

Communication and Language

Enjoy listening to longer stories and remember much of what happens.

Pay attention to more than one thing at a time

Use a wider range of vocabulary.

Understand a question or instruction that has two parts, such as "Get your coat and wait at the door".

Understand 'why' questions, like: "Why do you think the caterpillar got so fat?"

Sing a large repertoire of songs.

Know many rhymes, be able to talk about familiar books, and be able to tell a long story.

Use longer sentences of four to six words.

Start a conversation with an adult or a friend and continue it for many turns.

Use talk to organise themselves and their play: "Let's go on a bus... you sit there... I'll be the driver."

Important Dates:

Mon.5th January-Back To School
***Wk/beginning 5.1.2026 We**
welcome new friends to Nursery.
Tues.20th January-Coffee Club
(Finger Gym Focus)
Other dates will be added...

Personal, Social and Emotional Development

Select and use activities and resources, with help when needed. or one which is suggested to them.

Develop their sense of responsibility and membership of a community.

Become more outgoing with unfamiliar people, in the safe context of their setting.

Show more confidence in new social situations.

Play with one or more other children, extending and elaborating play ideas.

Increasingly follow rules, understanding why they are important.

Remember rules without needing an adult to remind them.

Develop appropriate ways of being assertive.

Talk with others to solve conflicts.

Talk about their feelings using words like 'happy', 'sad', 'angry' or 'worried'.

Understand gradually how others might be feeling

Spring Term 1
Starry, Starry Night
Is it Shiny?

Nursery

Understanding the World

Use all their senses in hands-on exploration of natural materials.

Explore collections of materials with similar and/or different properties.

Talk about what they see, using a wide vocabulary.

Begin to make sense of their own life-story and family's history.

Explore how things work.

Begin to understand the need to respect and care for the natural environment and all living things.

Explore and talk about different forces they can feel. Talk about the differences between materials and changes they notice.

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

Identify the similarities and differences that they can see in what they can and their friends can do.

Describe how they look and how this may be different to how their friends look.

Know that it is 'ok to be different'

Engage:

Our Pet Star Arrives In Nursery

Mon.9th January

Express:

Twinkle Twinkle Little Star.

Come and hear us sing and look at our new creative displays! Fri.13th February

Expressive Arts and Design

Take part in simple pretend play, using an object to represent something else even though they are not similar.

Begin to develop complex stories using small world equipment like animal sets, dolls and dolls houses.

Make imaginative and complex 'small worlds' with blocks and construction kits, such as a city with different buildings and a park.

Explore different materials freely, to develop their ideas about how to use them and what to make.

Join different materials and explore different textures.

Create closed shapes with continuous lines, and begin to use these shapes to represent objects.

Draw with increasing complexity and detail, such as representing a face with a circle and including details.

Explore colour and colour-mixing.

Listen with increased attention to sounds.

Remember and sing entire songs.

Sing the pitch of a tone sung by another person.

Sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs.

Create their own songs, or improvise a song around one they know.

Play instruments with increasing control to express their feelings and ideas.

Physical Development

Continue to develop their movement, balancing, riding (scooters, trikes and bikes) and ball skills.

Go up steps and stairs, or climb up apparatus, using alternate feet.

Skip, hop, stand on one leg and hold a pose for a game like musical statues.

Use large-muscle movements to wave flags and streamers, paint and make marks.

Start taking part in some group activities which they make up for themselves, or in teams.

Be increasingly able to use and remember sequences and patterns of movements which are related to music and rhythm.

Choose the right resources to carry out their own plan.

Collaborate with others to manage large items.

What can we try at home?

Mathematics

Understand position through words alone – for example, “The bag is under the table,” – with no pointing.

Describe a familiar route.

Discuss routes and locations, using words like ‘in front of’ and ‘behind’.

Make comparisons between objects relating to size, length, weight and capacity.

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.

Extend and create ABAB patterns – stick, leaf, stick, leaf.

Notice and correct an error in a repeating pattern.

Begin to describe a sequence of events, real or fictional, using words such as ‘first’, ‘then...’

*Go on a shiny hunt around your home. What shiny items can you find? Make a list of what you find.

*Take a family night walk. What can you see? What is different at night-time? Don’t forget your torch!

*Look out of the window at bed-time & talk about the moon & stars. Can you count the stars together?

*Sing our class songs at home. Which one is your favourite?

*Collect shiny materials (eg:sweet wrappers, wrapping paper) and get your child to practise cutting and sticking to create a shiny collage.

*Play the ‘Is It Shiny?’ game. Collect different objects in a box or bag and get your child to take one out & ask them ‘Is it shiny?’ Can they say yes or no correctly?

*Share cosy bed-time stories each night. Does your child have a favourite book?

Don’t forget to share your child’s learning and special experiences with us on Google Classroom and see if you can complete our weekly ‘Children’s Challenge’ too.

This half term, we will be reading the books:

- **Hello World!** *Manja Stojic*
- **My Pet Star.** *Corrinne Averiss*
- **Thuli’s Mattress.** *Elizabeth Littlewort*
- **Whatever Next?** *Jill Murphy*
- **How To Catch A Star.** *Oliver Jeffers*
- **Star In The Jar.** *Sam Hay*

Songs we will sing too:

- **Twinkle Twinkle Little Star**
- **Star Light Star Bright.**
- **Zoom Zoom Zoom!**
- **5 Little Men In A Flying Saucer**
- **Wee Willie Winkie**
- **5 Little Monkeys Jumping on the Bed**

Literacy

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

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

Engage in extended conversations about stories, learning new vocabulary.

Use some of their print and letter knowledge in their early writing.

Write some or all of their name

Key Vocabulary:

***Star *Moon *Sky**
***Shiny *Twinkle *Sparkly *Dull**
***Dark/Darkness *Night *Bed-time**
***Rocket *Spaceship *Alien**
***Up *Down *High/higher/highest**

We will also be learning how to say hello to our friends in lots of different languages 🌟