns around them
To combine shapes to make new ones – an arch, a bigger triangle, etc.
To extend and create ABAB patterns – stick, leaf, stick, leaf.
To notice errors in a repeating pattern.
Understand language for position.
Talk about and explore 2D and 3D shapes.

To take part in some group activities which they make up for themselves, or in teams.
To use and remember sequences and patterns of movements which are related to music and rhythm.
Lead movement-play activities when appropriate. These will challenge and enhance children's physical skills and development – using both fixed and flexible resources, indoors and outside.
Model the vocabulary of movement and encourage children to use. Collaborate with others to manage large items, such as larger PE equipment and good teamwork choices.

Physical Development

Nursery Summer 2025-2026

Look at us Grow!
How does it work?



Achieving
Excellence
Inspiring
Dreams

Play with one or more other children, extending and elaborating play ideas.
Help to find solutions to conflicts and rivalries. For example, accepting that not everyone can be Spider-Man in the game, and suggesting other ideas through modelling in role play and reaching a compromise
Increasingly follow rules, understanding why they are important.
Develop appropriate ways of being assertive.
Talk with others to solve conflicts- through role play scenarios. Begin to understand how others might be feeling. Through modelling and discussion, children to explore situations from different points of view.

Personal, Social and Emotional

PHONICS -Spot and suggest rhymes/counting or clap syllables in a word. Recognise words with the same initial sounds, rhyme and alliteration. Learn letter sounds k, ck, e, u, r, ss, h, b, f, ff, l, ll, j, v,

Understanding the World

Plant seeds and care for growing plants.
Understand key features of the life cycle of a plant and an animal. Begin to understand the need to respect and care for the natural environment and all living things.
Activities: Plant seeds and bulbs to study over time to observe growth and decay. Observe an apple core decaying over time and discuss findings Make first hand observations of life cycles eg caterpillars.
Continue developing positive attitudes about the differences between people through discussion. To show interest in different occupations through discussions.
To explore how things work eg a wind up car
To explore and talk about different forces they can feel.
To talk about the differences between materials and changes they notice eg making toast

Expressive Arts and Design

Explore different materials freely, in order to develop their ideas about how to use them and what to make, using large pieces of paper/ boxes/ coloured paper.
Children to develop their own ideas and then decide which materials to use to express them- choosing from a range of media and textures.
Join different materials and explore different textures- glue and masking tape for sticking pieces of scrap materials onto old cardboard boxes, hammers and nails, glue guns, paperclips and fasteners.
Draw with increasing complexity and detail, such as representing a face with a circle and including details.
D/T Project- Design and make a biscuit for the graduation party

Literacy

Understand the five key concepts about print: Exploring a variety of books and other materials: comics/newspapers and explore the parts of a book.
Writing Activities: Using a range of writing materials (chalks, pens, markers, foam, sand) in early writing to mark make and start to form letters correctly and write all or part of their name.
To engage in extended discussions about story events, learning new vocabulary through a variety of books/tales/rhymes to help create own ideas for stories. To learn and use a wider range of vocabulary.