



## Communication and Language

**Listening:** Retelling stories. Enjoy listening to longer stories and can remember much of what happens. Pay attention to more than one thing at a time, which can be difficult.

**Speaking:** describing things e.g. animals; Composing stories. Use a wider range of vocabulary.

**Understanding:** Understand a question or instruction that has two parts, such as: "Get your coat and wait at the door". Understand 'why' questions, like: "Why do you think the caterpillar got so fat?"

**Annotating their own pictures as Adults scribe**

Develop their communication but may continue to have problems with irregular tenses and plurals, such as 'runned' for 'ran', 'swimmed' for 'swam'.

## Physical Development

**Gross motor:** Daily 'Wiggle/Jogging Time'/PE in the Hall

Continue to develop their movement, balancing, riding (scooters, trikes and bikes) and ball skills. Go up steps and stairs, or climb up apparatus, using alternate feet. Skip, hop, stand on one leg and balance. Use large-muscle movements to wave flags and streamers, paint and make marks.

**Fine Motor:** 'Busy Fingers' activities – cutting, working with malleable materials, threading, drawing, 'writing', painting, etc. Use a comfortable grip with good control when holding pens and pencils. Show a preference for a dominant hand.

**Personal skills:** Be increasingly independent as they get dressed and undressed, for example, putting coats on and doing up zips.

## Personal, Social and Emotional Development

### Personal, Social and Emotional Development

Select and use activities and resources, with help when needed. This helps them to achieve a goal they have chosen, or one which is suggested to them. Develop their sense of responsibility and membership of a community. Become more outgoing with unfamiliar people, in the safe context of their setting.

Show more confidence in new social situations. Be increasingly independent in meeting their own care needs, e.g., brushing teeth, using the toilet, washing and drying their hands thoroughly

## Year: Nursery Term: Spring 2

# Spring has Sprung!



**Wow starters:** Spring nature hunt

**Outcome:** Project day – planting seeds and making Easter crafts

**Celebration:** Easter!

## Literacy

Understand the five key concepts about print: through story times; conversations and activities based on our reading

- print has meaning
- print can have different purposes
- we read English text from left to right and from top to bottom
- the names of the different parts of a book
- page sequencing

Develop their phonological awareness, so that they can:

- spot and suggest rhymes
  - count or clap syllables in a word
  - recognise words with the same initial sound, such as money and mother
- Use some of their print and letter knowledge in their early writing. For example: writing a pretend shopping list that starts at the top of the page; writing 'm' for mummy. Write some or all of their name.

## Maths

**Number:** Develop fast recognition of up to 3 objects, without having to count them individually ('subitising'). Show 'finger numbers' up to 5. Link numerals and amounts: for example, showing the right number of objects to match the numeral, up to 5. Link numerals and amounts: for example, showing the right number of objects to match the numeral, up to 5.

Compare quantities using language: 'more than', 'fewer than'

**Counting beyond 10 and becoming familiar with the patterns.**  
**Shape and Measure:**  
Talk about and explore 2D and 3D shapes, beginning to use language to describe them.

Talk about and make comparisons between objects relating to weight.

## Understanding the World

Use all their senses in hands-on exploration of natural materials. Explore collections of materials with similar and/or different properties. Talk about what they see, using a wide vocabulary. Looking at the plant cycle. Planting seeds.

RE - Easter: teach the Easter story. Things to Think About: Spring is a time when things begin to grow – Lent – a time to grow in love to be more like Jesus and to look forward to Easter. How can we show love?

## Expressive Arts and Design

Being imaginative: Create closed shapes with continuous lines and begin to use these shapes to represent objects. Draw with increasing complexity and detail, such as representing a face with a circle and including details.

**Media and materials:** Explore colour and colour mixing. Explore different materials freely, to develop their ideas about how to use them and what to make.