

## Literacy

With support I know and understand a few of the key concepts about print: we read English text from left to right and from top to bottom, the names of the different parts of a book, for example, title author, front cover.

I can listen to longer stories and can remember much of what happens.

I know many rhymes and can talk about familiar books and I can tell you a long story.

I can engage in extended conversations about stories, learning new vocabulary.

I am developing my phonological awareness so I can; spot and suggest rhymes, count and clap syllables and recognise words with the same initial sound, e.g. money / mother.

I can use a comfortable grip with good control when using pens and pencils.

I can use some print and letter knowledge in early writing. For example: writing a pretend shopping list that starts at the top of the page; write 'm' for mummy.

I can connect one idea or action to another using a range of conjunctions.

### Key Vocabulary:

Songs, nursery rhymes, stories, books, drawing.

## Farming Spring 2



## Mathematics

I Knows how to recite numbers from 0-10

I will begin to count numbers back from 10 to 0.

I am beginning to know how to point to the number spoken (1-1 correspondence) up to 10 securely.

Knows how to show finger numbers up to 5 and maybe beyond.

I know the term 2D and know the informal and formal mathematical language associated with it. Eg circle, rectangles, triangles, side, corner, flat, round. Beginning to know positional language alone without gestures.

Knows how to describe patterns around them using appropriate language.

### Key Vocabulary:

Circle, square, oblong, triangle, side, corner, flat, round, in front, behind, side of, between.

## Communication and Language

I can listen to and know how to talk about stories to build familiarity and understanding.

I know how to retell a story, using prompts.

I know how to describe events in some detail, sometimes with support.

I can connect one idea or action to another using a range of connectives.

I can use a wider range of vocabulary sometimes with an adult to support me.

I know a large repertoire of songs.

With an adults support, I can understand 'why' questions, like: "Why do you think the caterpillar got so fat?"

### Key Vocabulary:

Barn, animal description such as hooves, mane and trotters, field, chick, lamb, piglet.

## 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.

## Physical Development

- I will trace a range of lines and shapes.
- I will explore different ways of moving.
- I know that mirroring means to copy.
- I can copy body movements.
- I can join in with dancing by moving different body parts.
- I can use and remember sequences and patterns of movements which are related to music and rhythm.
- I will negotiate space successfully when playing games with other children.
- I will travel across climbing equipment by alternating my feet.
- I will continue to develop movement, balancing, riding (scooters, trikes and bikes) and ball skills.
- I know that I need to release with two hands to throw a large ball.

### Key Vocabulary:

Catch, balance, throw, fast, slow

## National Curriculum Links

Science  
Geography  
History  
Art  
Design and Technology  
PE  
RE  
Music  
PHSE

## Farming

### Spring 2



## Personal, Social and Emotional Development

- I know the names for some parts of my body and I am starting to understand that I need to be active to be healthy.
- I can tell you some of the things I need to do to be healthy.
- I know what the word 'healthy' means and that some foods are healthier than others.
- I know how to help myself go to sleep and that sleep is good for me.
- I can wash my hands and know it is important to do this before I eat and after I go to the toilet.

### Key Vocabulary:

Healthy, head, shoulders, knees, cleaning, routine

## Understanding of the World

- I know that I need to respect and care for living things.
- I know that a chick hatches from an egg. .
- With support, I can make observations and begin to answer questions.
- I know important family events in my life such as Easter.
- I can create a map from small world resources.
- I can remember and talk about significant events in my own experience.
- I know that I can buy and sell things in a shop.

### Key Vocabulary:

Egg, hatched, born, chick, hen, Easter, celebration, special times, small word, farmer, vegetable names, farm animals,

## Expressive, Arts and Design

- I know that dance involves moving different body parts.
- I am beginning to show emotion on drawings e.g. happy, sad.
- I know I can draw from observations and imagination.
- I know how to explore colour and experiment colour mixing.
- I will continue to develop using one handed tools and equipment e.g. making snips with scissors.
- I know how to make imaginative and complex 'small worlds' with blocks and construction kits, such as a farm or park.
- I can sing to myself and make up simple songs.
- I know how to name some different fruits and vegetables.

### Key Vocabulary:

Artist, snip, mix, lines, shapes, circles, dots, nursery rhyme, singing