Barleyhurst Park Nursery

Intent: Spring 1 2024

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| AREA OF LEARNING | **Intent** |
| **Communication and Language**  **Vocabulary**  Listen, looking, wait, turn, story, caret time, join in, question.  Carpet, sitting, listening, joining in, stories, group.  Questions, who, what, where, chat, discuss, my turn, your turn, turn taking.  Pictures, stories, listening, book, listening, understanding.  Who, what, where, rhymes, speak, talk, sentence, and. | **Listening skills**: Listens to others speaking and continues the conversation following on from what has been said.  **Attention skills:** Paying attention when listening to longer stories. Switches attention between listening to others and completing a task.  **Responding skills:** Answering ‘who, what, where’ questions. Follow a three key word sentence or instruction. Talks and responds to other children during play.  **Understanding skills:** Recalling what happens in a story I have read. Understanding a three key word sentence.  **Speaking skills:** Answering ‘who, what, where’ questions. I can a recite Nursery Rhyme from memory. I am beginning to speak simple sentences. I am beginning to link sentences with ‘and’. |
| **Physical Development**  **Vocabulary**  Coat, independently, by yourself, help, ask, shoes, up, down, watch, careful, safely, control, balance.  Pencil, grip, hand, fingers, skill, scissors, snips, control, build, independence. | **Gross motor skills:** Children putting on their own coat (needing support to do their coat up still), Children putting on their own shoes. Going up and down stairs with control and balance.  **Fine motor skills:** Beginning to use a four finger grip to use mark making tools, Using construction equipment correctly to build e.g. Duplo. To develop more independence when using spring loaded scissors. |
| **Personal, Social, Emotional Development**  **Vocabulary:**  Feel, feelings, wait, turn, patience, tidy, tidy up, behaviour, rules, listening.  On my own, by myself, independently, confident, explore, have a go, try, timetable, next.  Happy, proud, come in, family, family names, friends, friendly. | **Self-regulation:** I will talk about my feelings. I can wait my turn. I tidy up the resources that I have used. I am following the behaviour expectations of my nursery.  **Managing self**: I am showing more independence and confidence in my setting and when exploring areas. I will use the visual timetable to know what is happening in my day.  **Building relationships:** I can come into my setting with minimal support from an adult. I can talk about my family. I am beginning to show friendly behaviours to my peers |
| **Literacy**  **Vocabulary**  Rhymes, songs, listen, join in, actions, story, repeat.  Name, rhythm, clapping, syllables  Listen, sound, rhythm, pattern, clap, slap, hit, and stomp.  Marks, pencils, pens, paper, drawing, writing, trace, copy.  Writing, mark making, pencils, pens, copy, trace, shape, circle, dots | **Reading Comprehension**: To enjoy singing a range of rhymes and songs. To enjoy listening to longer stories. To join in with some simple repeated refrains in well know stories/ rhymes.  **Word Reading Development**: To begin to recognise my own name with support. Recognise rhythm in spoken words by clapping syllables.  **Phonics Development:** Hear environmental sound, hear instrument sounds, hear Body percussion- See Monster Phonics planning  **Emergent Writing Development / Mark Making**:. Adds some marks to drawings. Adds marks that to them symbolises their name.  **Handwriting development:** Makes smaller controlled lines. Beginning to use a two finger and a thumb grip when writing. |
| **Mathematics**  **Vocabulary:**  Count, number, one, two, three, number songs, more, less.  In, out, on, shape, shape names, 3d shape, shape names, build, model, flat, surface, smooth surface, curved surface. | **Number and Numerical Patterns:** To begin to be able to verbally count to 10 with developing accuracy. To develop an understanding of ‘3’ e.g. giving 3 items or noticing 3 in the environment. To begin to compare quantities that are significantly more than and less/ fewer than visually without counting them.  **Shape, Space and Measure:** To use positional language ‘in’, ‘out’, ‘on’. To find shapes in the environment. To use 3D shapes to build models. |
| **Expressive art and design**  **Vocabulary**  Drawing, pencils, paper, colouring pencils and pens, what, where, why,  Roleplay, talk, music, feel, like, dislike, sing, join in, nursery rhymes, culture, around the world, same, different, instruments. | **Creating with materials:** Becoming more confident when drawing. Names what they have drawn and draws from memory. Adding more to their pictures and creations.  **Being Imaginative and Expressive:** Children including their experiences in their roleplay, children talking about music (their favourite songs or songs they do not like), children knowing and singing along to more nursery rhymes, children listening to songs from different cultures. |
| Understanding the world  Vocabulary  New, old, past, present, now, different, same, rusty, black and white, modern.  Shop, memorial, stop sign, traffic light, transport, community, local areas, same, different, celebrate, Chinese new year, Christmas.  Respect, care, look after, materials, man-made, natural, nature. | **Development of Past and Present:** Children understanding the terms ‘old’ and ‘new’ and recognising old and new objects e.g. cars, shops, photos  **Development of People, Culture and Communities:** Children recognising familiar signs, shops in my environment and local environment. I can talk about the transport used in my community. I can talk about the similarities and differences between celebrations I know and celebrations in other countries e.g. Christmas.  **Development of the Natural world:** Children understanding how and why we respect and care for animals. Children exploring a range of materials and natural objects. |