

## **Communication and Language**

(Speaking, listening and attention and understanding)

### **The children will:**

- Listens with interest to the noises adults make when they read stories.
- Recognises and responds to many familiar sounds, e.g. turning to a knock on the door, looking at or going to the door.
- Understands simple sentences (e.g. *Throw the ball*).
- Beginning to understand more complex sentences, e.g. *Put your toys away and then sit on the carpet*.
- Uses longer sentences (e.g. *Mummy gonna work*).
- Uses a variety of questions (e.g. *what, where, who*).

## **Literacy**

(Reading and writing)

### **The children will:**

- Has some favourite stories, rhymes, songs, poems or jingles.
- Repeats and uses actions, words or phrases from familiar stories.
- Distinguishes between the different marks they make.
- Enjoys drawing and writing on paper, on screen and on different textures, such as in sand or playdough and through using touch-screen technology.

## **Understanding the World**

(People and communities, the world and technology)

### **The children will:**

- In pretend play, imitates everyday actions and events from own family and cultural background, e.g. making and drinking tea, going to the barbers, being a cat, dog or bird.
- Enjoys playing with small world reconstructions, building on first-hand experiences, e.g. visiting farms, garages, train tracks, walking by river/lake.
- Seeks to acquire basic skills in turning on and operating some digital equipment.

## **Personal, Social & Emotional**

(Making relationships, sense of self, understanding emotions)

### **The children will:**

- Will often watch, follow and imitate each other in their play and will experiment with influencing others, co-operating together and also resisting coercion in their interactions.
- Asserts their own ideas and preferences and takes notice of other people's responses.
- Is gradually learning that actions have consequences but not always the consequences the child hopes for.

## **Physical Development**

(Moving and handling and health and self-care)

### **The children will:**

- Begins to walk, run and climb on different levels and surfaces.
- May be beginning to show preference for dominant hand and/or leg/foot.
- Turns pages in a book, sometimes several at once.
- Able to help with and increasingly independently put on and take off simple clothing items such as hats, unzipped jackets, wellington boots.

# **Spring 1 - NURSERY**

## **Experiences**



## **What Parents can do to help at home:**

- Model a love of reading by taking your child to the library, reading a variety of stories at home and by showing an interest in words and letters in the environment eg. at the supermarket.
- Practise using numbers for a reason and posting them being used in real life eg. counting objects as they are put away, pointing out numbers in shops and on the doors of houses.
- Practise talking about your child's feelings through their play/when reading books or when they are feeling more intense, so that they understand what is happening in their bodies and how to change it and why.

## **Mathematics**

(Number, spatial awareness, shape, pattern, measures)

### **The children will:**

- In everyday situations, takes or gives two or three objects from a group.
- Beginning to notice numerals (number symbols).
- Responds to some spatial and positional language.
- Chooses puzzle pieces and tries to fit them in.
- Makes simple constructions.
- Is interested in what happens next using the pattern of everyday routines.
- Beginning to anticipate times of the day such as mealtimes or home time.

## **Expressive Arts and Design**

(Creating with materials, being imaginative and expressive)

### **The children will:**

- Joins in singing songs.
- Shows an interest in the way sound makers and instruments sound and experiments with ways of playing them, e.g. *loud/quiet, fast/slow*.
- Pretends that one object represents another, especially when objects have characteristics in common.
- Begins to make believe by pretending using sounds, movements, words, objects.