Barleyhurst Park Nursery

Intent: Spring 2

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| AREA OF LEARNING | **Intent** |
| **Communication and Language**  **Vocabulary**  Listen, wait, turn, story.  Carpet, sitting, listening, joining in, hand up, group, listen.  Reply, respond, because, converse, conversation, talking, my turn, your turn, turn taking.  Instructions, listening, questions, get, move.  Birthday, weekend, holidays, where, when. | **Listening skills**: Enjoying listening to longer stories. Pays more attention to what is happening in the stories being read.  **Attention skills:** Focusing more attention on a chosen activity. Sits and listens during quieter or adult led activities when appropriate.  **Responding skills:** I am responding during conversations and reasoning using the word ‘because’.  **Understanding skills:** Beginning to understand one step instructions and questions.  **Speaking skills:** I can recite or retell a past event in my life to someone else. Asking ‘where’ and ‘who’ questions. |
| **Physical Development**  **Vocabulary**  Kick, large, ball, hands, feet, fast, slow, watch, control, balance, leg, hop, jump, still, dance, obstacle, move, jump.  Mark making, pencils, pens, colours, dough, dough disco, rolling, squeezing, balling, patting, poking. | **Gross motor skills:** Children can kick a large ball with some control. Children can throw a ball with some control. To begin to balance on one leg. To dance with control using different parts of their body. To use the available equipment to create an obstacle course to navigate.  **Fine motor skills:** Children making more controlled marks when drawing and mark making, Children manipulating dough through rolling, squeezing, balling and patting. |
| **Personal, Social, Emotional Development**  **Vocabulary:**  Right, good choice, bad choice, feelings, why.  Toilet, wipe, flush, wash hands, focus, attention, listen, healthy, treat food, fruit and vegetables.  Friends, special friend, best friend, confident, talking. | **Self-regulation:** I know what ‘right’ choices are and I try my best to make the right choice. I can talk about my feelings and explore why I might be feeling this way.  **Managing self**: I can use the toilet independently. I can focus on my task for a longer period of time. I can talk about healthy food choices.  **Building relationships:** I am forming friendships with some children in my setting. I am becoming more confident in the social situations. |
| **Literacy**  **Vocabulary**  Story, words, direction, top, bottom, front, cover, title, author.  Meaning, sign, symbol, logo, rhyme, rhyming words.  Speech, voice, sound, vocal, loud, quiet, same, different.  Marks, pencils, pens, paper, drawing, writing, trace, copy, meaning.  Writing, mark making, pencils, pens, copy, trace, pencil grip, hand. | **Reading Comprehension**: To begin to understand we read from left to right and top to bottom. To begin to name the parts of a book e.g., front cover, title, author.  **Word Reading Development**: To identify signs and symbols in the environment and recall what they mean. Spot or suggest rhymes.  **Phonics Development:** Hear and identify environmental, instrumental, hear body percussion, voice sounds, rhythm/ rhyme and alliteration. See Monster Phonics planning  **Emergent Writing Development / Mark Making**: Beginning to give meaning to the marks I make.  **Handwriting development:** Holds a pencil or tool with a preferred hand. |
| **Mathematics**  **Vocabulary:**  Count, number, one, two, three, four, number songs, more, less  Long, short, describe, compare, height, size, forwards, backwards. | **Number and Numerical Patterns:** To verbally count to 10 with developing accuracy. To develop an understanding of ‘4’ e.g. giving 4 items or noticing 4 in the environment. To compare quantities that are significantly more and less visually without counting them.  **Shape, Space and Measure:** To use the terms ‘long’ and ‘short’ when describing height and size. To understand and follow the instructions ‘forwards’ and ‘backwards’. |
| **Expressive art and design**  **Vocabulary**  Scissors, careful, snip, print, paint, colour, clear, sponge, shapes, shape names, drawing, pencils, copy, ideas.  Instruments, music, listen, play, bang, hit, play, sing, story, join in, play, dress up. | **Creating with materials:** Using spring loaded scissors to snip, using printing materials in the paint such as sponges and shapes. Continues to develop their drawing skill.  **Being Imaginative and Expressive:** Children exploring a range of musical instruments and learning to hold a beat, children using vocals and instruments to make music either together or separately, children linking real life and stories into the small world, children using props in their play. |
| **Understanding the world**  **Vocabulary**  Past, happens, events, experiences, same, different, old, new.  Differences, same, similar, jobs, firefighter, police officer, shop worker, postal worker, driver, doctor, nurse  Weather, sunny, raining, snowing, ice, autumn, winter, summer, spring, | **Development of Past and Present:**  Children commenting on their own past experiences e.g. Easter, Birthday, Eid. Children showing curiosity about objects from the past.  **Development of People, Culture and Communities:**  Children speaking positively about differences between people and ways of life. Children showing an interest in people with a range of occupations.  **Development of the Natural world:** Children exploring the changing weather and seasons (Spring), Children learning about new life/life cycles and plants based around Spring time. |