

# Nursery Topic Web – Summer1 2019

As well as using the Early Years curriculum, we take into consideration the children's interests and abilities.

## Personal, Social and Emotional: PSED

- Understand their behaviour can affect other people and show empathy for others who are hurt or upset
- Take steps to resolve conflict with others, e.g. find a compromise
- Children to play cooperatively together, learn to take turns, share space and equipment.
- Listen and take other children's ideas into account in everyday play and work
- Form and maintain positive relationships

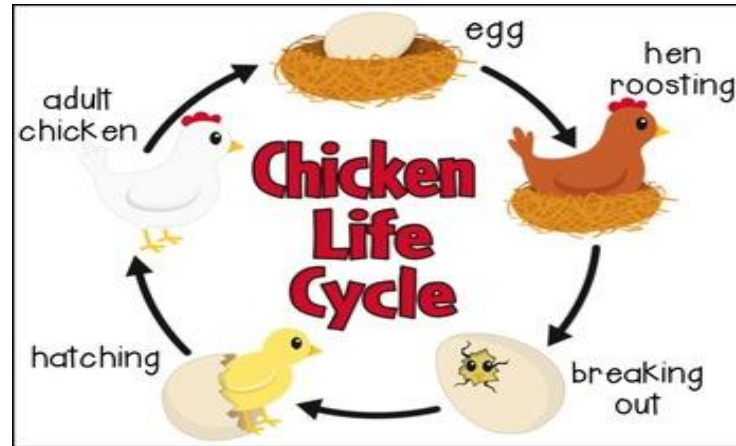
## Communication and Language: C&L

- Maintains attention, concentrates and sits quietly during appropriate activity
- Listens and responds to ideas expressed by others in conversation or discussion.
- Extends vocabulary, especially by grouping and naming, exploring the meaning and sounds of new words. • Uses language to imagine and recreate roles and experiences in play situations.

## Physical Development: PD

- Shows a preference for a dominant hand.
- Begins to use anticlockwise movement and retrace vertical lines.
- Begins to form recognisable letters.
- Shows some understanding that good practices with regard to exercise, eating, sleeping and hygiene can contribute to good health.
- Shows understanding of the need for safety when tackling new challenges, and considers and manages some risks.

## Living and growing



## Expressive Arts and Design: EAD

- Begins to build a repertoire of songs and dances.
- Explores the different sounds of instruments
- Create simple representations of events, people and objects
- Engages in imaginative role-play based on own first-hand experiences.
- Builds stories around toys, e.g. farm animals needing rescue from an armchair 'cliff'.

## Understanding of the World: UW

- Enjoys joining in with family customs and routines
- Developing an understanding of growth, decay and changes over time.
- Shows care and concern for living things and the environment.
- Looks closely at similarities, differences, patterns and change
- Completes a simple program on a computer

## Literacy: L

- Continues a rhyming string.
- Hears and says the initial sound in words.
- Links sounds to letters, naming and sounding the letters of the alphabet.
- Ascribes meanings to marks that they see in different places.
- Gives meaning to marks they make as they draw, write and paint.
- Writes own name and other things such as labels, captions.

## Mathematics: M

- Recognise some numerals of personal significance.
- Recognises numerals 1 to 5.
- Shows an interest in representing numbers. • Realises not only objects, but anything can be counted, including steps, claps or jumps.
- Uses familiar objects and common shapes to create and recreate patterns and build models.
- Beginning to use mathematical names for 'solid' 3D shapes and 'flat' 2D shapes, and mathematical terms to describe shapes.
- Selects a particular named shape