

Nursery Spring Term

Physical Development

What we want the children to know

The PANTS rule - what's in our pants is private
That hopping is a 'jump' with one leg
That some foods are bad for our teeth.
That we must clean our teeth twice a day
That when we jump down, we land on 2 feet, with our knees bent

What we want the children to know how to do

Stand on one leg for a few seconds, with developing stability.
Hop with support – eg holding partner's hand or onto furniture
Bowl, roll, chase and collect, tyres and cable reels.
Use the toilet independently, managing clothing and washing hands without a reminder.
Copy all aspects of whole body action rhymes and challenges.
Use a fork and spoon independently.
Use a developing fine-pincer grasp when picking up small objects (1st move p 35)
Make marks with different size pens with a digital grip or emerging tripod grip when supported .
Jump forward with 2 feet together
Jump down from a higher to a lower height.
With an adult-hand, travel above floor height by walking or crawling.
Use sugar tongs or tweezers to pick up objects
Drive tricycles by pedalling.
Pick up small objects with toes

Maths

What we want the children to know

The 'dice-spot patterns' for 1,2 and 3.
Match Numicon to set s of 1,2,3
Begin to count objects into Numicon shapes to find or check the value (1-5)
The language 'under', 'on-top', 'next-to' and 'behind'.
The shape- names 'circle', 'square' and 'triangle'.
That we can make a collection of things that have commonality and call this a 'set'
The language 'tall', 'short', 'long'.
What we want the children to know how to do
Identify 'circle', 'square' and 'triangle' from a small collection of shapes
Subitise within 3.
Show sets on fingers within 5.
Process and use positional vocabulary accurately in small world scenes and when building.
Make pictures and patterns with 2-D shapes, talking about their choices and using their own words to describe shape properties

Make a 'set' by collecting items with some commonality from a larger collection.

Use everyday language to compare size

Use terms day and night in relation to stories, and explain how they know..

Communication and Language

What we want the children to know

Longer parts of familiar rhymes and stories by heart.
Which rhymes and stories are their favourites

What we want the children to know how to do

Join in with longer sections of favourite rhymes and stories – some lines, words and actions.
Respond to rhymes and stories with enjoyment
Talk about their own play, responding to comments or questions from others.
Talk about and/or retell familiar stories with some accurate detail.
Sequence some main events from stories.
Follow adult cues to help innovate stories
What we want the children to know how to do
Join in with longer sections of favourite rhymes and stories – some lines, words and actions.
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Sequence some main events from stories.
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Literacy

What we want the children to know

The names of appropriate features and objects within stories shared
That marks can be used to give a message to others.
We can all be story-tellers

What we want the children to know how to do

Locate familiar books within a larger collection.
Choose books independently and spot things of interest within the pages.
Remain engaged from the beginning to end of short books.
Begin to participate in the repetitive features of very familiar books.
Focus on marks as they are being created by a range of tools.
Give simple meaning to the marks they make
Use words and actions to engage in familiar rhymes
To join in with Talk-for-Writing, performing with the pace and rhythm of the group
Begin to add marks to outlines to represent their initials
Comment on or answer questions about illustrations.
Join in with clapping the beats in new words

Personal, Social and Emotional Development

What we want the children to know

That some games and activities need rules to make them work

That turn-taking is a way to be kind to others

My body belongs to me

What we want the children to know how to do

Say 'Stop, I don't like that' when someone does something they do not like.

Follow rules with simple verbal prompts or visual reminders.

Develop appropriate ways of being assertive.

Take turns with verbal prompts from adults to pass over equipment.

Choose and collect the resources they need to achieve a goal.

Carry out simple tasks requested to help someone else

Expressive Art and Design

What we want the children to know

We can use different media and materials for different effects

We can change a story we know to make a new story

What we want the children to know how to do

Use props appropriately to recreate a wider range of simple role plays such as driving vehicles and shopping.

Take part in simple dialogue as part of a role-play situation - eg shopping, going on a journey

Use figures from familiar stories and films to recreate short episodes.

Use mark making tools to make enclosed shapes.

Talk about choices of materials they use to help create an agreed outcome.

Understanding the World

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