

Summer 1 Nursery Skills Overview



Communication and Language

- Use a wider range of vocabulary.
- Develop their communication but may continue to have problems with irregular tenses and plurals, such as 'runned' for 'ran', 'swimmed' for 'swam'.
- Develop their pronunciation but may have problems saying: - some sounds: r, j, th, ch, and sh - multisyllabic words such as 'pterodactyl', 'planetarium' or 'hippopotamus'

Literacy

- Write some or all of their name.
- Understand the five key concepts about print: - page sequencing
- Develop their phonological awareness, so that they can: - recognise words with the same initial sound, such as money and mother

Personal, social, emotional development

- Develop appropriate ways of being assertive.
- Talk with others to solve conflicts.

Mathematics

- Begin to describe a sequence of events, real or fictional, using words such as 'first', 'then...'
- Understand position through words alone for example, "The bag is under the table," with no pointing
- Compare quantities using language: 'more than', 'fewer than'
- Discuss routes and locations, using words like 'in front of' and 'behind'.
- Describe a familiar route.
- Select shapes appropriately: flat surfaces for building, a triangular prism for a roof etc.
- Combine shapes to make new ones – an arch, a bigger triangle etc.

Physical Development

- Increasingly able to use and remember sequences and patterns of movements which are related to music and rhythm
- Match their developing physical skills to tasks and activities in the setting. For example, they decide whether to crawl, walk or run across a plank, depending on its length and width.

Understanding of the World

Begin to understand the need to respect and care for the natural environment and all living things.

Expressive Arts and Design

- Play instruments with increasing control to express their feelings and ideas.
- Create their own songs or improvise a song around one they know.
- Respond to what they have heard, expressing their thoughts and feelings