

Term: Spring 1 (Jan-Feb)

Year Group: Nursery

Nursery Lead: Mrs Scott

TA: Mrs Chamberlain

Topic Title: Nursery Rhymes, Fables, Chinese New Year, Traditional Tales

Listening, Attention & Understanding

- Listens to familiar stories with increasing attention and recall.
- Joins in with repeated and anticipates key events and phrases in rhymes and stories.

What will your child be learning this term?

***How can you help them make good progress?**

Gross Motor & Fine Motor Skills

- Creates lines and circles pivoting from the shoulder.
- Can grasp and release with two hands to throw and catch a large ball, beanbag or object.
- Can balance on one foot or in a squat momentarily, shifting weight to improve stability.

Past & Present/People/Culture & Communities/The World/Technology

- Knows how to operate simple equipment e.g. turns on CD player, uses a remote control, can navigate touch-capable technology with support.
- Knows that information can be retrieved from digital devices and the internet.
- Enjoys joining in with family customs and routines.
- Remembers and talks about significant events in their own experience.
- Shows interests in different occupation and ways of life indoors and outdoors.
- Talks about why things happen and how things work.
- Developing an understanding of growth, decay and changes over time.
- Shows care and concern for living things and the environment.

Writing

- Includes mark making and early writing in their play.
- Imitates adults writing by making continuous lines or shapes and symbols (early writing) from left to right.
- Begins to make letter type shapes to represent the initial sound of their name and other familiar words.

Number & Numerical Patterns

- Uses some number names and number language within play, and may show fascination with large numbers.
- Through play and exploration, beginning to learn that numbers are made up (composed) of smaller numbers.
- Counts up to five items, recognising that the last number said represents the total counted so far (cardinal principle).
- Beginning to recognise that each counting number is one more than the previous number.

Mathematics

Shape

- Chooses items based on their shape which are appropriate for the child's purpose.
- Enjoys portioning and combining shapes to make new shapes with 2D and 3D shapes.
- Attempts to create arches and enclosures when building, using trial and improvement to select blocks.

Pattern

- Explores and add to simple linear patterns of two or three repeating items, (e.g. stick leaf (AB) or stick, leaf, stone (ABC))
- Joins in with simple patterns in sounds, objects, games and stories, dance and movement.

Measures

- Beginning to anticipate the times of the day such as mealtimes or home time.

Creating With Materials/Being Imaginative & Expressive

- Continues to explore moving in a range of ways e.g. mirroring, creating own movement pattern.
- Taps out simple repeated rhythms.
- Develop an understanding of how to create and use sounds intentionally.
- Continues to explore colour and how colours can be changed.
- Develops an understanding of using lines to enclose a space and begins to use drawing to represent actions and objects based on imagination, observation and experience.
- Experiments and creates movement in response to music, stories and ideas.
- Creates sounds, movements, drawings to accompany stories.
- Notices what other children and adults do, mirroring what is observed, adding variations and then doing it spontaneously.

Word Reading

- Shows interest in illustrations and words in print and digital books and words in the environment.
- Knows that print carries meaning and, in English, is read from left to right and top to bottom.
- Knows information can be relayed through signs and symbols in various forms (e.g. printed materials, digital screens and environmental print).
- Handles books and touch screen technology carefully and the correct way up with growing confidence.

Comprehension

- Understands use of objects (e.g. which one do we cut with?)
- Shows understanding of prepositions such as under, on top, behind, by carrying out an action or selecting the correct picture.
- Responds to instructions with more elements e.g. give the big ball to me; collect up all of the blocks and put them in the box.

Speaking

- Beginning to use a range of tense.
- Beginning to use more complex sentences to link thoughts e.g. using and, because.
- Uses talk in pretending objects stand for something else in play.
- Builds up vocabulary that reflects the breadth of their experience

Building Relationships

- Uses experiences of adult behaviours to guide their social relationships and interactions.
- Shows increasing consideration of other people's needs and gradually more impulse control in favourable conditions e.g. giving up a toy to another who wants it.
- Enjoys playing alone, alongside and with others, inviting others to play and attempting to join others play.
- Practices skills of assertion, negotiation and compromise and looks to supportive adult for help in resolving conflict with peers.

Self Regulation

- Makes up stories, plays, scenarios and drawing in response to experiences such as outings.
- Talks about how others might be feeling and responds according to their understanding of the other person's needs/wants.
- Is more able to recognise the impact of their choices and behaviours/actions on others and knows that some actions and words can hurt others feelings.

Managing Self

- Can name and identify parts of the body.
- Takes practical action to reduce risk, showing their understanding that equipment and tools can be used safely.
- Can wash and dry hands effectively and understands why this is important.
- Can mirror the playful actions or movements of another child or adult.
- Gains more bowel and bladder control and can attend to toileting needs most of the time.
- Dresses with help, egg, puts arms into open fronted coat, pulls down trousers, pulls up zipper once started at bottom.
- Shows their confidence and self esteem through being outgoing towards people, taking risks, and trying new things or new social situations and being able to express their needs and ask adults for help.

Reading

Books will be changed every Monday by Mrs Scott/ Mrs Chamberlain – make sure the reading diary and reading book are in your child's bag on this day.

You can support your child at home with their reading development by sharing a story with them, talk about the pictures and help them to recognise some letters from their name. We do not expect children in Nursery to be reading any words. Please comment to show your child has read.

Contact Books

Contact books are expected to be in your child's bag every day, in order for the staff members to check them and respond to any queries. Important information is written in the contact books. It is your responsibility to check

Nursery Rhymes

The Boy Who Cried Wolf

Traditional Tales

The Great Race

Tapestry

Please remember to check Tapestry on a daily basis for observations and important information posted on there

Some of the books we are learning about this term

