

Personal, Social and Emotional Development:

Find solutions to conflicts and rivalries.

Talk with others to resolve conflicts.

Understands how others might be feeling.

Be increasingly independent in meeting their own care needs.

Makes healthy choices about food, drink, activity and tooth brushing.

Children to take part in weekly PSED/RE/Thrive sessions to think about themselves, others, feelings and emotions, and ways to deal with these appropriately. [Family group sessions, continuous provision.](#)

Children will learn about the importance of having healthy habits – linked to school ethos eg going to bed on time, washing, tooth brushing etc. [Family group sessions, continuous provision.](#)

Children will make a variety of different foods and will learn how to manage their own personal hygiene in relation to these including hand washing and hygiene whilst preparing foods. [Family group sessions, continuous provision, adult led activities.](#)

Children will learn about healthy food choices and learn how to prepare a variety of foods that will contribute to a healthy diet. [Family group sessions, continuous provision, adult led activities.](#)



Nursery – Spring 1

Communication and Language:

Use a wider range of vocabulary.

Understands a question or instruction that has two parts.

Understand why questions.

Use longer sentences of 4-6 words.

Children to take part in whole class, small group and one to discussions. [Circle time, class discussions, daily small group and whole class discussions, Family Group sessions, Continuous provision.](#)

Children to explore the non-fiction books about different foods and the countries they originate from. [Family Group sessions, Continuous provision.](#)

Children to explore and use new vocabulary. [Adult led sessions, continuous provision, family group, whole class and small group sessions.](#)

Children to talk in short sentences. [Adult led sessions, continuous provision, family group, whole class and small group sessions.](#)

Children follow instructions. [Adult led sessions, continuous provision, family group, whole class and small group sessions.](#)

Children answer why questions about what they are making or doing. [Adult led sessions, continuous provision, family group, whole class and small group sessions.](#)

Physical Development

Continue to develop their movement, balancing, riding and ball skills.

Match their developing physical skills to task.

Uses one handed tools or equipment.

Use a comfortable grip with good control when holding pencils.

Children to explore large gross motor equipment safely. [PE sessions, outdoor sessions, gross motor sessions.](#)

Children are taught how to use knives and kitchen utensils safely. Children experience a range of foods. Children explore senses. [Adult led sessions, continuous provision, family group, whole class and small group sessions.](#)

Children are able to use a range of equipment to support their gross and fine motor activities; including knives for cutting, pencils for writing alongside creative development tools and tools appropriate to the topic. [Adult led sessions, continuous provision, family group, whole class and small group sessions.](#)

Children are able to follow handwriting patterns and mark make showing control and co-ordination. [Adult led sessions, continuous provision, family group, whole class and small group sessions.](#)

E Safety in the Curriculum:

Online Relationships: I can give examples of how I (might) use technology to communicate with people I know.

Literacy

Understand some of the key concepts about print.

Engage in conversations about stories, learning new vocabulary.

Write some or all of their name.

Children to experience to following, whole class texts:

The Tiger Who Came to Tea

The Gingerbread Man

The Enormous Turnip

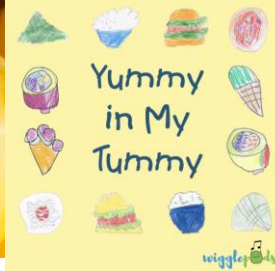
Children to know the key concepts of a text including the way in which print is read and naming key parts of the book. [Family group sessions, story time, continuous provision.](#)

Children can talk about what they have heard read to them. The children can use some of the language from books. [Family group sessions, story time, continuous provision.](#)

Children can hold a pencil and copy some letters from their name developing to writing their own name. [Family group sessions, story time, continuous provision.](#)

Safeguarding Links:

Children to learn about how to keep themselves safe.
[NSPCC Recourses](#)



Nursery Spring 1

Understanding the World

Use all of their sense in hands-on experience of natural materials.

Explore how things work.

Talk about the differences between materials and changes they notice.

Continue developing positive attitudes about differences between people.

Know that there are different countries in the words and talk about the differences they have experienced or seen in photos.

Children learn about different fruits and vegetables in stories and non-fiction texts. [Family group, adult led activities, continuous provision, outdoor environment.](#)

Children observe how different fruits and vegetable grow and decay. [Family group, adult led activities, continuous provision, outdoor environment.](#)

Children are able to observe and talk about different foods they experience at home for different celebrations. [Family group, adult led activities, continuous provision, outdoor environment.](#)

Children learn where different foods originate from and how they get to our plates. [Family group, adult led activities, continuous provision, outdoor environment.](#)

EAD

Explore different materials freely, to develop their ideas about how to use them and what to make.

Draw with increasing complexity and detail.

Explore colour and colour mixing.

Sing the melodic shape of familiar songs.

Children to access and explore a variety of media and materials to build their own representations of foods. [Creative areas, adult led and continuous provision.](#)

Children hold a pencil and draw representations of different foods they like and dislike. [Creative areas, adult led and continuous provision.](#)

Children explore colours of different foods and use creative media and materials to represent these using the correct colours. [Creative areas, adult led and continuous provision.](#)

Children to learn songs and rhymes linked to the topic. [Family Groups, singing, continuous provision.](#)

Maths

Say one name for each number in order.

Recite numbers past five.

Show 'finger numbers' up to five.

Link numerals and amounts.

Compare quantities using the language of more than and fewer than.

Understand position words.

Make comparisons between objects.

Please also see maths overview.