

## Literacy

I know some of the words in songs and rhymes.

I am beginning to sing songs and say rhymes independently,

I can listen to simple stories and understand what is happening, with the help of the pictures.

*I can identify familiar objects and properties for practitioners when they are described: for example: 'Katie's coat', 'blue car', 'shiny apple'.*

I can pay attention and respond to the pictures or the words when in a group.

I can ask questions about the book. Make comments and shares their own ideas during small group or 1-1 reading.

Understand and act on longer sentences like 'make teddy jump' or 'find your coat'.

I enjoy drawing freely.

With support, I can add some marks to their drawings, which they give meaning to. For example: "That says mummy."

### Key Vocabulary:

Songs, nursery rhymes, books, stories, pictures, crayons, felt tips, pencil.

## Extra-Curricular Learning

Sitting on the double decker bus

## Transport Spring 1



## Mathematics

I know some counting words.

I know some counting gestures eg pointing, making sounds, saying some numbers.

I know how to compare and recognise changes in numbers. (more, lots same)

I know how to give one or two things sometimes with accuracy up to two .

With support, I know how to say number words for a purpose.

I know how to use blocks to create simple structures including lines of identical shapes, with the guidance of my practitioner.

### Key Vocabulary:

1,2,3, more, lots, same, 1 please, 2 please

## Communication and Language

I can listen carefully to rhymes and songs, paying attention to how they sound.

I know rhymes.

I can engage in story times.

I can talk about familiar books 1-1 with my practitioner.

I am developing my confidence when speaking to my peers and adults.

I can listen and respond to simple instruction.

I can put two words together.

I am starting to use talk to organise myself and my play: "Let's go on a bus... you sit there..."

I'll be the driver."

### Key Vocabulary linked to theme 'Transport':

## Physical Development

Throwing—I know that I use my hands to throw

I can begin to show a preference for a dominant hand when throwing.

Jumping—I know that if I bend my knees, it will make jumping easier.

I can jump forward.

I know that dance is moving body parts.

I can move in response to music.

I am beginning to walk, run and climb on different levels and surfaces.

With support, I am beginning to understand and choose different ways of moving

I can move in response to music, or rhythms played on instruments such as drums or shakers.

I can climb up and down stairs by placing both feet on each step while holding a handrail for support

Key Vocabulary:

## National Curriculum Links

Science

Geography

History

Art

Design and Technology

PE

RE

Music

PHSE

Transport  
Spring 1



## Personal, Social and Emotional Development

I can show some understanding that other people have perspectives, ideas and needs that are different to mine, e.g. may turn a book to face you so you can see it.

I am gradually learning that actions have consequences but not always the consequences the child hopes for.

I am becoming able to think about their feelings as their brain starts to develop the connections that help them manage their emotion.

I am starting to respond to the feelings of others, showing concern and offering comfort.

I am developing an understanding of and interest in differences of gender, ethnicity and ability.

I can seek out others to share experiences with and may choose to play with a familiar friend or a child who has similar interest.

I am growing in independence, often rejecting offers to help.

Key Vocabulary:

## Understanding of the World

I know that different objects feel a different way.

I know some different methods of transport.

I know some of the key parts of my routine at home such as meal times, getting ready for nursery

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Key Vocabulary:

Car, bike, lorry, aeroplane. next to, on top. snack, lunch, nappy changing, group time.

## Expressive, Arts and Design

I am beginning to understand the cause and effect of their actions in mark making.

When I am holding crayons etc. I can make connection between my movements and the marks I make (Manipulate and control).

I can use different tools for painting.

Explore different materials and tools with my adult.

I know songs including routine.

I can express myself through sound.

I know that I can communicate through sound.

I know that music is used for different parts of my daily routine.

I know that I can use different materials to create models.

I can extend my pretend play by watching actions that adults