

**Specific Area: Literacy (L)**

* Develop their phonological awareness, so they can:

- Spot and suggest rhymes

- Count and clap syllables in a word

- Recognise words with the same initial sound such as money and mud.

* Use some of their print and letter knowledge in their early writing.
* Write some or all of their name.
* Write some letters accurately.

**Specific Area: Mathematics (M)**

* Understand position through words alone – for example, “The bag is under the table” with no pointing.
* Talk about and explore 2D and 3D shapes using informal and mathematical language such as: sides, corners, straight, flat and round.
* Describe a familiar route.
* Discuss routes and locations, using words like, “In front of, behind.”
* Make comparisons between objects relating to size, length, weight and capacity.

***Nursery Medium Term Plan Summer***

*Following in the moment planning, children can demonstrate and are supported to demonstrate statements from the seven different areas during any term in their individual learning pathway. Typically, we may see these statements demonstrated during this term.*

**Primer Area: Communication and Language (CL)**

* Be 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.
* Can start a conversation with an adult or a fiend and continue it for many turns.
* Use talk to organise themselves and their play.
* Develop their communication and speech using age-appropriate benchmarks.
* Use longer sentences.

**Prime Area: Personal, Social and Emotional Development (PSED)**

* Play with one of more other children, extending and elaborating play ideas.
* Help find solutions to conflicts and rivalries. For example, accepting that not everyone can be Spider-man in the game, and suggesting other ideas.
* Develop appropriate ways of being assertive.
* Talk with others to solve conflicts.
* Talk about their feelings using words like “happy, sad, angry or worried”.

**Prime Area: Physical Development (PD)**

* Choose the right resources to carry out their own plan. For example, choosing a spade to enlarge a small hole they dug with a trowel.
* Collaborate with others to manage large items, such as moving a long plank safely, carry large hollow bricks.
* Use one handed tools and equipment.
* Use a comfortable grip with good control when holding pens and pencils.
* Learning to use a knife and fork when eating.
* Show a preference for a dominant hand.

**Specific Area: Understanding the World (UW)**

* Plant seeds and care for growing plants.
* Understand the key features of the life cycle of a plant or animal.
* Begin to understand the need to respect and care for the natural environment and all living things.
* Continue to develop positive attitudes about the differences in people.
* Know there are different countries in the world and talk about the differences they have experienced or seen in photos.

**Specific Area: Expressive Arts and Design (EAD)**

* Listen with increased attention to sounds.
* Respond to what they have heard, expressing their thoughts and feelings.
* Remember and sing entire songs.
* Sing the pitch of a tune sung buy another person (pitch match)
* Sing the melodic shape of familiar songs.
* Create their own songs or improvise a song around one they know.
* Play instruments with increasing control to express their feelings and ideas.



