

Spring Term In Nursery



PSED

Self-Regulation

Begins to follow instructions

Talks about his/her feelings using words like 'happy', 'sad', 'angry' or 'worried'.

Is developing his/her sense of responsibility and role within the setting

Managing Self

Begins to independently meet their own needs

- . Access toilet
- . Drink from a cup
- . Feed themselves
- . Dress and undress with support

Increasingly follows rules, understanding why they are important

Building Relationships

Is becoming more outgoing with unfamiliar people, in the safe context of his/her setting.

- . Will begin to play with other children
- . Will interact with a range of adults
- . Will participate in group times

Can begin take turns with resources and activities

January Starters

Enjoys the company of other children and wants to play with them.

Manages to share or take turns with adult guidance

Communication and Language

Listening, attention and understanding

Begins to follow two-part instructions reasonably well

Enjoys listening to longer stories and can remember key events

Maintains attention for a sustained period of time

Speaking

Engages in conversation with adults and peers.

- . Weekend news sharing
- . Uses talk in their play
- . Explaining their play
- . Talk about home life and celebrations

Beginning to recognise words that rhyme

Joins in with repeated refrains in stories and rhymes

Begins to learn new vocabulary linked to curriculum themes

January Starters

Can shift from one task to another if you get their attention.

Uses around 300 words including words for time.

Links up to five words together.

Use pronouns, prepositions and plurals.



Physical Development

Gross Motor Skills

Goes up steps and stairs, or climbs up apparatus, using alternate feet.

Can confidently use scooters trikes and begin to explore the balance bikes

Is increasingly able to use and remember sequences and patterns of movements, which are related to music and rhythm.

Fine Motor Skills

I will begin to use one-handed tools

- . I can use scissors with support
- . I can use different tools to make changes to materials e.g dough, foam, paint etc.
- . I can track over lines
- . I can draw some basic shapes

January Starters

Can climb confidently

Can catch a large ball

Can peddle a tricycle

Can sit comfortably on a chair



Mathematics

Number

Subitise up to 3 objects

Understanding number – 1-3

'what is 1?'

compare collections to talk about more and fewer.

Numerical patterns

Talk about and identify patterns in their environment.

Can name and recognise basic 2d shapes.

Begins to recognise shapes in the environment.

Begins to use language to compare size, length, height and weight.



Understanding the World

Past and Present

Begins to recall what they did at the weekend

. Shares weekend news

Is beginning to make sense of his/her own life-story.

People, culture and communities

Shows interest in different occupations

. acts out different roles using costumes and props

The Natural World

Explores collections of materials with similar and/or different properties.

Begins to describe texture of materials



Literacy

Comprehension

Understand simple story structure

. Know a story has a beginning and an end

. Talk about characters

Reading

Developing his/her phonological awareness, so that he/she can count or clap syllables in a word

. Begin to recognise rhythm

. Begin to recognise rhythm

Recognises familiar print

. Recognises own name

. Recognises familiar logos

Explores books independently

. Daily access to books inside and out

Holds book the correct way up and turns pages one at a time.

Writing

Give meaning to their marks

. Can explain what they have drawn/ written

. Explore resources that encourage writing for a purpose

Phase 1 games

. Rhyme

. alliteration



Expressive Art and Design

Creating with Materials

Can join different materials and explore different textures.

. Engages in messy play

. Manipulates playdough

. Begins to cut and stick different media and materials

. Accesses a variety of construction materials to build and join

Being Imaginative and Expressive

Is beginning to develop complex stories using small world equipment like animal sets, dolls and dolls houses etc

Responds to what he/she has heard, expressing his/her thoughts and feelings

. Plays instruments with increasing control to express his/her feelings and ideas.

. Moves in response to music

. Begins to talk about how they feel

