

Communication and Language

WALT enjoy listening 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 ourselves and our 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 our phonological awareness, so that we can
- spot and suggest rhymes
- recognise words with the same initial sound
WALT engage in extended conversations about stories, learning new vocabulary.
WALT use some of our print and letter knowledge in our early writing.
WALT write some or all of our name

Physical Development

WALT continue to develop our 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 start taking part in some group activities which we make up for ourselves, or in teams.
WALT be increasingly 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 our 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 me.
WALT develop our sense of responsibility and membership of a community.
WALT become more outgoing with unfamiliar people, in the safe context of our setting.
WALT show more confidence in new social situations.
WALT play with one or more other children, extending and elaborating play ideas.
WALT increasingly follow rules, understanding why they are important.
WALT remember rules without needing an adult to remind me.
WALT develop appropriate ways of being assertive.
WALT talk with others to solve conflicts.
WALT talk about our feelings using words like 'happy', 'sad', 'angry' or 'worried'.
WALT understand gradually how others might be feeling.

SPRING TERM 1

Activities

Starry, starry night – What happens at night time?
Nursery

Mathematics

WALT understand position through words alone – for example, "The bag is under the table," – with no pointing.
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. For example: stripes on clothes, designs on rugs and wallpaper. Use informal language like 'pointy', 'spotty', 'blobs', etc.
WALT extend and create ABAB patterns – stick, leaf, stick, leaf.
WALT notice and correct an error in a repeating pattern.
WALT begin to describe a sequence of events, real or fictional, using words such as 'first', 'then...'

Engage: PJ day
Express: Creative collaboration week

Understanding the World

WALT use all our 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 begin to make sense of our own life-story and family's history.
WALT explore how things work.
WALT begin to 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. Talk about the differences between materials and changes they notice.
WALT know that there are different countries in the world and talk about the differences they have experienced or seen in photos.

Being Different and Equal

WALT identify the similarities and differences that they can see in what they can and their friends can do.
WALT describe how we look and how this may be different to how our friends look.
WALT know that it is 'ok to be different'

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 begin to 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, such as representing a face with a circle and including details.
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.
WALT sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs.
WALT create our own songs, or improvise a song around one we know.
WALT play instruments with increasing control to express our feelings and ideas.