

Communication & Language:

Listen to longer stories and can remember much of what happens.
Use vocabulary from the story when retelling to others.
Understand an instruction that has two-parts.
Start a conversation with a friend and continue it for many turns.
Use longer sentences of at least four to six words.
Understand simple questions including 'why' questions.

Literacy:

Phonics – Oral blending of words, matching sounds (alliteration) and discriminating sounds.
Recognise and trace own name.
Mark making for different purposes.

Understanding the World:

Talk about the differences between materials and changes they notice.
Explore materials with similar or different properties.
Talk about observations using a wide vocabulary.

Personal, Social and Emotional Development:

What am I good at?
I'm special I'm me!
Families
Making friends
Standing up for yourself

Our topic for the first half of the spring term is 'Once Upon a Time'. We will focus on one key text every week...Goldilocks and The Three Bears, The Gingerbread Man, The Three Little Pigs, The Little Red Hen and The Three Billy Goats Gruff.



Spring 1 Nursery 'Once Upon a Time'



Key Vocabulary:

Forest, tiny, medium, peckish, suddenly, hard, soft, pecking, dashing, grazing, tease, grin, built, straw, roared, rickety, bellowed, chimney, sturdy, excited, mumbled, corn, mill, flour, greedy, dough, yeast, knead.

'They are like trees planted along the riverbank, bearing fruit each season.' Psalm 1:3

Expressive Arts & Design:

Explore different materials & develop own ideas about what to make.
Sing the melodic shape of new songs.
Create closed shapes with continuous lines and use these shapes to represent objects.
Make imaginative and 'small worlds' with blocks and construction kits.

Maths:

Subitise up to 3 objects.
Say number name for each item in order.
Count a set and know that the last number is the total.
Show finger numbers up to 5.
Recognise and describe 2D and 3D shapes.
Begin to describe a sequence of events using words such as first, next, after.
Describe familiar routes.

Physical Development:

Use one handed tools independently.
Use a comfortable grip and with good control when holding pens or pencils.
To choose the right resources to carry out their own plan for example, using a wheelbarrow to carry soil.
Use large muscle movements to wave flags/streamers.