

<p>Personal Social and Emotional Development Self-Regulation</p> <ul style="list-style-type: none"> Continue to talk about feelings using words like 'happy' and 'sad' and begin to use other words consolidate scared frightened excited angry worried To continue to develop an understanding and talk about how others might be feeling and the reason why Begin to help to find solutions to conflicts and rivalries. <i>For example, accepting that not everyone can be Spider-Man in the game, and suggesting other ideas.</i> With support begin to talk with others to resolve conflicts <p>Managing Self</p> <ul style="list-style-type: none"> Settle to an activity of choice for some time Increasingly follow classroom routines and rules (with reduced practitioner guidance) Continue to develop independence within self-care routines To take part in a short adult-initiated activity with 3 or 4 children Begin to select and use activities and resources to achieve a set goal <p>Building Relationships</p> <ul style="list-style-type: none"> Play with one or more other children Take part in pretend play with one or more children Begin to share and take turns with others with less adult support/ prompts To name their friends when asked With support include a 'new' child into their play. 	<p>Communication and Language</p> <ul style="list-style-type: none"> Continue to Enjoy listening to stories & remember much of what happens Begin to shift attention from one thing to another when needed and given a prompt Begin to understand and follow a two-part instruction Understand some 'why' questions linked to real situations Understand and begin to use who. What where questions Begin to/consolidate an understanding of prepositions in on under in front, behind, first and last, next and after. To be able to name these in a picture Begin to listen to others in a small group <p>Speaking</p> <ul style="list-style-type: none"> Use a wider range of vocabulary Continue to develop and sing a repertoire of songs Sing a range of rhymes/songs as part of a group begin to re-tell a simple, familiar story To begin to tell their own simple story Continue to develop communication, using future and past tense(not always correctly) Use longer sentence of up to 6 words Begin to join sentences with and/ because Start a conversation with an adult / friend and begin to continue it with many turns Use talk to organise selves / play Begin to retell a simple past event in correct order e.g. when it snowed, the Autumn Walk Begin to express a point of view e.g. I like/ don't like, I think 	<p>Physical Development Gross Motor Skills</p> <ul style="list-style-type: none"> Continue to develop movement of walking and running Continue to develop climbing skills – using the climbing frame in the hall, simple obstacle courses Continue to develop balancing skills on a sloping bench, low level plank, upside down bench. To be confident to hop and skip Continue to develop riding skills to be more confident to pedal a bike. Continue to develop ball skills throw a medium sized ball to a partner with some accuracy. Prepare to catch a large ball and be more accurate when catching achieve this Use large muscle movements Begin to remember some sequences and patterns of movement related to music and rhythm Begin to take part in some group team activities with 2-3 children. E.g. pancake race Choose the right resource to carry out chosen plan Begin to collaborate with others to manage large items e.g. big bricks <p>Fine Motor Skills</p> <ul style="list-style-type: none"> Show preference for a dominant hand Continue to learn to use a knife and fork. To use 2 hands and hold dough with a fork to enable cutting with a knife, chopping fruit and vegetables, spreading spreads on bread Increase independence getting dressed and undressed- put on own socks and jumper complete a coats zip Use a range of one-handed tools and equipment- e.g. snip with scissors, turkey basters, hjoie punches Continue to develop a comfortable grip with good control when holding pens and pencils. 	<p>Literacy Phase 1 Phonics / Reading</p> <ul style="list-style-type: none"> Continue to develop phonological awareness <ul style="list-style-type: none"> Join in with P1 activities, aspects 1 to 7 Talk about different sounds: <ul style="list-style-type: none"> Environmental Instrumental Body Percussion Rhythm and rhyme: develop awareness of words that sound the same Tune into alliterative words Begin to identify/ hear some initial phonemes in words Clap syllables in own name Engage in conversations about stories and non-fiction texts, learning new vocabulary Continue to develop an understanding of the five key concepts about print: <ul style="list-style-type: none"> Name some book parts <i>title / blurb/ back /front/ page / picture</i> Print has meaning – recognise some new logos Read own name without visual support Begin to understand what a word/letter is Know where to start reading <p>Writing</p> <ul style="list-style-type: none"> Begin to use some print / letter knowledge in writing <ul style="list-style-type: none"> Symbols – lines / circles Begin to write some recognisable letters To develop a left to write directionality /point to directionality Begin to engage in purposeful mark marking Begin to write some recognisable letters in their name, with support for directionality.
<p>Nursery Spring 2- Changes</p> <p>Themes –Spring, growing and changing, Easter</p>  <p>Handa's Surprise Chicken Licken</p> <p>Oliver's fruit salad</p> <p>Stone soup</p> <p>The Enourmous Turnip</p>			
<p>Expressive Arts and Design Being Creative</p> <ul style="list-style-type: none"> Explore different materials freely and begin to develop own ideas about how to use them and what to make Continue to explore different textures e.g. seeds, bulbs flowers, petals, vegetables, fruits Begin to join different materials and begin to choose between PVA, glue sticks and masking tape Continue to develop the ability to use closed shapes to represent objects - flowers, little red hen, Use drawing to represent ideas like movement – pen disco zigzags, stars, spirals Begin to show different emotions in drawings and paintings, like angry- ,e.g. The little red hen Begin to explore colour mixing. E.g. to make colours for vegetables and animals <p>Being Imaginative</p> <p>Begin to respond to what they have heard, expressing their thoughts and feelings.</p> <ul style="list-style-type: none"> Begin to remember and sing entire songs. Begin to sing the pitch of a tone sung by another person ('pitch match'). Play instruments with increasing control to express their feelings and ideas. Take part in simple pretend play and begin to using an object to represent something else – The Little Red Hen, Handa's hen 3 bears cottage, Begin to develop/ recreate stories using small world equipment Handa's Hen, The Little Red Hen 	<p>Vocabulary</p> <p>Leaves, flowers, petal, stem grow, plant, seed, water in on under in front, behind, first and last, next and after I like/ don't like I think Sad happy scared worried angry frightened excited Tall and short Taller, shorter tallest and shortest Curved/ straight/ corner Fruit and vegetables names healthy eating More/ less Many/ few Animals that live on a farm Beaks, claws, feathers Baby animals' names</p>	<p>Songs</p> <p>Chick chick chicken Old Mc Donald had a farm- change words for vegetables 5 little peas in a peapod pressed Bananas in pyjamas The vegetable song on the singing walrus I like to eat apples and bananas One potato 2 potato</p>	<p>Mathematics Numerical Pattern / Number</p> <ul style="list-style-type: none"> Name and talk about patterns Continue and talk about a pattern – ABAB using vegetables / coloured eggs Recite numbers to 5 Join in with new number rhymes to 5 using props and fingers Use fingers to represent numbers to 5 with increasing accuracy Use some numbers names in play with some accuracy Sort and match objects accordingly e.g. size / shape. / simple categories E.g. vegetables, animals that live on a farm Begin to compare quantities using ... more than / fewer than Fast recognition of numbers to 2- subitising Begin to count up to sets of 5 objects (1:1 correspondence) Begin to represent numbers with marks <p>Shape, Space & Measure</p> <ul style="list-style-type: none"> Select shapes appropriately in a range of contexts including to make pictures and pattern Begin to combine shapes to make new ones e.g. hens, flowers Talk about shapes –edges and corners Make comparisons using length and size language – 'Who is in the egg?' story Understand positional language under in front, behind, first and last, next and after Begin to use some language of time within the daily routine first, next, later, today, tomorrow, yesterday Begin to describe a familiar route from a story. -Where does Bear go to eat in 'Bear wants more Begin to describe a sequence of events ... first, next
<p>Understanding the World</p> <p>Past and Present</p> <ul style="list-style-type: none"> Make sense of their own life history Personal life cycle looking at their own baby photos to see how they have changed <p>People, Culture & Communities</p> <ul style="list-style-type: none"> Continue to show an interest in different occupations- what does a farmer do? Where do we get our food from? Shop keepers How does Handa look after her hen and where does Handa live? Begin to develop positive attitudes about the differences between people Participate in visits 		<p>Natural World</p> <ul style="list-style-type: none"> Begin to use all their senses in hands on exploration of natural materials Begin to explore collections of materials with similar and/or different properties. - bulbs seeds petals, dandelions, daffodils vegetables Talk about what they see, continuing to use a wider vocabulary- look closely for signs of Spring Begin to understand the need to respect and care for the natural environment Visit from a real chicken Begin to know that there are different countries in the world Explore how things work Begin to explore and talk about different forces they can feel <p>* Continue to develop interest in linked: □ texts across themes, fiction and non-fiction □ sources of technological information</p>	