

### **Personal, Social and Emotional Development**

During this half term we will spend a lot of time discussing transition and the children's upcoming move to Reception. The children will have lots of opportunities to meet and engage with all of the members of staff from the Reception Classes at Burford School. The staff will visit Acorns Class to read stories and join in with their play. We will also have the opportunity to visit and play in the Reception classrooms. In addition we will provide an inclusive environment for children who will not be attending Burford School by spending time talking to them about their new setting.

We will encourage the children to be as independent as possible in readiness for their move up to Reception.

We will provide role play opportunities to encourage children to extend their play, join in with others and talk about their home and community.

We will teach the children how superheroes take care of themselves including healthy eating, being active and brushing their teeth.

We will learn new rules and routines related to forest school.

JIGSAW: Changing me

*Show more confidence in new social situations.*

*Become more outgoing with people, in the safe context of their setting.*

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

*Develop ways of being assertive.*

*Develop their sense of responsibility and membership of a community.*

*Understand gradually how others might be feeling.*

### **Planning using the Children's Interests**

At Burford Nursery, we use the children's interests to inform our planning which makes the learning and play as enjoyable and relevant to the children as possible. Whilst we will cover the themes of the Gingerbread Man/Superheroes /Transition, the activities are subject to change if the children are inspired by something else during the term. We ask parents to keep the interest board in the classroom up to date as we use this to inform our planning. We will cover the developmental steps outlined below through whichever topics we base our work and play on.

Year Group: Nursery

Summer 2 2024

BURFORD SCHOOL



**Ready For Reception  
Superheroes**

### **Physical Development**

We will develop fine motor skills through threading, painting, using pegs, chalking, dough, tweezer work. We will practise using pencils and scissors.

We will practise large scale movements such as using paint rollers and brooms and doing large and small scale mark making in shaving foam, sand and on paper.

We will use the tricycle, scooters and wooden play equipment during our physical development time on the playground and will explore moving in a variety of ways, such as jumping, running, rolling and balancing.

We will climb, balance and jump during our weekly forest school sessions.

We will build independence with putting on our wellies to play in the mud kitchen.

We will provide support where necessary with toileting and will encourage independence where possible.

*Continue to develop their movement, balancing, riding and ball skills.*

*Take part in group activities that they make up for themselves or in teams.*

*Choose the right resource to carry out a plan.*

*Collaborate with others to manage large items such as moving a large plank of wood safely.*

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



Year Group: Nursery

Summer 2 2024

Ready For Reception Superheroes

**Focus Texts/rhymes**

- The Gingerbread Man
- Starting school
- Going to school
- Superkid
- 10 Little Superheroes
- Supertato

**Maths:**

We will practise daily counting and subitising.

We will practise 2D shapes, 3D shapes and numbers 0-10 each week.

We will offer a variety of number and shape themed activities throughout continuous provision and adult led activities.

We will sing number songs and rhymes.

We will explore and create patterns using natural items.

We will introduce tens frames and explore different ways of arranging a set number of objects.

*Extend and create ABAB patterns - stick, leaf, stick, leaf etc.*

*Notice and create an error in a repeating pattern.*

*Combine shapes to make new ones, for example an arch or a bigger triangle.*

*Solve real world mathematical problems with numbers up to 5.*

*Experiment with their own symbols and marks as well as numerals.*

**Communication and Language**

We will continue to focus on developing our speaking and listening skills through play, carpet times, key worker times and stories.

We will have circle times which encourage the children to listen to each other and take turns to speak.

We will encourage the children to speak openly about their thoughts about starting school as well as continuing to engage about their homes and families and own life stories

We will have play opportunities that support our specific interests and experiences.

Vocabulary will be developed with new words linked to our learning on the topics of Big School, Superheroes and The Gingerbread Man.

We will support the children with speaking skills, such as, using irregular tenses, plurals and multisyllabic words such as superhero.

Role Play - Superhero headquarters/school

*Pay attention to more than one thing (which can be difficult).*

*Know many rhymes, be able to talk about familiar books and be able to tell a long story.*

*Develop their pronunciation but may have problems saying some specific sounds.*

*Understand why questions, such as why do you think they wanted to eat the gingerbread man or why might a superhero want to be able to fly?*

*Use a wider range of vocabulary.*

*Use longer sentences of four to six words..*



Year Group: Nursery

Summer 2 2024

Ready For Reception Superheroes

#### **Literacy:**

Daily Phonics lessons following the Floppy's Phonics scheme and playing phonics games. We will focus on recapping all of our taught sounds as well as oral blending and segmenting.

We will sing and learn lots of nursery rhymes and songs.

We will have opportunities to mark-make throughout the continuous provision.

We will continue to learn to write our names and improve letter formation.

We will enjoy sharing a variety of books and discuss different parts of books.

We will learn actions for a 'Talk for Writing' text during The Gingerbread Man topic.

Understand that we read English from left to right and top to bottom.

Know the different parts of a book and page sequencing.

Write some or all of their name and write some other letters accurately.

Use some of their print and letter knowledge in their early writing.

Develop phonological knowledge to spot and suggest rhymes, count syllables and recognise words with the same initial sound.

#### **Understanding the World:**

We will use the mud kitchen, school grounds and forest school area to explore the natural environment.

We will talk about the seasonal changes of summer.

We will continue to watch and care for the potatoes that we planted and herbs in the mud kitchen.

We will continue to discuss other countries in the world.

We will continue to discuss our own families and how we are different or similar.

*Plant seeds and care for growing plants.*

*Understand the need to respect and care for the environment and all living things.*

*Begin to make sense of their own life story and family history.*

*Explore how things work.*

*Talk about what they see using a wide range of vocabulary.*

*Use all their senses in hands on exploration of natural materials.*

#### **Expressive Arts and Design:**

The children will have access to a range of art, craft and musical resources for independent play.

We will have weekly music lessons taught by our music specialist and daily singing time.

We will have small-group art-focused activities, for example making gingerbread scented playdough and making colourful art work inspired by artists.

We will offer toys and activities based on construction, for example, making houses for the gingerbread man out of Duplo and building superhero dens.

We will use the role-play area and mud kitchen for imaginative and representative play.

We will continue to build a repertoire of songs and nursery rhymes.

We will use natural resources in our forest school sessions to make music.

*Play instruments with increasing control to express their feelings and actions.*

*Sing the melodic shape of familiar songs.*

*Sing the pitch and tone sung by another person (pitch match).*

*Begin to develop complex stories using small world equipment.*

*Develop their own ideas and decide which materials to use to express them.*

*Draw with increasing detail and complexity, such as representing a face with a circle and including details.*

*Respond to what they have heard, expressing their thoughts and feelings.*