



# Lyme Nursery Summer 2

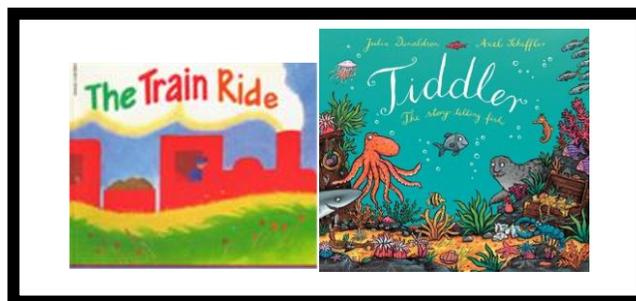
At Lyme Primary School we firmly believe that a child learns best through child-initiated play where they can build important life skills such as curiosity, concentration, creativity, problem solving, use of their imagination and persistence through purposeful play experiences. Although we follow the child's lead and recognise each child's different starting points, below are some of the key aspects of a child's development that we would be encouraging this half term.

## Personal, Social and Emotional Development

- \* To be responsible and be confident to be part of my community
- \* To be ready for new experiences like starting school
- \* To learn how to be assertive
- \* To be able to follow rules and know why they are important
- \* To begin to find solutions to quarrels and rivalries
- \* To be able to follow the rules without an adult reminding me
- \* To make healthy choices about food, drink, activity and tooth brushing

## Communication and Language

- \* To 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.
- \* To use longer sentences of four to six words when talking
- \* To know many rhymes, to be able to talk about familiar books, and be able to tell a long story.



## Literacy

- \* To write some or all of my name
- \* To write some letters accurately
- \* To talk about the places and people in stories and the important things that are happening
- \* To have an understanding of a word, to know that when writing and reading it is different letters all placed together that make up a word
- \* To understand that different words and print have different purposes
- \* Able to say lots of words that rhyme with a word like 'cat'
- \* To be able to Orally segment and Blend CVC words
- \* To use some of their letter sound knowledge in their early writing.

## Mathematics

- \* To compare quantities using language: 'more than', 'fewer than'
- \* To be able to subitise.
- \* To know number bonds to 5.
- \* To experiment with their own symbols and marks as well as numerals.
- \* To 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'.

## Physical Development

- \* To use one-handed tools and equipment, for example, making snips in paper with scissors.
- \* To have an awareness of safety and manage own risks
- \* Matches developing physical skills to tasks and activities. For example, to decide whether to crawl, walk or run across a plank, depending on its length and width.
- \* To work with others to manage large items, like moving a long plank safely and carrying large hollow blocks.
- \* To use a comfortable grip with good control when holding pens and pencils.
- \* To be increasingly independent as they get dressed and undressed, for example, putting coats on and doing up zips.

## Understanding the World

- \* To explore and talk about different forces they can feel.
- \* To know that there are different countries in the world and talk about the differences they have experienced or seen in photos.
- \* To understand the key features of the life cycle of a plant and an animal.
- \* To begin to understand the need to respect and care for the natural environment and all living things.

## Expressive Arts and Design

- \* To safely use and explore lots of different tools such as hammers, scissors and saws
- To make up stories when playing, like superheroes rescuing people from a building
- \* Chooses the things they want to use to make something. If their ideas don't work, they can choose something else or change the way they do something.
- \* Can use different things like scissors, masking tape, sticky tape, hole punches and string to join and fix things together.
- To begin to show different emotions in their drawings and paintings, like happiness, sadness, fear etc



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