Spring Term- Cygnets Nursery

SKILLS (what we want the children to be able to achieve)

C&L

Maintain attention for roughly 10 minutes at a time e.g. Bucket time Sessions /during play remain focussed at the activity for 10 minutes

Listen attentively during short group times, stories, songs and conversations

Retell parts of a story e.g. repetitive phrases

Identify familiar objects and properties for practitioners when they are described: 'blue car'

Understand simple questions about 'who', 'what' and 'where'

Ask questions to find out information

Express wants, needs and ideas clearly enough for most familiar adults to understand

Use two-way conversation with adults/peers

Uses sentences of 4 words or more

Can form most sounds in speech- the following sounds may still be developing

r l sh ch j th v z

consonant blends (sp, st, tr, bl, cr etc.)

PSED

Talk about strategies to help with the key feelings

Can recover from minor disappointments with support

Use talk to organise play e.g. "Let's go on a bus...you sit there... I'll be the driver"

Use two-way conversation in play

Understand school behaviour rewards

Aware of the needs of others and is beginning to let others take the lead

Take turns with adult support

Plays in small groups- sharing space and beginning to play cooperatively

Understand simple boundaries such as:

- kind hands
- walking indoors
- tidying away when asked

Physical

Moves in response to music, or rhythms played on instruments such as drums or shakers
e.g. actions for nursery rhymes and Dancing along to songs

Creates lines and circles pivoting from the shoulder and elbow

Make big, free-flowing marks (often to music) using large arm movements

Uses balance bikes appropriately, including balancing, propelling with feet and understanding the need for a helmet

Skip, hop, stand on one leg and hold a pose for a game like musical statues.

Moves safely around the environment.

Runs safely on whole foot

Roll/kick a ball to a friend with some accuracy

Squats with steadiness to rest or play with object on the ground, and rises to feet without using hands

Shows increasing control in holding, using and manipulating a range of tools and objects

Show a preference for a dominant hand

Get dressed and undressed, for example, putting coats on and doing up zips with verbal support. Take shoes and socks off and on.

Using a spoon and fork, and drinking from an open cup without spilling

Literacy Reading

Know and recite 10 Nursery Rhymes

Fills in the missing word or phrase in a known rhyme, story or game, e.g. *Humpty Dumpty sat on a*

Recognise & say some sounds

Recognising and saying sounds using sound card pictures in RWI- 5 min sessions

Begin to match environmental sounds to pictures e.g. cow moo to a cow

Begin to hear initial sounds in words e.g. sss in sun

Clap syllables in words- in a group

Begin to blend simple words spoken aloud by an adult:

- Adult says: "c-a-t"
- Child says: "cat"

Understand the five key concepts about print:

-print has meaning
-print can have different purposes
-we read English text from left to right and from top to bottom
-the names of the different parts of a book
-page sequencing

Listen to stories and start to notice the character, settings and plot

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SKILLS (what we want the children to be able to achieve)

Literacy Writing	Maths	Understanding World	Expressive Art
Enjoys drawing freely -may be in sand, touch screen or on paper Holds mark-making tools with increasing control Makes marks on their picture to stand for their name. Creates lines and circles pivoting from the shoulder and elbow Make big, free-flowing marks (often to music) May use a range of letters, shapes and symbols Add some marks to their drawings, which they give meaning to. For example: "That says mummy." Shows a preference for a dominant hand Develops hand strength through activities such as dough, threading and construction	Develop fast recognition of up to 3 objects, without having to count them individually ('subitising'). Use numbers to 5 in song time- Nursery rhymes Match objects to numbers 1-3 e.g. feeding the bears at a picnic, setting the table for 3 Use counting in play (e.g. counting blocks, toys, steps). Understand the idea of "how many?" when counting a small set Start to use language 'more' 'less' in play Compare two groups and identify which has more Recite numbers beyond 5. Count up to 5 objects accurately. Show numbers on fingers to 5. Begin matching numerals to quantities Explores differences in size, length, weight and capacity Beginning to select a shape for a specific space Begin to recognise simple shapes when playing Uses blocks to create their own simple structures and arrangements May notice simple 2 part patterns	Begin to make sense of their own life-story and family's history Knows about some celebrations and is able to talk about how they might be celebrated, e.g. Christmas Show interest in different occupations Continue developing positive attitudes about the differences between people. Know that there are different countries in the world and talk about the differences they have experienced or seen in photos. Explore a range of materials and how they can change e.g. cookery Explore collections of materials with similar and/or different properties. Talk about what they observe Observe changes over time e.g. weather	Start to make marke intentionally Explore different materials freely, to develop their ideas about how to use them and what to make. Begin to develop stories using small world equipment Use a range of tools with increasing control Make marks purposefully and talk about what they have created Begin to join items together e.g. with masking tape Mix colours through exploration Create simple models using blocks, junk modelling materials or construction kits Move their body in response to music. Join in with familiar songs and nursery rhymes. Keep a simple beat through clapping, tapping or using instruments. Experiment with loud/quiet and fast/slow sounds. Explore different instruments and notice differences in sound.