

Literacy:

Distinguishes between the different marks they make (22-36 writing)

Enjoys rhyming and rhyming activities (30-50 reading)

Holds books the correct way up and turns pages (30-50 reading)
Uses vocabulary and forms of speech which is increasingly influenced by their experiences of stories (40-60 months Reading)

Sometimes gives meaning to marks as they draw and paint (30-50 months—Writing)
Beginning to hear and say initial sounds in words (40-60 months)

Maths:

Beginning to talk about shapes/size of everyday objects (30-50 months—shape, space and measure)

Compares two groups of objects and says when they have the same number (30-50 months—number)

Knows that numbers identify how many objects are in a set (30-50 months—number)

Expressive Arts and Design

Uses various construction materials (30-50 months—Exploring and using media and materials)

Constructs with a purpose in mind, using a variety of resources (40-60 months—Exploring and using media and materials)

Builds stories around toys (30-50 months—being imaginative)

Understanding The World

Can talk about some of the things they have observed (30-50 months—the World)

Knows that information can be retrieved from computers (30-50 months—technology)

Uses ICT hardware to interact with age appropriate computer software (40-60 months—technology)

Remembers and talks about significant events in their own experience (30-50 months—People and communities)

Nursery Spring Term 2

Centres of interest:

A. Dinosaurs

B. Transport

C. Experiments

D. Story telling

Key Language:

Dinosaurs—Fossils, extinct, habitat, diet, what did they eat, where did they live? Huge, ginormous, biggest, smallest, language of size, carnivore, herbivore, scaly, scales, feathers.

Transport—modes of transport, talking about past experiences, car, bus, truck, van, boat, bike, aeroplane, helicopter. Engine, how fast/far can it go? How does it travel?

Experiments—test, predict, what do you think is going to happen? What would **happen if...? Why do you think that happened? Bubble, expand, gas, fizz, (and other language based on different experiments – sounds, actions, descriptive words)**

Story telling – once upon a time, one day, next, but, suddenly, so, who, where, when? What happened next? Who helped? Where did they go next?

Story language influenced by children's knowledge of core stories.

Parents—how you can help:

Use the language above to support your child's learning.

- **Be positive about the marks your child makes, even if they don't look like anything you recognise!** Praise their efforts. Support your child to draw pictures—talk about the shape of faces and bodies and what features to add.
- Sing nursery rhymes and play rhyming games with simple words.
- Count as you walk up steps and spot shapes in the environment.
- Talk about animals and other things that you see, using descriptive language.
- Ask how and why questions when speaking to your child.
- Encourage your child to be independent when dressing themselves
- Model how to hold a pen or pencil to support your child to hold it between three fingers.

Communication and Language

Listens to stories with increasing attention and recall / Is able to follow directions (30-50 months Listening and Attention)

Beginning to understand how and why questions (30-50 months Understanding)

Uses talk to connect ideas, explain what is happening and anticipate what might happen next recall and relive past experiences (30-50 Speaking)

Introduces a storyline or narrative into their play (40-60 months)

Physical Development

Putting on coats and aprons, pulling up trousers/tights for toilet—Dresses with help, e.g. puts arms into open-fronted coat or shirt when held up, pulls up own trousers, and pulls up zipper once it is fastened at the bottom. (30-50 months health and self-care)

Understands that equipment and tools have to be used safely. (30-50 months health and self-care)

Developing climbing and bike skills - Mounts stairs, steps or climbing equipment using alternate feet. (30-50 months moving and handling)

Holds pencil between thumb and two fingers, no longer using whole hand grasp. (30-50 months moving and handling)

Personal, Social and Emotional Development

Can tolerate delay when needs are not immediately met and understands wishes may not always be met (30-50 months Managing feelings and Behaviour)

Confident to talk to other children when playing, and will communicate freely about own home and community (30-50 months Self confidence and Self awareness)

Can play in a group, extending and elaborating play ideas, e.g. building up a role-play activity with other children. (30-50 months Making Relationships)

Takes steps to resolve conflicts with others (40-60 months Making relationships)