

## PSED

- .Show more confidence in new social situations.
- .Help to find solutions to conflicts and rivalries. For example, accepting that not everyone can be Spider-Man in the game, and suggesting other ideas.
- .Begin to understand how others might be feeling.
- .Do not always need an adult to remind them of a rule.
- .Develop appropriate ways of being assertive.

## Physical Development

- .Continue to develop balancing and ball skills.
- .Use large-muscle movements to wave flags and streamers, paint and make marks.
- .Collaborate with others to manage large items, such as moving a long plank safely, carrying large hollow blocks.
- .Use one-handed tools and equipment, for example, making snips in paper with scissors.
- .Use a comfortable grip with good control when holding pens and pencils. Show a preference for a dominant hand.
- .Be increasingly independent putting coats on and doing up zips

## Communication and Language

- .Enjoy listening to longer stories and can remember much of what happens.
- .Know many rhymes, be able to talk about familiar books, and be able to tell a long story.
- .Can start a conversation with an adult or a friend and continue it for many turns.
- .Use talk to organise themselves and their play: "Let's go on a bus... you sit there... I'll be the driver."

## Literacy

- .Develop phonological awareness, so that they can: - spot and suggest rhymes - count or clap syllables in a word - recognise words with the same initial sound, such as money and mummy.
- .Engage in extended conversations about stories, learning new vocabulary.
- .Use some of their print and letter knowledge in their early writing. For example: writing a pretend shopping list that starts at the top of the page; write 'm' for mummy.
- .Write some or all of their name.

## Crompton Class (Nursery)

### Spring Term Arctic Animals



Space



## Mathematics

- .Know that the last number reached when counting a small set of objects tells you how many there are in total ('cardinal principle').
- .Link numerals and amounts: for example, showing the right number of objects to match the numeral, 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'.
- .Select shapes appropriately: flat surfaces for building, a triangular prism for a roof etc.
- Combine shapes to make new ones – an arch, a bigger triangle etc.

## Understanding the World

- .Begin to make sense of their own life-story and family's history. Explore and talk about different forces they can feel.
- .Talk about the differences between materials and changes they notice.
- .Know that there are different countries in the world and talk about the differences they have experienced or seen in photos.

## Expressive Art and Design

- .Begin to develop complex stories using small world equipment like animal sets, dolls and dolls houses etc.
- .Use drawing to represent ideas like movement or loud noises.
- .Explore colour and colour-mixing.
- .Play instruments with increasing control to express their feelings and ideas.