

### Communication and Language

- Children join in with familiar stories e.g. We're going on a bear hunt.
- Children can listen to a conversation or draw a picture but can change their focus to what interests them.
- Children understand the use of objects e.g. what they need to use to cut/stick/draw.
- Children can respond to and understand *why* and *how* questions e.g. how did that happen?
- Children link sentences with and/because, and can retell simple past events in correct order.
- Children ask why things happen and give explanations *using a range of tenses* (e.g. *play, playing, will play, played*).

### Personal, Social and Emotional Development

- Children show consideration for others needs and have more impulse control e..g sharing a toy.
- Children are beginning to practice negotiation and compromise to resolve conflict with adult support.
- Children are confident and outgoing towards their peers and adults and are starting to take some managed risks with support e.g. try the larger climbing frame.
- Children have a clear idea about what they want to do in their play and how they want to go about it.
- Children can recognise the negative and positive impact of their choices and can recognise that some actions can hurt others feelings.
- children can talk about their own and others' feelings and behaviour and its consequences.

### Physical Development

- Children can use a range of tools with one hand including; scissors, paint brushes etc.
- Children draw lines, circles, twirling ribbons around their heads and across their bodies.
- Children start to form recognisable letters independently such as their name, mummy, daddy.
- Children are starting to take action to reduce risk or dangerous play or situations and understand that things have to be used safely.
- Children begin to dress independently such as putting on jumpers and starting to zip up coats.
- Children can initiate playful actions or movements for other children to mirror and follow such as everyone hopping/jumping.

### Literacy

- Children begin to develop an awareness of phonemes and initial sounds.
- Children are beginning to recognise rhythm and rhyme and alliteration in nursery rhymes.
- Children clap/tap out syllables in words.
- Children hear and say the first sound in words.
- Children use a wider range of vocabulary in their speech that reflects their growing experiences .
- Children attempt to write their own name or other words, using lines, circles and curves.
- Children show an interest in letters on a keyboard, and find the initial letter of their name.

## Nursery Half Term Overview

### Summer 2

#### Topic:

### Under The Sea/ Summer/Transition

### Mathematics

- In play, children explore numbers that can be made from smaller numbers e.g. 2 and 1 make 3.
- Children begin to recognise that each number counted is 1 more than the one before.
- Children can separate groups of 3 or 4 objects but still know the total is the same.
- Children can count to 10 forwards and backwards.
- Children spot patterns in and around the classroom.
- Children are starting to use heavier/lighter/more/less.
- Children can recall a short sequence of events in their daily life and routine such as; breakfast. lunch, dinner and bedtime.

## Understanding the world

- Children can talk about things they can or can't do and what is similar and different.
- Children talk about and join in with family customs and routines - Halloween, Easter, Christmas.
- Children look after plants or insects and animals with care and respect.
- Children observe and talk about similarities and differences, patterns and seasonal changes.
- Children know they can get information from technology.
- Children can use ipads, whiteboards to interact with age appropriate apps, or programmes.

**As we are looking at the change in weather, it would be helpful to chat about the seasonal changes on the way to and from school  
E.g. Sunny, warm, cloudy etc.**

## Expressive Arts and Design

- Children use different resources to join, stack and balance enclosures and structures.
- Children use the correct tools for a purpose.
- Children have a wide range of nursery rhymes, actions and dances.
- Children represent imaginary and real life ideas/events/people or objects such as; making a cake for their birthday or putting on a hat to be Mummy.
- Children create their own movements and gestures to represent and respond to their feelings and ideas.

## Useful information

### Ways to help your child

Encourage your child to be as independent as possible this includes:

- Putting on and taking off jumpers or cardigans.
- Taking shoes off and putting them back on.
- Putting on and taking off their coats and starting to zip them up.
- Toileting/hand washing and drying.
- Tidying away their toys.

Talk to your child as much as possible to model good language. Think out loud so your child understands the thought processes you have. This will help your child's resilience, perseverance and language skills.

Talk through big emotions. Talk about what emotion your child is feeling, why they might be feeling that way and how you can work together to overcome it. This will help your child eventually regulate their own emotions.

### Shared Reading

We actively encourage parents/carers to read to their child regularly. As you read, your child can look at the pictures and start to point out familiar features e.g. a big, black dog.

To help with this, every Monday your child will have the opportunity to choose a library book from the classroom box. They will need to have a blue book bag in school so they can transport the books safely to and from school.

Along with the library book, they will have a log book that we encourage you to write in e.g. Bob loved this story as he has a teddy that looks similar or they showed no interest.

Every Monday your child will bring home a reading book. This book has no words but tells the story through pictures. If you can model this first then encourage your child to tell this story in their own words. Ideally they should be encouraged to do this two or three times per week.

At Cathcart Street Primary we strive to develop a love of reading from an early age and this can often help with the bedtime routine; bath, PJ's then bedtime story with their Mummy/Daddy or Grandparent.

All library and reading books will be sent home on Monday and should be returned to school on Friday.

Diary Dates &  
Learn Together sessions

Polite Reminder

Please can all clothes, including coats and bags be clearly labelled with your child's name.

Useful websites

Foundation Years Trust:

<https://www.foundationyearstrust.org.uk/>

Family Toolbox:

<https://familytoolbox.co.uk/>