



EYFS – Nursery Summer term MTP

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT					
Making Relationships		Sense of Self		Understanding Emotions	
Snack monitors - children giving out fruit in a group Shows increasing consideration of other people's needs and gradually more impulse control Practice skills of assertion, negotiation and compromise <ul style="list-style-type: none"> • Able to give up a toy to another peer who wants a turn • Uses a supportive adult for help in resolving conflict 		Shows their confidence and self-esteem, towards people, taking risks and trying new things More aware of similarities and differences between themselves and others in detailed ways and can identify themselves in relation to social groups and to their peers Self registration (name only) <ul style="list-style-type: none"> • Express their needs • Ask adults for help 		Classroom expectations. Routine and rules circle time Good learning behaviour. Good To Be Green. Emotion board – introducing emotions and feelings Is more aware of the impact of their choices and behaviours/actions on others Understands that expectations vary depending on different events, social situations and changes in routine <ul style="list-style-type: none"> • Knows that some actions and words can hurt others • Able to adapt their behaviour to new situations in favourable conditions 	
Communication & Language					
Listening & Attention		Speaking		Understanding	
Enjoy listening to longer stories and can remember much of what happens <ul style="list-style-type: none"> • Able to retell a story with detail saying what happened in the beginning, middle and end 		Be able to talk about familiar books Use longer sentences of four to six words <ul style="list-style-type: none"> • Use sentences such as I want the red car 		Responds to 2 part instructions Beginning to understand why and how questions <ul style="list-style-type: none"> • Understands - Give the big ball to me, collect all the water bottles and put them back in the tray • Understand – why did the caterpillar get so fat? 	
Physical Development					
Health & Self-care		Moving		Summer 1	
Can tell adults when tired, full up or hungry or when they want to rest Describe in words or actions the effects of physical activity on their bodies (after modelling by an adult) Make healthy choices about food, drink, activity and toothbrushing <ul style="list-style-type: none"> • My heart is beating fast • Knows what food and drinks are healthy and why. Chocolate has lots of sugar in it, fruit has minerals and vitamins. 		Use a comfortable grip with good control when holding pens Walks down steps or slopes whilst carrying a small object Can balance on one foot momentarily Gross and fine motor skills developed– name writing beginning to copy letters or write name without tracing lines, scissors, free drawing, painting, tweezers of various sizes Changing shoes for PE <ul style="list-style-type: none"> • Able to use scissors to make snips and with some control • Use tweezers with more control to move objects from one container to another • Copy letters from their name 		Living things 	
				Summer 2 Under the sea and transport/ Seaside 	
				<p>Article 6: <i>Every child has the right to develop to their full potential.</i></p>	
				<p>Article 29: <i>Every child has the right to be the best that they can.</i></p>	

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Understanding the World		
The world	People & Communities	Technology
<p>Begin to understand the need to respect and care for the natural environment and all living things</p> <p>Develop an understanding of growth, decay and changes over time</p> <p>Show care and concern for living things and the environment</p> <p>Understand the key features of a plant, chick/duck and butterfly</p> <ul style="list-style-type: none"> Plant cress seeds/ sunflower – cress seed experiment – does it grow in the dark with water and in the sun with no water? Name key features, egg, caterpillar, chrysalis/cocoon/ butterfly. Egg, Chick/duckling/ egg tooth/ chicken/duck 	<p>Continue developing positive attitudes about the differences between people</p> <p>Know that there are different countries in the world and talk about the differences they have experienced</p> <ul style="list-style-type: none"> I have black hair and you have blonde hair Talk about what we are good at Talk about differences in different countries – Handa’s surprise – children and adults carry objects on their head 	<p>Begin to be able to use a mouse to make marks and representations</p> <ul style="list-style-type: none"> Draw a circle to create a face and add marks to create features Identify first letter of their name using the keyboard
Expressive Arts		Math
Being Imaginative & Expressive	Creating with Materials	
<p>Respond to what they have heard, expressing their thoughts and feelings</p> <p>Play instruments with increasing control</p> <p>Creates sounds, movements, drawings to accompany stories</p> <ul style="list-style-type: none"> Play a beat on an instrument such as the claves Select instrument appropriately to represent something else such as a loud noise or drum for an elephant, soft sound or flutter to represent a butterfly 	<p>Develop an understanding of using lines to enclose a space, drawing with increasing complexity</p> <p>Make imaginative and complex small worlds with blocks and construction kits</p> <p>Join different materials and explore different texture</p> <p>Be able to name a range of colours</p> <ul style="list-style-type: none"> Use drawing to represent an object such as a circle for a face and add features Describe different textures Use colours for purpose such as yellow for the sun, green for the tree 	<p>Say one number name for each item in order 1,2,3,4,5</p> <p>Begin to recognise numerals 0 to 10</p> <p>Subitises 1,2 and 3 objects without counting</p> <p>Through play and exploration, beginning to learn that numbers are made up of smaller numbers</p> <p>Beginning to recognise that each counting number is one more than before</p> <p>Shows awareness of shape similarities and differences between objects</p> <p>Joins in with simple patterns in sounds, objects, games, stories, dance and music</p> <p>Creates own spatial patterns when building and collaging</p> <p>Recalls a sequence of events in everyday life and stories beginning to use first, then etc</p> <ul style="list-style-type: none"> Begin to understand 4 frogs are on a log, 1 is in the pool – 4 and 1 more = 5 Use of number line/ numicons/ dice to help cement number understanding Wheels are circular, rooves are triangular First we have the register, then we have freeflow

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Literacy		
Reading	Writing	Book Focus
<p>Knows that print carries meaning and in English, is read from left to right and top to bottom</p> <p>Begin to recognise words starting with the same sound</p> <p>Begin to hear and say the initial sound</p> <ul style="list-style-type: none"> Sort objects according to sound in 2 sets such as s and t Begin to name objects that start with s,a,t,p,i,n when using pictures as prompts 	<p>Attempts to write own name, other names or words, using combinations of lines, circles and curves or letter type shapes</p> <p>Shows interest in letters on a keyboard, identifying the initial letter of their own name and other familiar words</p> <ul style="list-style-type: none"> Begin to copy words for display/cards Begin to write name Identify own first letter on the keyboard 	<p>The Very Hungry Caterpillar</p> <p>Woollybear caterpillar (Julia Donaldson)</p> <p>Jack and the Beanstalk</p> <p>Farmer Duck/ Goldilucks (Dependent on if we have chicks or ducks)</p> <p>Little Red Hen/Ugly Duckling (Dependent on if we have chicks or ducks)</p> <p>Tiddler (Julia Donaldson)</p> <p>What the ladybird heard at the seaside (Julia Donaldson)</p> <p>Maisy goes on holiday</p> <p>The fish who could wish</p> <p>Songs and Rhymes</p> <ul style="list-style-type: none"> Twinkle twinkle little star Name song – where is ...? Where is? Here I am, here I am, clap your hands together, clap your hands together, turn around, now sit down. The Wheels on the bus Baa baa black sheep Hickory Dickory Dock Humpty Dumpty Row row row your boat Incy Wincy Spider Head, shoulders, knees and toes Wind the Bobbin up 5 little ducks 5 Speckled frogs 5 cheeky monkeys swinging through the trees 5 little monkeys jumping on the bed Sing a rainbow 10 green bottles
Phonics Focus		
<p>Phase 1 Aspect 6 – Voice sounds – tuning into sounds</p> <p>Phase 1 Aspect 7 – Oral blending – tuning into sounds</p> <p>Phase 2 – Introduction to s,a,t,p,i,n</p>		

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