

## Communication and Language We are learning to...

Enjoy listening to longer stories and remember much of what happens.  
Pay attention to more than one thing at a time.  
Use a wider range of vocabulary.  
Understand a question or instruction that has two parts, such as "Get your coat and wait at the door".  
Understand 'why' questions, like: "Why do you think the caterpillar got so fat?"  
Sing a large repertoire of songs.  
Know many rhymes, be able to talk about familiar books, and be able to tell a long story.  
Use longer sentences of four to six words.  
Be able to express a point of view and to debate when they disagree with an adult or a friend, using words as well as actions.  
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."

### Important Dates:

**Luna New Year Cultural Celebration: 24<sup>th</sup> February**

**All Booked Up: 5<sup>th</sup> March**

**Marcus Rashford Day: 17<sup>th</sup> March**

### By exploring this topic, children will be able to:

Recognise that spring is a season when the weather becomes warmer and plants begin to grow.  
Name common farm animals and identify their baby animals.  
Talk about changes that happen in spring, such as new life, flowers growing and animals being born.  
Identify basic features of a farm, such as a barn, field, tractor and animals.  
Begin to understand that food comes from farms, for example wheat being made into bread.  
Join in with simple farm stories and songs, such as The Little Red Hen.  
Use simple vocabulary related to spring and farming during play and discussions.

## Personal, Social and Emotional Development We are learning to...

Select and use activities and resources, with help when needed.  
Develop their sense of responsibility and membership of a community.  
Become more outgoing with unfamiliar people, in the safe context of their setting.  
Show more confidence in new social situations.  
Play with one or more other children, extending and elaborating play ideas.  
Find solutions to conflicts and rivalries.  
Increasingly follow rules, understanding why they are important.  
Develop appropriate ways of being assertive.  
Talk with others to solve conflicts.  
Talk about their feelings using words like 'happy', 'sad', 'angry' or 'worried'.  
Understand gradually how others might be feeling.  
Be increasingly independent in meeting their own care needs, e.g. using the toilet, washing and drying their hands thoroughly.

## Spring Term 2 - On the Farm Nursery



## Expressive Arts and Design

Take part in simple pretend play, using an object to represent something else even though they are not similar.  
Begin to develop complex stories using small world equipment like animal sets, dolls and dolls houses, etc.  
Make imaginative and complex 'small worlds' with blocks and construction kits, such as a city with different buildings and a park.  
Explore different materials freely, to develop their ideas about how to use them and what to make.  
Create closed shapes with continuous lines and begin to use these shapes to represent objects. Draw with increasing complexity and detail, such as representing a face with a circle and including details.  
Explore colour and colour-mixing.  
Listen with increased attention to sounds.  
Respond to what they have heard, expressing their thoughts and feelings.  
Remember and sing entire songs. Create their own songs or improvise a song around one they know.  
Play instruments with increasing control to express their feelings and ideas.

## Understanding the World We are learning to...

Use all their senses in hands-on exploration of natural materials.  
Explore collections of materials with similar and/or different properties.  
Talk about what they see, using a wide vocabulary.  
Begin to make sense of their own life-story and family's history.  
Understand the key features of the life cycle of a plant and an animal.  
Begin to understand the need to respect and care for the natural environment and all living things.

## Physical Development We are learning to...

Continue to develop their movement, balancing, riding (scooters, trikes and bikes) and ball skills.  
Skip, hop, stand on one leg and hold a pose for a game like musical statues.  
Use large-muscle movements to wave flags and streamers, paint and make marks.  
Start taking part in some group activities which they make up for themselves, or in teams.  
Increasingly able to use and remember sequences and patterns of movements which are related to music and rhythm.  
Choose the right resources to carry out their own plan.  
Collaborate with others to manage large items.  
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.

## Mathematics We are learning to...

Develop fast recognition of up to 3 objects, without having to count them individually ('subitising').  
 Recite numbers past 5.  
 Say one number for each item in order: 1,2,3,4,5.  
 Know that the last number reached when counting a small set of objects tells you how many there are in total ('cardinal principle').  
 Show 'finger numbers' up to 5.  
 Link numerals and amounts: for example, showing the right number of objects to match the numeral, up to 5.  
 Experiment with their own symbols and marks as well as numerals.  
 Solve real world mathematical problems with numbers up to 5.  
 Compare quantities using language: 'more than', 'fewer than'.  
 Describe a familiar route.  
 Understand position through words alone  
 Discuss routes and locations, using words like 'in front of' and 'behind'.



## Express:



## What can we try at home?

**Visit Google Classroom EVERY WEEK to access ideas to support your child's learning at home.**

**Visit local parks and playgrounds to support your little one's physical development. Upper body and core strength are vital to support fine motor and writing development.**

**Read a story book every day, this helps support their attention, listening, comprehension and language development. Most importantly it fosters a love for reading, an important life skill.**

**Play, Play, play together... this builds imagination, language and social skills.**

**Limit screen time, but when you do allow a little, head to CBeebies for age-appropriate games and learning.**

[CBeebies Games - CBeebies - BBC](#)

## Literacy We are learning to...

Understand the five key concepts about print: - print has meaning - print can have different purposes - we read English text from left to right and from top to bottom  
 - the names of the different parts of a book - page sequencing.  
 Develop their 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 mother  
 Engage in extended conversations about stories, learning new vocabulary.  
 Use some of their print and letter knowledge in their early writing.  
 Write some or all of their name.

### Key Vocabulary:

Spring, warm, sunny, rain, wind, flowers, grass, mud, puddle, cow, calf, sheep, lamb, goat, kid, pig, piglet, chicken, chick, duck, duckling, horse, foal, seed, plant, leaf, bud, sprout, garden, farm, barn, fence, tractor, field, hay, coop, plant, dig, water, grow, feed, run, jump, sleep, moo, baa, oink, cluck, quack, big, little, soft, wet, green, new.

### This half term, we will be reading the books:

