

## Communication and Language

- Start a conversation with an adult or a friend and continue it for many turns.
- Use a range of tenses (e.g. play, playing, will play, played).
- Use talk to organise themselves and their play: "Let's go on a bus... you sit there... I'll be the driver."
- Use talk to express a point of view.

## Nursery

Summer 1

*Minibeasts*

*Pets*

*Wild Animals*

## Personal, Social and Emotional

- Show an increasing desire to be independent, such as wanting to feed themselves and dress and undress.
- Talk about their feelings using words like 'happy', 'sad', 'angry' or 'worried'.
- Understand the importance of healthy eating.
- 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.

## Literacy

- Engage in extended conversations about stories, learning new vocabulary.
- Develop phonological awareness and recognise when objects begin with the same sound.
- Know information can be relayed through print.
- Begin to write some or all of their own name.

## Mathematics

- Make comparisons between objects relating to size, length, weight and capacity.
- Link numerals and amounts: for example, showing the right number of objects to match the numeral, up to 5.
- Recognise patterns in the environment and continue a repeating pattern.

## Understanding the World

- Understand the need to respect and care for the natural environment and all living things.
- Talk about different religious events and develop a positive attitude towards differences.
- Understand key features of the life cycle of a plant and an animal.

## Expressive Art and Design

- Draw with increasing complexity and detail, such as representing a face with a circle and including details.
- Create their own songs, or improvise a song around one they know. Use movement to express feelings.
- Remember and sing entire songs.
- Explore colour and colour-mixing.

## Physical Development

- Be increasingly independent as they get dressed and undressed, for example, putting coats on and doing up zips.
- Start taking part in some group activities which they make up for themselves, or in teams.
- Show a preference for a dominant hand.