

## By the end of the spring term your child should be able to:

**Physical development** – Children should be completely toilet trained and rarely needing adult reminders. The children should be writing at least the initial letters of their name (and often will be writing their entire name) using a tripod pencil grip. Children should be using scissors to make snips in paper and with a conventional grip. Children should be able to use the Key Stage 1 playground with confidence – climbing up, over and through balancing and climbing equipment.

**You can support their learning by:** *Please make sure that children sign in independently each morning. Provide lots of opportunities for them to draw at home. Ensure that children have opportunities to go to the park and climb every day! Please make sure that the children have access to child sized scissors at home and they use them regularly. Please also help support your children's independence by allowing them the time and practice of taking off their own jackets and hanging up their own bags in the morning, and attempting their own fasteners independently.*

**Literacy development** – Children should be able to show an awareness of rhyme – e.g pick out rhyming words in stories and songs. They should be able to retell familiar stories and join in with repeated refrains such as 'run, run as fast as you can.' Children should be able to recognise their own name. Children should be able to give meaning to writing they see in different places (the expectation is not that they read the words but that they use the context the words are in to take a guess at what the words say).

**You can support their learning by:** *Please make sure that you read to your child every day! This has a greater impact than anything else you can do to support your child's literacy development! If they find locating their own name tricky in the morning, when signing in allow your child to choose from 2 name cards that start with different initial letters. Let them use their name card to support their name writing as they sign in.*

### **Maths development -**

**You can support their learning by:** Children should be able to recite the number sequence to 10 and count with 1-1 correspondence. Children should be beginning to use their fingers to correctly represent numbers to 5 and be beginning to recognise some numbers that they see in everyday contexts – such as the numbers on their doors or on the bus they take home. Children should be beginning to name 2D shapes and talk about objects in relation to their shape. Children should be able to use prepositions.

**You can support their learning by:** *Please use everyday opportunities to reinforce the number sequence – such as counting as you walk upstairs. Please play short maths games which reinforce shape, numbers and counting. When talking to your child about where objects are please use prepositions such as in, on, in front, behind, under, on top and between to describe their location..*

**Personal Social and Emotional Development** - Children should be beginning to understand that they need to share resources and take turns. Children should be extending their friendship groups and be able to keep the play moving forward by taking account of the needs and wishes of others.

**You can support their learning by:** *Children develop their friendships in and out of school – play dates play an important role in these friendships. Play dates after school or during the holidays with a wide range of children support the development of these friendship groups.*

### Physical Development

**Cooking Irish potato cake/pancakes/spring rolls/–** developing understanding of the need for hygiene.

**Woodwork – stick constructions** - understand the need for safety when tackling new challenges.

**Planting vegetables** – understands the need for variety in food.

**Tickets/maps** - uses tripod pencil grip, uses pencil with good control, can copy some letters from their name.

**Obstacle course** – travels with confidence over, under and through balancing and climbing equipment.

**Ongoing: Write Dance; Dough disco.**

### Mathematics

**Find the teddy/dragon** – developing positional language.

**Making Chinese shape dragons** – naming 2D shapes.

**Car wash/Chinese take away role play** – shows an interest in representing numbers. Beginning to use everyday language related to money

**Traffic jam game/ How many marbles sank my boat?** - estimates amounts and checks by counting

**Moon rocks-** Counts objects to 10 (move objects as they count) Shows curiosity about number by offering comments or asking questions.

**Rocket number line-** recognises numerals of personal significance/1-5

**Where's Bob** – uses positional language/finds objects using prepositions.

**Weighing moon rocks-** In meaningful contexts, finds the longer or shorter, heavier or lighter of two items

### Understanding the World

**Celebrating festivals and special days (see events below)** – recognising and talking about special events in their own lives.

**Where do we come from?** - Knows that some things make them unique.

**Which boat floats?** Talks about why things happen and how things work. **Ramps and cars-** Talks about why things happen and how things work.

**Planting** – sunflowers/bulbs for Mother's Day/vegetables.

**Rewilding the are at the front of the Nursery** – develops an understanding of growth, decay and changes over time.

### Personal, Social and Emotional Development

Persists with an activity when challenges occur. Being proud of how they accomplish something – not just the end result. Paying attention to detail. Finding new ways to do things. Testing their ideas. Developing ideas of grouping, sequence, cause and effect. Making predictions. Reviewing how well their approach has worked and changing strategy as needed. Explain own knowledge and understanding and ask appropriate questions of others.

**Ongoing:** Settling new children - co-operates with some boundaries and routines.

### Communication and Language

**Role play –travel agents/ticket office/Chinese restaurant/car wash** - using language to imagine and recreate roles and experiences. builds up vocabulary that reflects the breadth of their experiences. Use talk to connect ideas, explain what is happening and explain what might happen next, recall and relive past experiences

**Floating and sinking experiments-** questions why things happen and gives explanation. **Bottle rockets** - begin to understand 'how' and 'why' questions

**Tasting space food-** builds up vocabulary that reflects the breadth of their experiences

### Literacy

**Talking Tables** – describes main story setting, events and principal character. **Writing tickets /signs /prices to support role play.** **Rhyme bag** – show an awareness of rhyme continues a rhyming string **Alphabet lotto-** links sounds to letters **Writing tickets /signs /prices to support role play-** gives meaning to marks as they draw, write or paint. **Silly soup**– show an awareness of rhyme/ continue a rhyming string. **Writing cards for Mothers Day/Easter** – writes own name. **I Spy...**hearing and saying the initial sounds of words. **School library sessions for parents and children.**

**Ongoing:** Sound of the week – bringing objects from home.

### Expressive Arts and Design

**Making Chinese lanterns and Chinese dragons** – uses tools for a purpose/chooses particular colours to use for a purpose.

**Painting to music** – creating angry/scary pictures – capture experiences and responses with a range of media.

**Bottle rockets/ stick constructions-** realises tools can be used for a purpose. **Chinese dragons-** joins construction pieces together to build and balance.

**Exploring colour through the festival of Holi.**

**Painting buses-** uses tools for a purpose/chooses particular colours to use for a purpose.

**Ongoing** – Song of the week.

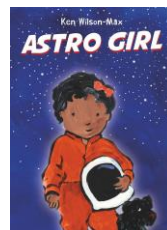
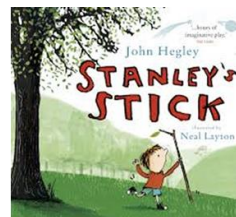
## Nursery Spring 2025

Here are some of the learning experiences we will use to explore our theme:

### Travel and Transport



### Our Core Stories - Spring Term



### Events

Chinese New Year, Pancake Day, Ash Wednesday, Holi, Mother's Day, St Patrick's Day, World Book Day, Easter, Easter Egg Hunt