
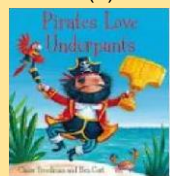

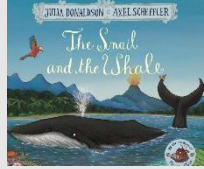
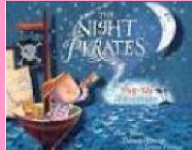


Spring 2 - What do you use a map?
This half term in nursery

| Communication and language | Personal, Social & Emotional Development | Physical Development |
|---|--|--|
| <p>Younger children will:</p> <ul style="list-style-type: none"> Understand familiar/routine phrases Put three words or more together to develop a sentence <p>Older children will:</p> <ul style="list-style-type: none"> Enjoy listening to longer stories and know what happens. Understand simple concepts Be able to tell a long story. Use 4-6 words in sentences Use future and past tenses  | <p>Younger children will:</p> <ul style="list-style-type: none"> Begin to develop friendships with other children Progress to toilet training. Notice and ask questions about differences, such as skin colour, types of hair, gender, special needs and disabilities. <p>Older children will:</p> <ul style="list-style-type: none"> Play with one or more children- extending play Increasingly follow the rules Will talk with other children to solve conflicts. | <p>Younger children will:</p> <ul style="list-style-type: none"> Use a scooter or ride a tricycle Knows how to hold scissors open and shut the blades and snip paper. <p>Older children will:</p> <ul style="list-style-type: none"> Develop movement including use of bikes, scooters etc Continue taking part in some group activities, which they make up for themselves, or in teams. Copies a cross (+) with a pencil/ crayon with increasing control.  |
| Literacy | Mathematics | Understanding the World |
| <p>Younger children will:</p> <ul style="list-style-type: none"> Fill in the missing word or phrase in a known rhyme or story Enjoy rhythmic and musical activity with percussion instruments, actions, rhymes and songs <p>Older children will:</p> <ul style="list-style-type: none"> Start to write some letters comfortably (e.g. from their name) Pay attention and respond to the pictures or the words. Recognise words with the same initial sound Know many rhymes, be able to talk about familiar books, and be able to tell a long story. Phonics: Continue to practice oral blending by playing Fred games | <p>Younger children will:</p> <ul style="list-style-type: none"> Begin to count on their fingers. Count in everyday contexts Responds to some positional language <p>Older children will:</p> <ul style="list-style-type: none"> Develop fast recognition of up to 5 objects, without having to count them individually ('subitising'). Recite numbers past 5 Notice errors in patterns  | <p>Younger children will:</p> <ul style="list-style-type: none"> Explore natural materials indoors and outside. Notice differences and similarities between people. <p>Older children will:</p> <ul style="list-style-type: none"> Explore collections of materials with similar and or different properties Continue to make sense of their own life story and family history.  |
| Expressive Arts and Design | Rhythm and Rhymes | Possible lines of Enquiry |
| <p>Younger children will:</p> <ul style="list-style-type: none"> Make simple models Make rhythmical and repetitive sounds <p>Older children will:</p> <ul style="list-style-type: none"> Explore freely in order to create designs and think about what they would like to make Create their own songs  | <p>Rock a bye baby Brush your teeth I'm a little tea pot Five little speckled frogs Five little moneys jumping on the bed Diddle diddle dumpling my son John</p> | <ul style="list-style-type: none"> The Beach and it's environment Exploring maps and create simple maps Treasure hunt/buried treasure role play pirates and pirate ship |