

Personal, Social and Emotional Development:

Become more outgoing with unfamiliar people.
Show confidence in new social situations.

Children explore a range of new activities both indoors and outdoors. [Continuous provision](#). [Indoor and Outdoor provision](#).

Find solutions to conflicts and rivalries.
Talk with others to resolve conflicts.
Talk about their feelings.
Understand how others may be feeling.

Children to take part in PSED and Thrive sessions linked to their own and others feeling. Children to discuss story characters feelings and how they would feel in similar situations. [PSED](#), [Thrive](#), [Circle Time](#), [Continuous Provision](#).

Children take part in paired, small group, large group and whole class activities. Children play games and share resources, taking turns and considering others' viewpoints. [PSED](#), [Thrive](#), [Circle Time](#), [Continuous Provision](#).



Nursery – Spring 2

Communication and Language:

Use a wider range of vocabulary.

Understand why questions.

Develop their communication and pronunciation.

Be able to express a view point.

Use talk to organise themselves and their play.

Children learn and use new vocabulary from the topic and are able to apply this in both focused and play based activities. [Family group sessions](#), [Adult focused learning](#), [continuous provision](#).

Children explore a variety of fiction and non-fiction books linked growth and change. [Family Groups](#), [Adult focused learning](#), [continuous provision](#).

Children take part in small group and whole class discussions, asking and answering questions about the different things they have observed. [Family Groups](#), [Continuous Provision](#).

Children observe, comment on and question on the changes that they witness in their everyday environment and from pictures and stories. [Family Groups](#), [Adult focused learning](#), [continuous provision](#).

Physical Development:

Continues to develop their movement.
Uses large scale movements.
Match developing physical skills to tasks.

Children to safely explore indoor and outdoor spaces without colliding with others.
Children are able to use large PE apparatus.
Children are able to explore the indoor and outdoor environment using their developing skills.
[PE Sessions](#), [Gross Motor Sessions](#), [Outdoor Provision](#), [Lunchtimes](#).

Use one handed tools and equipment.
Use a comfortable grip with good control.

Children are able to use a pencil, in a comfortable grip to form letters from their name and other initial letter sounds. [Handwriting](#), [Literacy](#), [Fine Motor](#), [Continuous provision](#), [adult focused](#), [indoor and outdoor provision](#).

Children are able to use a range of fine motor tools to write, mark make, grip, twist, pinch and cut a variety of materials. [Adult focused](#), [Continuous provision](#), [indoor and outdoor activities](#).

Be increasing independent as they get dressed and undressed.

Children learn to put on and off their own coats, jumpers, wellies and shoes. [Outdoor provision](#), [transition times](#).

Literacy:

Develop phonological awareness.

Children to learn aspects of phase 1 phonics. [Family group sessions](#), [Daily phonics](#), [story time](#), [singing](#).

Engage in extended conversations about stories, learning new vocabulary.

Children to explore topic based stories and use the newly introduced vocabulary in their play and learning. [Family group sessions](#), [story time](#), [continuous provision](#).

Use some of their print and letter knowledge in their early writing.

Write some or all of their name.

Children learn the how to write letters from their name and other initial letter sounds. Children explore a variety of print to support them in their letter writing. [Adult focused](#), [family groups](#), [continuous provision](#).

E Safety Links:

Privacy and Security: I can describe who a trustworthy person is and explain why they are trustworthy.

Healthy, well-being and lifestyle: I can identify rules that help to keep us safe and healthy when using technology.

Safeguarding Links:

Children to learn about how to keep themselves safe.

[NSPCC Recourses](#)



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Understanding the World:

Use all of their senses in hands-on exploitation of natural materials.

Explore how things work.

Plant seeds and care for growing plants.

Understand the features of a life-cycle.

Begin to understand the need to respect living things.

Children to explore the outdoor environment. [Outdoor provision](#), [adult led](#) and [continuous provision](#).

Children to learn simple life cycles of a caterpillar, frog and chicken. [Adult led](#), [family group sessions](#).

Children to plant seeds and learn what they need to grow. [Adult led](#), [family group sessions](#).

Children to learn the importance of caring for the environment. [Adult led](#), [family group sessions](#).

EAD:

Create closed shapes with continuous lines.

Draw with increasing complexity.

Show different emotions in their drawings.

Children to draw, paint, collage, create and experiment with a variety of media and materials to make representations of characters from stories, objects from the natural environment and the world around them. [Creative sessions](#), [continuous provision](#), [topic sessions](#), [adult led](#) and [continuous provision](#).

Remember and sing entire songs.

Sing the pitch of a tone sung by another person.

Create their own songs.

Sing a range of well known Nursery Rhymes and Songs.

Perform songs, rhymes, poems and stories with others.

Children to learn a range of songs, poems and rhymes linked to the seasons and changing environment. [Song time](#), [story time](#), [adult led](#), [circle time](#), [continuous provision](#).

Maths:

Describe a familiar route.

Discuss routes and locations.

Talk about and identifies patterns around them.

Begin to sequence a range of events.

Solve real world mathematical problems for numbers up to five.

Compare quantities.

Please also see maths overview.