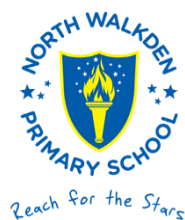


EYFS Learning: The children will continue to have chance to choose their learning outside or inside and some days your child may come home with a dirty uniform. This is all part of their exploration. **Please practise putting on jumpers/cardigans/coats and using a knife and fork at home. This would be greatly appreciated!**



Our Learning in Nursery: Spring 1

Understanding of the World (UTW)-

Children understanding the terms 'old' and 'new' and recognising old and new objects e.g. cars, shops, photos. Children recognising familiar signs, shops in my environment and local environment. I can talk about the transport used in my community. I can talk about the similarities and differences between celebrations I know and celebrations in other countries e.g. Christmas and CNY. Children understanding how and why we respect and care for animals. Children exploring a range of materials and natural objects.

Expressive Arts and Design (EAD)-

Becoming more confident when drawing e.g. potato people, Names what they have drawn and draws from memory. Adding more to their pictures and creations e.g. pom-poms, glitter. Children including their experiences in their roleplay, children talking about music (their favourite songs or songs they do not like), children knowing and singing along to more nursery rhymes, children listening to songs from different cultures.

Personal, Social and Emotional Development (PSED)-

I will talk about my feelings. I can wait my turn. I tidy up the resources that I have used. I am following the behaviour expectations of my nursery. I am showing more independence and confidence in my setting and when exploring areas. I will use the visual timetable to know what is happening in my day. I can take turns with other children with support from the adults in my setting. I can separate from my parent/caregiver with adult support.

Physical Development (PD)-

Beginning to use a four finger grip to use mark making tools, Using construction equipment correctly to build e.g. Duplo, Magnitiles. To develop more independence when using spring loaded scissors. Children putting on their own coat (needing support to do their coat up still), Children putting on their own shoes. Going up and down stairs with control and balance.

Spring Term 1

English text focus	Maths
Can't you sleep little bear The Big Red Barn Pete The Cat and his four Groovy Buttons Polar Bear Polar Bear what do you hear? Monkey Puzzle My First Chinese New Year	To begin to be able to verbally count to 10 with developing accuracy. To develop an understanding of '3' e.g. giving 3 items or noticing 3 in the environment. To begin to compare quantities that are significantly more than and less/ fewer than visually without counting them. To use positional language 'in', 'out', 'on'. To find shapes in the environment. To use 3D shapes to build models.

Communication + Language (C+L):

Listens to others speaking and continues the conversation following on from what has been said. Paying attention when listening to longer stories. Switches attention between listening to others and completing a task. Answering 'who, what, where' questions. Follow a three key word sentence or instruction. Talks and responds to other children during play. Recalling what happens in a story I have read. Understanding a three key word sentence. Answering 'who, what, where' questions. I can recite Nursery Rhyme from memory. I am beginning to speak simple sentences. I am beginning to link sentences with 'and'.

Literacy: Phonics/Reading-

To enjoy singing a range of rhymes and songs. To enjoy listening to longer stories. To join in with some simple repeated refrains in well know stories/ rhymes. To begin to recognise my own name with support. Recognise rhythm in spoken words by clapping syllables. : Hear environmental sounds (Aspect 1). Hear instrumental sounds (Aspect 2) Hear Body percussion (Aspect 3). Adds some marks to drawings. Adds marks that to them symbolises their name.

