

	Communication and Language	Personal Social and Emotional	Physical Development
Spring 2 Winter and the local area	<p>Use back and forth conversations about play.</p> <p>Answer why questions.</p> <p>Remain attentive to the end of the book without prompts.</p> <p>Anticipate the ending of familiar books.</p> <p>Know a few rhymes off by heart.</p> <p>Express preferences for rhymes</p>	<p>Articulate simple rules to other children.</p> <p>Develop appropriate ways of being assertive.</p> <p>Use a wider range of adjectives to describe feelings of friends and characters in books and films.</p> <p>Help new children by directing them towards activities and resources and solving simple practical tasks for them.</p> <p>Initiate simple plans to resolve conflict such as offering to go second or passing over a resource.</p> <p>Spontaneously carry out a job for others in the group, like putting shared toys away or finding a lost shoe.</p> <p>Take a role in domestic play and speak from another point of view.</p>	<p>Drive tricycles by pedalling.</p> <p>With an adult hand travel above floor height by walking or crawling.</p> <p>Using pincer movements to pick up small items or nip malleable materials.</p> <p>Post and thread.</p> <p>Imitate a tooth brushing routine.</p> <p>Take own coat off and put it on.</p>
Spring 1 Winter and the local area	<p>Begin to engage in simple dialogue about play.</p> <p>Join in with longer sections of favourite rhymes – some lines, words and actions. Show pleasure in favourite elements of rhymes.</p>	<p>Follow rules without reminders.</p> <p>Listen and talk to special visitors to the setting.</p> <p>Contribute to decisions about room layout and resources.</p> <p>Use play with another child to extend and elaborate ideas.</p> <p>Accept simple resolutions suggested by adults and move on with play.</p> <p>Use self-calming spontaneously.</p> <p>Carry out simple tasks requested to help someone else</p> <p>Use a small range of adjectives to describe the emotions of story characters and friends</p>	<p>Hop on the spot and to travel.</p> <p>Bowl, roll, chase and collect, tyres and barrels.</p> <p>Use the toilet independently, managing clothing and washing hands without a reminder.</p> <p>Copy all aspects of whole body action rhymes and challenges.</p> <p>Use a fork and spoon independently.</p> <p>Make marks with different size pens with a palmer grip.</p>

	Literacy	Mathematics	Understanding the World	Expressive arts and design
Spring 2	<p>Turn the pages of books from beginning to end, mimicking an adult reading some elements of a story.</p> <p>Remain engaged from the beginning to the end of longer books.</p> <p>Answer closed questions as a book is being shared.</p> <p>Join in sections of familiar rhymes with all actions.</p> <p>Recognise a few examples of environmental print such as shop logos and food labels.</p> <p>Make continuous linear marks and other effects with hands and tools on a range of scales.</p>	<p>Solve everyday problems with numbers up to 5.</p> <p>Process and use positional vocabulary accurately when out in the wider locality.</p> <p>Ascribe meaning to 3D shapes when building, according to their properties.</p> <p>Process language to fill and empty containers.</p> <p>Process language to create structures or arrangements longer, shorter, taller, wider than mine.</p> <p>Describe patterns on resources and in the environment using everyday language or regularity and repetition to describe features.</p>	<p>Collect materials for a particular purpose and explain.</p> <p>Work alongside adults imitating their actions as they care for living things.</p> <p>Create own action and reaction games such as water flow structures and simple wheeled vehicles from construction kits. Give very simple explanations of how they work</p>	<p>Use a wider range of objects as props in spontaneous story telling.</p> <p>Create original stories with small world figures.</p> <p>Join materials for a purpose.</p> <p>Use mark making tools to make a range of enclosed shapes.</p>
Spring 1	<p>Turn the pages of books from beginning to end, noting items of interest along the way.</p> <p>Name pertinent features in book illustrations as a story is being shared.</p> <p>Remain engaged from the beginning to end of short books.</p> <p>Select books independently and</p>	<p>Subitise within 3.</p> <p>Show sets on fingers within 5.</p> <p>Process and use positional vocabulary accurately in small world scenes and when building.</p> <p>Arrange 2D shapes, narrating choices with informal descriptions of properties.</p> <p>Create a set out of positive and negative examples of objects.</p>	<p>Collect particular materials for a purpose.</p> <p>Make mechanisms such as pegboard cogs and other simple construction kit components such as wheels and axles work to a particular end.</p> <p>Respond appropriately to adult guidance to treat living things with care.</p>	<p>Use materials for a purpose.</p> <p>Use props appropriately to recreate a wider range of simple role plays such as driving vehicles and shopping.</p> <p>Use figures from familiar stories and films to recreate short episodes.</p> <p>Use mark making tools to make enclosed shapes.</p>

	<p>locate aspects of interest within the pages. Use all actions to map the pace and shape of a rhyme with some words and phrases. Focus on marks as they are being created by a range of tools.</p>	<p>Use everyday language to compare size</p>		
<p>Ideas</p>	<p>Local area – Our immediate environment our school. School staff – who are they what jobs do they do? Interview staff. Staff to read stories to children/older children to read/play with nursery in forest area. Map out the school. Treasure hunt with clues from each class. Guess who game with staff pictures and clues. Paint pictures of staff. School assembly with different members of the school. Winter – weather, staying warm. Winter animals. Animals in winter. Learn 'Bobby Shaftoe' song. 'The blue penguin' story songs from 'Eddie the penguin saves the world' Poetry basket – 'lets put our mittens on' 'I can build a snowman' 'carrot nose' 'Hungry Birdies'</p>			

