

## Important dates for Nursery:

**Summer Term:** Tuesday 16<sup>th</sup> April to Friday 19<sup>th</sup> July

**Half Term:** Monday 27<sup>th</sup> May to Friday 3<sup>1st</sup> May

**Creative and Performing Arts and Sports Week 10 -18<sup>th</sup> June**

**Summer Fete** Saturday 15<sup>th</sup> June 12:00 - 4:00

**EYFS Sports Day:** Tuesday 9<sup>th</sup> July

**Open Evening:** Wednesday: 10<sup>th</sup> July 6:00 - 8:00

**INSET Days:** Monday 15<sup>th</sup> April, Monday 22<sup>nd</sup> July

Sheredes Primary School

# Animals and their habitats

### A note from your teacher

We will be inviting you to a Parent drop-in session towards the end of the Summer Term. During this session, parents will watch a short presentation about some of the learning that has taken place during our topic 'Animals and their habitats'. You will then have an opportunity to sit and look at your child's learning journey with them.

This session will take place on

Friday 28<sup>th</sup> June.

More information will be given out closer to the time.

We look forward to seeing you!



Summer 2 2024

## Nursery: Animals and their habitats

This is a summary of our topic "Animals" for this half term.

### COMMUNICATION AND LANGUAGE

Enjoy listening to longer stories and can remember much of what happens.

Use a wider range of vocabulary.

Understand a question or instruction that has two parts, such as "Get your coat and wait at the door".

Understand 'why' questions, like: "Why do you think a dolphin lives in the sea?"

Sing a large repertoire of songs.

Know many rhymes, be able to talk about familiar books, and be able to tell a long story, eg "The Hungry Caterpillar", or 'Rumble in the Jungle'.

Use longer sentences of four to six words.

Start a conversation with an adult or a friend and continue it for many turns., e.g. talk about places they have visited, journeys they have taken and the place that they live

Use talk to organise themselves and their play: "Let's go under the sea... you need this snorkel... I'll have this one."

### LITERACY

Understand the five key concepts about print: print has meaning; print can have different purposes; we read English text from left to right and from top to bottom; the names of the different parts of a book; page sequencing.

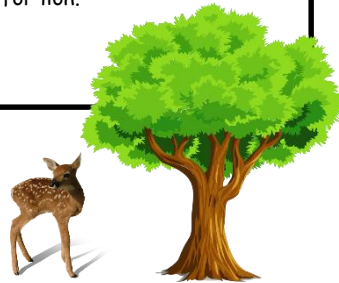
Develop their phonological awareness, so that they can: spot and suggest rhymes; count or clap syllables in a word; recognise words with the same initial sound, such as sea and sun, beach and ball.

Engage in extended conversations about stories, learning new vocabulary.

Use some of their print and letter knowledge in their early writing. For example: writing an animal fact that starts at the top of the page; writing 'l' for lion.

Write some or all of their name.

Write some letters accurately.



### PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Select and use activities and resources, with help when needed. This helps them to achieve a goal they have chosen, or one which is suggested to them.

Play with one or more other children, extending and elaborating play ideas.

Find solutions to conflicts and rivalries. For example, accepting that not everyone can be the train driver or pilot in the game, and suggesting other ideas.

Remember rules without needing an adult to remind them.

Develop appropriate ways of being assertive.

Talk with others to solve conflicts.

Make healthy choices about food, drink, activity and tooth brushing.



### MATHEMATICS

Develop fast recognition of up to 3 objects, without having to count them individually ('subitising').

Recite numbers past 5.

Link numerals and amounts: for example, showing the right number of objects to match the numeral, up to 5.

Compare quantities using language: 'more than', 'fewer than'.

Talk about and explore 2D and 3D shapes (for example, circles, rectangles, triangles and cuboids) using informal and mathematical language: 'sides', 'corners'; 'straight', 'flat', 'round'.

Understand position through words alone - for example, "The bag is under the table," - with no pointing. Use positional language to create a map of the school.

Describe a familiar route and discuss routes and locations, using words like 'in front of' and 'behind'.

Make comparisons between objects relating to size, length, weight and capacity. What holds more/less, which is longer, shorter?

Select shapes appropriately: flat surfaces for building, a triangular prism for a roof etc. Go on a shape walk around the school.

Combine shapes to make new ones - an arch, a bigger triangle etc.

Talk about and identifies the patterns around them. For example: stripes on clothes, designs on rugs and wallpaper. Use informal language like 'pointy', 'spotty', 'blobs' etc.

Begin to describe a sequence of events, real or fictional, using words such as 'first', 'then...'

### EXPRESSIVE ARTS AND DESIGN

Take part in simple pretend play, using an object to represent something else even though they are not similar. Base imaginative play on own first-hand experiences, e.g. car wash, train journey.

Begin to develop complex stories using small world equipment like animal sets, dolls and dolls houses etc.

Make imaginative and complex 'small worlds' with blocks and construction kits, such as an airport, a park, or other places they have been.

Draw with increasing complexity and detail, such as representing a face with a circle and including details. Make maps of journeys and the school area.

Use drawing to represent ideas like movement or loud noises.

Show different emotions in their drawings and paintings, like happiness, sadness, fear etc.

Remember and sing entire songs.

Create their own songs or improvise a song around one they know.

### PHYSICAL DEVELOPMENT

Continue to develop their movement, balancing, riding (scooters, trikes and bikes) and ball skills.

Use large-muscle movements to wave flags and streamers, paint and make marks.

Start taking part in some group activities which they make up for themselves, or in teams.

Increasingly be able to use and remember sequences and patterns of movements which are related to music and rhythm.

Collaborate with others to manage large items, such as moving a long plank safely, carrying large hollow blocks.

Use one-handed tools and equipment, for example, making snips in paper with scissors.

Make boats, planes and helicopters.

Use a comfortable grip with good control when holding pens and pencils.

Be increasingly independent as they get dressed and undressed, for example, getting changed for PE.

