Spring 1
Nursery

People who help us

Communication & Language

- When hearing their name, can usually shift attention
- Shows understanding of simple questions (through actions or words)
- Uses talk in play
- Asks questions using some question words
- Uses some school specific language eg group time, book area
- Starts a conversation with adult or friend
- Talks with a growing range of other people

Personal, Social and Emotional Development

- Expresses a wide range of feelings in their interactions with others
- Begins to be able to manage 'uncomfortable' feelings appropriately
- Can sometimes move away from chosen activity, with some adult support
- Is beginning to understand how others might be feeling
- Can explain what they do and don't like doing
- Can attend to toileting and handwashing needs, sometimes with adult help
- Dresses self with adult help
- Enjoys a range of familiar foods and is willing to try some new foods
- Asks a trusted adult for help where there is a conflict
- Understands they may need to wait their turn, using props to support if needed
- Often recognises their friends' needs and shows some consideration of these

Physical Development

- Catches a beanbag from a close distance
- Throws a small ball with one hand
- Stands very still with a quoit on head
- Can make a statue and be very still
- Can clap hands and stamp feet
- Selects and holds smaller tools with improved precision, such as brushes, thick chalk, spring-loaded scissors
- Uses these implements with growing accuracy, for example making more deliberate marks, or snipping paper

Literacy

- Explores some simple vocabulary from books in their play
- Enjoys choosing their own books to read
- Can identify front cover, back cover and title
- Can spot rhymes
- Can clap syllables in a word
- Begins to talk about what they are drawing and sometimes give meaning to their work.
- Uses scribbles or symbols when exploring writing
- Use a range of mark making tools with developing control and grip
- Through CP and phonics sessions explores:
- experimenting with sounds and words
- listening attentively
- with a growing awareness and appreciation of rhyme, rhythm and alliteration
- speaking clearly and audibly with confidence and control
- distinguishing between different sounds in words and developing awareness of the differences between phonemes

Expressive Arts & Design

- Can paint using large brushes, blocks, sponges with increasing control
- Prints on varied materials inspired by the work of other artists
- Explores instruments, including some tuned instruments, from a range of cultures and times
- Responds to music in their own way
- Uses own experiences in role play
- Notices what others do, mirroring what is observed, adding variations and then doing it spontaneously

Understanding the World

- Knows some days of the week
- Can use the past tense to talk about what has already happened
- Shows an interest in occupations they know about from their own experience - doctor, shop worker
- Shows an interest in different occupations
- Can talk about a range of occupations
- Can identify the role of the emergency services in society and know how to call for help
- Can identify similarities and differences in jobs
- Shows an interest in people in non-fiction texts
- Enjoys joining in with family customs and routines
- Knows about some festivals celebrated by others
- Explores the natural environment and begins to identify some similarities and differences
- Talks about the differences between materials

Mathematics

- Recites numbers to 5 usually in the correct order eg in songs and rhymes
- Can say number names for each item in order 1,2,3
- Counts in play but may not understand the significance of the last number in the count
- Can recognise groups of 1 or 2 objects
- Compares quantities – 'more than' – in play
- Can identify patterns around them
- Explores 2D and 3D shapes e.g. through block play, puzzles, modelling, using some shape names and related mathematical language
- Combines shapes to make other shapes
- Selects shapes appropriately e.g. square house with triangle roof
- Uses ordinal vocabulary 'first' 'last' in play
- Begins to use some positional language such as 'in' 'out' 'on' 'under' 'next to' 'behind' in play
- Recalls some parts of a familiar route
- Explores money through first-hand experiences