

**Engage: Go on a Spring hunt in the wild patch**  
**Express: Release the tadpoles**

### Communication and Language

**WALT** listen to stories with attention and recall  
**WALT** join in with repeated refrains and anticipate key events and phrases in rhymes and stories  
**WALT** understand use of objects  
**WALT** respond to simple instructions  
**WALT** begin to understand 'why' and 'how' questions  
**WALT** question why things happen and give explanations  
**WALT** use intonation, rhythm and phrasing to make the meaning clear to others  
**WALT** build up vocabulary that reflects the breadth of our experiences  
**WALT** use talk in pretending that objects stand for something else in our play  
**WALT** use talk to connect ideas, explain what is happening and anticipate what might happen next

### Literacy

**WALT** look at books independently.  
**WALT** hold books the correct way up and turn pages.  
**WALT** join in with repeated refrains and anticipate key events and phrases in rhymes and stories  
**WALT** begin to be aware of the way stories are structured  
**WALT** understand that print carries meaning  
**WALT** describe main story settings, events and principal characters  
**Writing**  
**WALT** give meaning to different marks we have made  
**WALT** ascribe meanings to marks they see in different places.

### Physical Development

**WALT** handle small objects with increased dexterity  
**WALT** use one-handed tools and equipment, e.g. make snips in paper with child scissors.  
**WALT** hold pencil between thumb and two fingers, no longer using whole-hand grasp.  
**WALT** hold pencil near point between first two fingers and thumb and use it with good control.  
**WALT** copy some letters, e.g. letters from our name.  
**WALT** gain more bowel and bladder control and can attend to toileting needs most of the time ourselves.  
**WALT** manage washing and drying hands.  
**WALT** dress with help, e.g. puts arms into open-fronted coat or shirt when held up, pulls up own trousers, and pulls up zipper once it is fastened at the bottom.

### Personal, Social and Emotional Development

**Self-confidence and self-awareness**  
**WALT** enjoy the responsibility of carrying out small tasks  
**WALT** select and use activities and resources with help  
**WALT** welcome and value praise for what we have done  
**WALT** become more outgoing towards unfamiliar people and new social situations  
**WALT** become more confident to talk to other children when playing  
**Managing feelings and behaviour**  
**WALT** be aware of our own feelings and know that some actions and words can hurt others' feelings  
**WALT** begin to accept the needs of others and take turns and share resources  
**WALT** adapt our behaviour to different events, social situations and changes in routine  
**Making Relationships**  
**WALT** play in a group, extending and elaborating play ideas  
**WALT** initiates play, offering cues to peers to join in

### SPRING TERM 2 Activities *Are eggs alive?* Nursery

### Mathematics

**Numbers**  
**WALT** show an interest in number problems.  
**WALT** shows an interest in numerals in the environment.  
**WALT** show an interest in representing numbers.  
**WALT** compare two groups of objects, saying when they have the same number.  
**Shape, space and measures**  
**WALT** show interest in shape by sustained construction activity or by talking about shapes or arrangements.  
**WALT** show interest in shapes in the environment.  
**WALT** use shapes appropriately for tasks.  
**WALT** use positional language.

### Understanding the World

**People and communities**  
**WALT** recognise and describe special times or events for family or friends  
**WALT** show interest in different occupations and ways of life  
**WALT** understand some of the things that make us unique  
**The world**  
**WALT** comment and ask questions about aspects of our familiar world  
**WALT** talk about some of the things we have observed  
**WALT** show care and concern for living things and the environment  
**Technology**  
**WALT** operate simple equipment  
**WALT** use technological toys with knobs or pulleys or real objects  
**WALT** understand that information can be retrieved from computers.

### Expressive Arts and Design

**Expressive Arts and Design**  
**Exploring and using media and materials**  
**WALT** join in with dancing and ring games  
**WALT** sing familiar songs  
**WALT** initiate movement in response to music  
**WALT** explore how sounds can be changed  
**WALT** explore colours and how they can be changed  
**WALT** use various construction materials  
**WALT** join construction pieces together to build and balance  
**Being imaginative**  
**WALT** use movement to express feelings  
**WALT** create movement to express feelings  
**WALT** create movement in response to music  
**WALT** sing to self and make up simple songs  
**WALT** engage in imaginative role-play  
**WALT** use available resources to create props for play.