

## Nursery - Spring - Into the Woods

*This grid outlines the knowledge and skills that Nursery children will gain throughout this half term's topic.*

### As readers we will:

- Enjoy songs and rhymes, tuning in and paying attention.
- Join in with songs and rhymes, copying sounds, rhythms, tunes and tempo.
- Enjoy sharing books with an adult.
- Have favourite books and seek them out, to share with an adult, with another child, or to look at alone.
- Repeat words and phrases from familiar stories.
- Ask questions about the book.
- Develop play around favourite stories using props.
- Notice some print, such as the first letter of our name, a bus or door number, or a familiar logo.



### As mathematicians we will:

- Take part in finger rhymes with numbers.
- Compare amounts, saying 'lots', 'more' or 'same'.
- Compare sizes, weights etc. using gesture and language - 'bigger/little/smaller,' 'high/low', 'tall', 'heavy'.
- Recite numbers past 5.
- Say one number for each item in order: 1,2,3,4,5.
- Show 'finger numbers' up to 5.
- Talk about and explore 2D and 3D shapes (for example, circles, rectangles, triangles and cuboids) using informal and mathematical language: 'sides', 'corners'; 'straight', 'flat', 'round'.



### As writers we will:

- Enjoy drawing freely.
- Add some marks to our drawings and give meaning to them. For example: "That says mummy."
- Make marks on our picture which stand for our name.
- Begin to write some or all of our name.



### As investigators we will:

- Explore materials with different properties.
- Use all our senses in hands on exploration.
- Explore collections of materials with similar and/or different properties.
- Talk about what we see, using a wide vocabulary.
- Begin to make sense of our own life-story and family's history.
- Explore how things work.



### As individuals we will:

- Begin to show 'effortful control'. For example, waiting for a turn.
- Be increasingly able to talk about and manage our emotions.
- Notice and ask questions about differences, such as skin colour, types of hair, gender, special needs and disabilities, and so on.
- Talk about our feelings in more elaborated ways: "I'm sad because..." or "I love it when..."
- Select and use activities and resources, with help when needed.
- Remember rules without needing an adult to remind us.

### As movers we will:

- Enjoy moving when outdoors and inside.
- Build independently with a range of appropriate resources.
- Continue to develop our movement, balancing, riding (scooters, trikes and bikes) and ball skills.
- Use one-handed tools and equipment, for example, making snips in paper with scissors.

### As creators we will:

- Express ideas and feelings through making marks, and sometimes give a meaning to the marks we make.
- Enjoy and take part in action songs, such as 'Twinkle, Twinkle Little Star'.
- Begin to develop complex stories using small world equipment like animal sets, dolls and dolls houses etc.
- Join different materials and explore different textures.
- Explore colour and colour mixing.
- Listen with increased attention to sounds.
- Make simple models which express our ideas.

## As talkers we will:

- Develop pretend play: 'putting the baby to sleep' or 'driving the car to the shops'.
- Listen to simple stories and understand what is happening, with the help of the pictures.
- Understand simple questions about 'who', 'what' and 'where.'
- Use a wider range of vocabulary.
- Understand a question or instruction that has two parts, such as: "Get your coat and wait at the door".
- Use longer sentences of four to six words.
- Start a conversation with an adult or a friend and continue it for many turns.

