

## Expressive Arts and Design

- Create their own songs or improvise a song around one they know.
- Explore different ways of moving as different toys e.g.: teddy bear, robot, train.
- Learn new songs: *Teddy Bear's Picnic*, *Miss Polly had a Dolly*.
- Add musical accompaniment to favourite songs.

## Maths

### Counting:

- Say one number for each item in order
- Know that the last number reached when counting a small set of objects tells you how many there are in total.

### Linking numerals and amounts:

- Showing the right number of objects to match the numeral to 4.
- Experiment with their own symbols and marks as well as numerals.

### Position and Direction:

- Describe a familiar route using words like 'in front of' and 'behind'.

**Pattern:** Extend and create ABAB patterns.

**Shape:** talk about and explore 3D shapes.

## Physical Development

- Continue to develop their movement, balancing, riding (scooters, trikes and bikes) and ball skills.
- Make tracks for toy transport on playdough, in damp sand and in paint.
  - Show a preference for a dominant hand.



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Class: Nursery Spring Term 2024

## Personal, Social and Emotional Development

- Work in small groups to build large vehicles which can be used during play.
- Help to find solutions to conflicts and disagreements.
- Show more confidence in new social situations.
- Begin to understand how others might be feeling.

## Key Theme

## Toys

## Communication and Language

- Know many rhymes, be able to talk about familiar books, and be able to tell a long story.
- Use talk to organise themselves and their play.
- Use longer sentences of four to six words.
- Use some story language when retelling stories e.g.: first, next, then, after, suddenly.

## Understanding the World

- Explore how things work e.g.: pushes and pulls
- Observe and talk about different materials used to make toys.
- Explore what happens when vehicles are pushed down a slope.
- Play with magnetic games and explore what happens when two magnets come together.

## Writing

- Know writing can have different purposes
- Use some of their print and letter knowledge in their early writing. For example: writing a pretend shopping list starting at the top of the page; write 'm' for mummy.
- Continue to tell adults what their mark making means.

## Reading

- Reading the following key texts as a class: **Kipper's Toybox** by Mick Inkpen, **Stanley's Stick** by John Hegley and **Jabari Tries** by Gaia Cornwall.
- Use photographs from the stories to retell.
- Name parts of the book e.g.: title, blurb, front cover.
- Use the front cover to predict what the book will be about.

