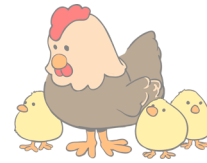


Literacy

- I am beginning to sing songs and say rhymes independently,
 - I can listen to simple stories and understand what is happening, with the help of the pictures.
 - I can pay attention and respond to the pictures or the words when it's whole class story.
 - I can ask questions about the book. Make comments and shares their own ideas during small group or 1-1 reading.
 - I can understand and act on longer sentences like 'make teddy jump' or 'find your coat'.
 - I can understand simple questions about 'who', 'what' and 'where' (but generally not 'why') sometimes with prompts from my practitioner.
 - I enjoy drawing freely.
 - With support, I can add some marks to their drawings, which they give meaning to. For example: "That says mummy."
- Key Vocabulary:**
Songs, nursery rhymes, books, stories, pictures, drawing, writing.

Farming Spring 2



Mathematics

- I know some counting gestures eg pointing, making sounds, saying some numbers.
 - I know how to get objects from a group Eg 3 chairs. With support, I know how to say number words for a purpose.
 - I know that numbers are in a sequence, maybe skipping numbers (1, 2, 3, 5).
 - I know now how to make simple constructions by stacking or clicking together.
 - I know some of the language associated with patterns Eg spots, stripes, checked when looking at easter eggs.
 - I know how to compare size, weight etc using gestures and language eg bigger/little/smaller, high/low, tall, heavy.
- Key Vocabulary:**
1,2,3, patter, spots, stripes, checked, bigger, little, smaller, high, low, tall, heavy.

Extra-Curricular Learning

Visitors

- Living eggs hatchery for two weeks in the nursery setting.
- This is an opportunity for the children to understand about the life cycle of a chicken.

Communication and Language

- I know many rhymes.
 - I can engage in story times.
 - I can talk about familiar books 1-1 with my practitioner and in small groups.
 - I can speaking to my peers and adults.
 - I am starting to use talk to organise myself and my play: "Let's go on a bus... you sit there... I'll be the driver."
 - I can longer sentences of four to six words, sometimes accurately.
- Key Vocabulary linked to theme 'Farming':**
Farm, farm animals, cow, pig, goat, sheep, horse, chicken

Physical Development

Throwing and catching—I know that I throw using my hands.

I can throw a ball with increasing force.

I know that I throw using my hands

I can begin to show a preference for a dominant hand when throwing

I know that I use two hands to catch a ball.

I can catch a large ball and use my chest to trap it.

I can jump forward.

I can climb up and down stairs by placing both feet on each step while holding a handrail for support.

I can use wheeled toys with increasing skill such as pedalling, balancing, holding handlebars and sitting Astride.

I can show increasing control in holding, using and manipulating a range of tools and objects such as tambourines, jugs, hammers, and mark making tools.

Key Vocabulary:

Throw, hand, jump, knees, forward, standing, climbing, peddling, moving.

National Curriculum Links

Science

Geography

History

Art

Design and Technology

PE

RE

Music

PHSE

Personal, Social and Emotional Development

I am gradually learning that actions have consequences but not always the consequences the child hopes for.

I am starting to respond to the feelings of others, showing concern and offering comfort.

I can show empathy and concern for people who are special to them by partially matching others' feelings with their own, e.g. may offer a child a toy they know they like.

I am developing an understanding of and interest in differences of gender, ethnicity and ability.

I can seek out others to share experiences with and may choose to play with a familiar friend or a child who has similar interest.

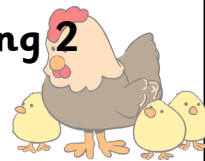
Is beginning to be able to cooperate in favourable situations, such as with familiar people and environments and when free from anxiety.

Key Vocabulary:

Friends, sharing, taking turn, kind hands

Farming

Spring 2



Understanding of the World

I know that I need to care for animals.

I know how to imitate everyday actions from own family's cultural background in my play, such as making dinner, celebrating Easter.

I know key locations of nursery, school and outside area

I have a sense of my own immediate family and relations and pets.

I can play with small world reconstructions, building on first-hand experiences, for example, farms or train tracks.

Key Vocabulary:

Animals, care, Easter, family, special times, playground, forest school, hall

Expressive, Arts and Design

I am beginning to understand the cause and effect of their actions in mark making.

I knows the marks they make have value.

I can explore colour.

I can use different tools for painting.

I know some I know that my voice make a sound.

I can explore the sound my voice makes.

I know that I can communicate through sound.

I can experiments with ways to enclose a space, create shapes and represent actions, sounds and objects.

I am beginning to make believe by pretending using sounds, movements, words, objects.

Key Vocabulary:

Big, small, marks, painting, sound, song, blocks, build.

