

## Ideas to Understand (UW/CLL)

We take what we learn from last term and extend it to The Big Wide World!

What do people like to do?

What different houses do they live in?

What types of clothes do they wear?

What do they like to eat?

**continent country  
climate**



## Nursery

### Learning Planner: Summer 2

### The Big Wide World

## Things to create (EAD/PD)

Let's build to create props to retell stories from all over the world

I can make a plan to create something and then tell you about it



**Pencil grips, big and small movements**

**Let's move!**

## Key skills to have (PSED)



Patience

Positive self identity



Speaking, listening and responding

Self regulation

## Sounds to say (CLL)

Aspect 7—Oral Blending and Segmenting

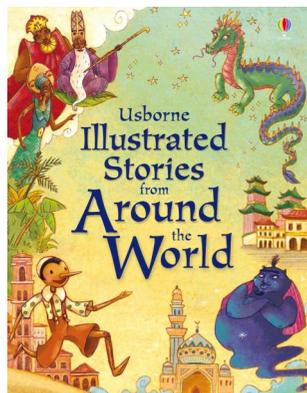
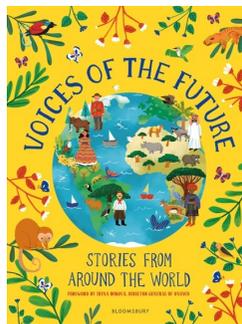
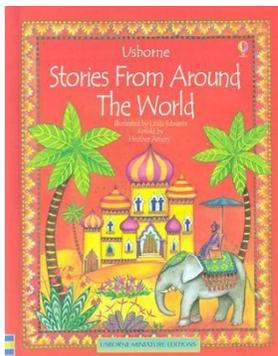
We learn to break words into parts and hear the beginning of each word. We're getting ready to learn the sounds in Reception



c—a—t



## Stories to read (Literacy)



## Maths to apply (Maths)

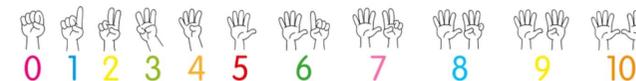
We solve maths problems using real things and numbers 1-10.

How many? How do you know?

**Altogether. Equals. Plus. Takeaway**

**Estimate. Count.**

I know to count each object 1 at a time



| 30/50 40/60   | PSED  | CLL   | PD   | Lit   | Maths   | UW   | EAD   |
|---------------|---|---|--|---|---|--|---|
| <b>Week 1</b> | LI: I can enjoy responsibilities of carrying out small tasks.<br>SC   | LI: Listens to others one to one or in small groups, when conversation interests them.<br>LA                            | LI: Can copy some letters, e.g. letters from their name.<br>MH                                       | LI: Enjoys rhyming and rhythmic activities.<br>R        | LI: Recognises numerals 1 to 5.<br>N<br><br>Counts using 1:1 correspondence       | LI: I can show interest in the lives of people who are familiar to them.<br>PC | LI: I can construct with a purpose in mind using a variety of resources.<br>MM              |
| <b>Week 2</b> | LI: I can begin to accept the needs of others and can take turns and share resources, sometimes with support from others.<br>MB | LI: Focusing attention – still listen or do, but can shift own attention.<br>LA   | LI: I can show a preference for a dominant hand<br>MH  | LI: Shows awareness of rhyme and alliteration.<br>R     | LI: I can show an interest in number problems<br>N                                | LI: I can show interest in different occupations and ways of life.<br>PC       | LI: I can build stories around toys e.g farm animals needing rescue from an armchair.<br>BI |
| <b>Week 3</b> | LI: I can be aware of own feelings and know that some actions and words can hurt others feelings.<br>MB                         | LI: I can usually tolerate delay when needs are not immediately met and understands wishes may not always be met.<br>MB | LI: Uses one-handed tools and equipment, e.g. makes snips in paper with child scissors.<br>MH        | LI: Continues a rhyming string.<br>R                    | LI: I can show an interest in number problems<br>N                                | LI: I can show interest in different occupations and ways of life.<br>PC       | LI: I can build stories around toys e.g farm animals needing rescue from an armchair.<br>BI |
| <b>Week 4</b> | LI: I can usually tolerate delay when needs are not immediately met and understands wishes may not always be met.<br>MB         | LI: I can use vocabulary; focus on objects and people that are of particular importance to them.<br>S                   | LI: Holds pencil near point between first two fingers and thumb and uses it with good control.<br>MH | LI: I can hear and say the initial sounds in words<br>R | LI: I can show an interest in number problems<br>N                                | LI: I can show interest in different occupations and ways of life.<br>PC       | LI: I can build stories around toys e.g farm animals needing rescue from an armchair.<br>BI |
| <b>Week 5</b> | LI: I can play going by responding to what others are saying or doing<br>MR   | LI: I can use vocabulary; focus on objects and people that are of particular importance to them.<br>S                   | LI: Holds pencil near point between first two fingers and thumb and uses it with good control.<br>MH | LI: I can hear and say the initial sounds in words<br>R | LI: Recognises numerals 1 to 5 the 10<br>N  | LI: I can show interest in different occupations and ways of life.<br>PC       | LI: I can build stories around toys e.g farm animals needing rescue from an armchair.<br>BI |
| <b>Week 6</b> | LI: I can be confident to talk to other children when playing and will communicate freely about own home and community.<br>SC   | LI: Builds up vocabulary that reflects the breadth of their experiences.<br>S   | LI: Holds pencil near point between first two fingers and thumb and uses it with good control.<br>MH | LI: I can hear and say the initial sounds in words<br>R | LI: I can show an interest in number problems<br>N                                | LI: I can show interest in different occupations and ways of life.<br>PC       | LI: I can build stories around toys e.g farm animals needing rescue from an armchair.<br>BI |
| <b>Week 7</b> | LI: I can describe self in positive terms and talk about abilities<br>SC  | LI: Builds up vocabulary that reflects the breadth of their experiences.<br>S   | LI: Holds pencil near point between first two fingers and thumb and uses it with good control.<br>MH | LI: I can hear and say the initial sounds in words<br>R | LI: I can estimate how many objects they can see and checks by counting them<br>N | LI: I can show interest in different occupations and ways of life.<br>PC       | LI: I can use simple tools and techniques competently and appropriately<br>MM               |