

Personal, Social and Emotional Development

Increasingly follow rules, understanding why they are important.

Learn whole school value- ...

Be increasingly independent in meeting their own care needs, e.g., brushing teeth, using the toilet, washing and drying their hands thoroughly.

Show more confidence in new social situations.

Play with one or more other children, extending and elaborating play ideas.

Find solutions to conflicts and rivalries.

Mathematics

Comparing size-big and small.

Develop fast recognition of up to 3 objects (subitising).

Recite numbers past 5.

Say one number for each item in order: 1,2,3,4,5.

Know that the last number reached when counting (cardinal principle).

Show 'finger numbers' up to 5.

Link numerals and amounts: up to 5.

Understanding the World

Talk about what they see and use a wide vocabulary

Talk about the differences between materials and changes they notice.

Show interest in different occupations

Geography – What is in my local community?

History – Who is an influential person from the past?

Science – What does frozen and melting mean?

Technology – How do I access a program on the iPad?

Physical Development

Develop children's fine and gross motor skills, this will be promoted through continuous provision and purposeful activities indoor and outdoor.

Teach fundamental skills through PE and outdoor play-throwing and catching. Use large-muscle movements to wave flags and streamers, paint and make marks. Develop physical skills such as, to crawl, walk or run across a plank. Provide activities at the writing table to promote early mark making and good pencil control skills. Encourage and develop independence in children's self-care.

Plan time outdoors for children to experiment with equipment and to practise learning the skills to ride a bike, climb up the steps to the slide and learn how to use the slide safely. Plan activities that involve moving and stopping and finding a space in PE.

Plan time to sit with the children at the snack table to help them when they use a jug for pouring and opening their milk. Allow children to pour their own drinks and serve their own snack. Involve the children when preparing food for snack and lunch time. **Dough disco.**

Communication and Language

To further develop **listening** and **attention**, **understanding** and **language skills** at different times and places in class and with ETB, Phonics and Word of the Day.

Carpet rules – good sitting, good looking and good listening – particularly at key learning times.

Use of appropriate language, manners, turn taking etc.

Follow more complex directions/instruction

Talk for a specific purpose. Using appropriate vocabulary and extending vocabulary. **Enjoy listening** to longer stories and can **remember** much of what happens. Sing nursery rhymes and songs. **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?" Develop their pronunciation.

Literacy

Phonics Phase 1

Reading stories and using pictures to talk about the characters and what is happening. Engage in extended conversations about stories.

Opportunities to early mark make in different areas around the classroom and outdoors. Adults to model writing whenever they can. Find name or picture and self- register. Hear the initial sound in their name. Say the initial sound in their name.

Understand the five key concepts about print: Print has meaning, 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.

**Class
Nursery**

Can you help?

Talk about our topic and do own research – books, computers, visits.



**People Who Help
Us**

Expressive Arts and Design

Using a selection of given or self-chosen resources to create pictures and models in an imaginative way. Take part in simple pretend play. Begin to develop complex stories using small world equipment. Explore different materials freely, to develop their ideas. Develop their own ideas and then decide which materials to use to express them. Join different materials and explore different textures.

Make imaginative and complex 'small worlds' with blocks and construction kits.