

**Engage: Create a 'rocket' as a class**  
**Express: Creative**

### Communication and Language

WALT listen to longer stories and remember much of what happens.  
WALT pay attention to more than one thing at a time  
WALT use a wider range of vocabulary.  
WALT understand a question or instruction that has two parts, such as "Get your coat and wait at the door".  
WALT understand 'why' questions, like: "Why do you think the caterpillar got so fat?"  
WALT sing a large repertoire of songs.  
WALT know many rhymes, be able to talk about familiar books, and be able to tell a long story.  
WALT use longer sentences of four to six words.  
WALT start a conversation with an adult or a friend and continue it for many turns.  
WALT use talk to organise themselves and their play: "Let's go on a bus... you sit there... I'll be the driver."

### Literacy

WALT 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  
WALT 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  
WALT engage in extended conversations about stories, learning new vocabulary.  
WALT use some of their print and letter knowledge in their early writing.

### Physical Development

WALT develop their movement, balancing, riding (scooters, trikes and bikes) and ball skills.  
WALT go up steps and stairs, or climb up apparatus, using alternate feet.  
WALT Skip, hop, stand on one leg and hold a pose for a game like musical statues.  
WALT use large-muscle movements to wave flags and streamers, paint and make marks.  
WALT take part in some group activities which we make up for ourselves, or in teams.  
WALT be able to use and remember sequences and patterns of movements which are related to music and rhythm.  
WALT choose the right resources to carry out their own plan.  
WALT collaborate with others to manage large items.

### Personal, Social and Emotional Development

WALT select and use activities and resources, with help when needed. or one which is suggested to them.  
WALA sense of responsibility and membership of a community.  
WALT become more outgoing with unfamiliar people, in the safe context of their setting.  
WALT show more confidence in new social situations  
WALT Play with one or more other children, extending and elaborating play ideas.  
WALT follow rules, understanding why they are important  
WALT remember rules without needing an adult to remind them.  
WAL appropriate ways of being assertive.  
WALT talk with others to solve conflicts.  
WALT talk about their feelings using words like 'happy', 'sad', 'angry' or 'worried'.  
WALT understand how others might be feeling

### SPRING TERM 1 Activities

***Starry, starry night – Is it shiny?***  
**Nursery**

### Mathematics

WALT understand position through words alone  
WALT describe a familiar route.  
WALT discuss routes and locations, using words like 'in front of' and 'behind'.  
WALT make comparisons between objects relating to size, length, weight and capacity.  
WALT talk about and identifies the patterns around them. Eg stripes on clothes, designs on rugs and wallpaper and use informal language like 'pointy', 'spotty', 'blobs', etc.  
WALT extend and create ABAB patterns – stick, leaf, stick, leaf.  
WALT correct an error in a repeating pattern.  
WALT describe a sequence of events, real or fictional, using words such as 'first', 'then...'

### Understanding the World

WALT use all their senses in hands-on exploration of natural materials.  
WALT explore collections of materials with similar and/or different properties.  
WALT talk about what we see, using a wide vocabulary.  
WALT make sense of their own life-story and family's history.  
WALT explore how things work.  
WALT understand the need to respect and care for the natural environment and all living things.  
WALT explore and talk about different forces they can feel.  
WALT about the differences between materials and changes they notice.

### Being Different and Equal

WALT have positive attitudes about the differences between people.

### Expressive Arts and Design

WALT take part in simple pretend play, using an object to represent something else even though they are not similar.  
WALT develop complex stories using small world equipment like animal sets, dolls and dolls houses.  
WALT make imaginative and complex 'small worlds' with blocks and construction kits, such as a city with different buildings and a park.  
WALT explore different materials freely, to develop their ideas about how to use them and what to make.  
WALT join different materials and explore different textures.  
WALT create closed shapes with continuous lines, and begin to use these shapes to represent objects.  
WALT draw with increasing complexity and detail  
WALT explore colour and colour-mixing.  
WALT listen with increased attention to sounds.  
WALT remember and sing entire songs.  
WALT sing the pitch of a tone sung by another person and sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs.  
WALT create their own songs, or improvise a song around one they know.  
WALT play instruments with increasing control to express their feelings and ideas.