

Personal, Social and Emotional Development

Manage feelings and behaviour

- Aware that some actions can harm others.
*Safety message: road safety, being safe near railways and use of seatbelts.

Making relationships

- Form a special friendship with another child.
- Keeps play going by responding to what others are saying or doing.

Self-confidence and self-awareness

- Confident to talk to other children when playing. (C.I.)

Effective learning

- Thinking of own ideas.
- Be proud of own accomplishments.
- Initiating own activities.

Mathematics

Numbers

- Continue to use language of quantities e.g. “more” and “a lot”.
- Knowing that a group of things changes when something is added or taken away.
- Begin to name/recognise numbers 1-10.
- Show interest in number problems.
- Know that numbers identify how many objects are in a set.

Shape, space and measures

- Begin to use shape appropriately for tasks.
- Begin to use positional language.
- Consolidate names/mathematical terms to describe 2D shapes.

Effective learning.

- Finding ways to solve problems.
- Pay attention to detail.

Literacy

Reading

- Continue to link sounds to letters, naming and sounding letters of the alphabet.
- Aware of information books (vehicles).
- Continue to enjoy rhyming activities/rhyme words.
- Listen/join in with stories.
- Begins to recognise own name.

Writing

- Begin to give meanings to the marks they draw, write and paint.
- Begin to ascribe meaning to the marks they see in different places.

Nursery Planning Term 2:2

Topic: **Transport**

Practitioners:

Date

Understanding the World

People and communities

- Begin to have their own friends.
- Remember and talk about significant events in their own experiences.

The world

- Talk about how things work/moving things.
- (Effective learning: Develop ideas about cause and effect)

Technology

- Operates mechanical toys.
- Interacts with age appropriate computer software e.g. use the mouse to produce pictures, with support.

Expressive Arts and Design

Being imaginative

- Begin to use lines to enclose spaces and use shapes to represent objects.
- Continue to build a repertoire of songs/dances.
- Begin to build stories around toys.
- Play alongside others who are engaged in the same theme.

Effective learning

- Thinking of ideas.
- Planning, make and review.

Exploring and using media and materials

- Join construction pieces together to build.
- Begin to construct with a purpose in mind.
- *Skill collage/3D modelling.

Physical Development

Moving and handling

- Mounts stairs and steps using alternative feet.
- Begin to copy letters from their name/trace over name.
- Begin to negotiate space successfully, adjusting direction and speed.
- Aware of forwards/backwards/sideways.

Health and self-care

- Promote healthy foods/importance of keeping healthy.
- Continue to take off/put on own socks, shoes, apron, hat and coat.
- Continue to observe/talk about effects of activity on their bodies.
- Toilet self and can usually wash/dry own hands. (New intake).

Effective learning

- Showing high levels of energy.

Communication and Language

Listening and attention

- Is able to follow directions.
- Continue to listen to others one to one or in a small group.

Speaking

- Begin to talk about people and things that are not present.
- Retell a simple past event in correct order e.g. went on slide, hurt finger.
- Continue to build up vocabulary re: transport.

Understanding

- Develop understanding of simple concepts (fast/slow and long/short)
- Continue to respond to simple instructions appropriately.
- Begin to understand use of simple objects.

Effective learning

- Active learning: Not easily distracted.

Personal, Social and Emotional Development

Making relationships

- New intake to build relationships with staff/peers.
- Children to form special friendship with another child.

Self-confidence and self-awareness

- Child to review previous 'I can' targets and set new goals (sent home to share with parents).
- Celebrate knowledge/learning.

Manage feelings and behaviour

R.E: Belonging (sense of community. New intake.)

Story: Jesus and the resurrection.

Why do we celebrate Easter?

- Easter story.
- Recognise Easter tradition for themselves/others.

Mathematics

Numbers

- Begin to recognise and name numbers 1-5.
- Count up to three or four objects saying one number name for each.
- Continue with daily counting, number songs and rhymes/stories.

Shape, space and measures

- Begin to use positional language.
- Begin to talk about the shapes of everyday objects e.g. tin of beans.

Literacy

Reading

- Continue to link sounds to letters, naming and sounding letters of the alphabet.
- Recognise, read and begin to write own name.
- Fills in the missing word/phrase in rhyme or story.

Writing

- Begin to form some recognisable letters (Easter cards).
- Begin to ascribe meaning to the marks they see in different places e.g. reads packaging on food, recognise own name).
- Begin to hear/say the initial sound in words.

Nursery Planning Term 2:2

Topic: **Easter**

Practitioners:

Date

Expressive Arts and Design

Being imaginative

- Continue to build stories around toys e.g. playing with farm animals, pretending they need rescuing from a cliff.
- Begin to use a particular colour for a purpose.

Exploring and using media and materials

- Join in singing Easter songs (building up a repertoire of songs)
- Begin to construct, making enclosures and creating spaces.
- Continue to experiment with marks/patterns (make Easter Cards).

Physical Development

Moving and handling

- Begin to copy letters from their name/ write name on their own i.e.
- Able to move forward, backwards, sideways.
- Begin to negotiate space successfully, adjusting direction/speed.

Health and self-care

- Able to observe/talk about effects of activity on their body.
- New intake: Toilet self, wash/dry hands, put on and take off coat, shoes and socks.

Communication and Language

Listening and attention

- Able to follow directions (Egg hunt)
- Able to listen to others 1:1 or in a group.

Speaking

- Continue to talk about people and things that are not present.
- Build up vocabulary about springtime/Easter.

Understanding

- Develop understanding of growth.

Understanding the World

People and communities

- Recognise and describe special times or events in their own life i.e. birthday, Easter time.
- Community link: Join in Easter Egg Competition at Broadway market.

The world

- Show care and concern for living things/the environment (planting bulbs, litter patrol)

Technology

- Use ICT hardware to interact with age appropriate computer software.