



## Key Question: What are the signs of 'New Life'?

### Personal, Social and Emotional Development

- Follow very simple rules to stay safe when visiting the wider locality with familiar adults. Spontaneously take turns.
- Join in with simple discussions with an adult about how to make things fair.
- Choose the tools and materials they need to achieve a goal.
- Develop ways to calm themselves and use these with adult support.



### Communication and Language

- Use back and forth conversations about play.
- Answer 'why' questions.
- Remain attentive to the end of the book without prompts.
- Anticipate the ending of familiar stories.
- To bring simple narratives into their play.



### Physical Development

- Compete in a simple challenge with adult support.
- Copy adults to move in a variety of ways. Use a knife and fork independently.
- Play follow my leader in a small group, imitating a range of gross motor movements.
- Fundamental movements with NUF.



### Numbers to 5 and beyond

- Know the last number reached when counting a set of objects tells you how many there are ('cardinal principle')
- Subitise to 5.

### Shape and Space

- Talk about and explore 2D and 3D shapes, using informal mathematical language
- i.e. sides/ corners.
- Understand and use positional language.

### Number Patterns

- Extend and create simple ABAB' patterns.
- Spotting and exploring errors in repeating patterns.

### Literacy

- Turn the pages of books from beginning to end, mimicking an adult reading some elements of a story.
- Remain engaged from the beginning to the end of longer books.
- Answer closed questions as a book is being shared.
- Join in sections of familiar rhymes with all actions.
- Recognise a few examples of environmental print such as shop logos and food labels.
- Make continuous linear marks and other effects with hands and tools on a range of scales.

### Understanding the World

- Collect materials for a particular purpose and explain.
- Work alongside adults imitating their actions as they care for living things.
- Narrate, a stage at a time, the way a growing plant or animal is changing.
- Create own action and reaction games such as water flow structures and simple wheeled vehicles from construction kits.
- Give very simple explanations of how they work.

### Expressive Arts and Design

- Use a wider range of objects as props in spontaneous story telling.
- Create original stories with small world figures.
- Join materials for a purpose.
- Use mark making tools to make a range of enclosed shapes.

### Key Vocabulary

- Spring
- New life
- Growing
- Life cycle
- Plant
- Seed
- New born

### RE

#### Come and See

Gathering  
Growing

Ten: Ten Resources PSHE  
I Like, You Like, We All Like!  
Good Feelings, Bad Feelings  
Let's Get Real

### **Key Books**

*The Very Hungry*

*Caterpillar*

*Rosie's Walk*

*Oi Frog*

*The Growing Story*

### **Special Events this term.**

Please check the school 'Iona Star' for updates.

### **P.E. Days**

Friday NUF – PE Sessions

### **Parents can help during this topic by:**

Parents can explore this topic by reading books and stories related to spring.

Bringing in an egg box to make a cress caterpillar.

Writing remains a big focus in the Nursery. Please support your child's fine motor development at home with threading activities, colouring books, mark making activities, over writing name and picking up small items with tweezers.

If parents/carers require some extra support with toilet training, dummies or any other early childhood issue, please speak to Miss O'Connor. We are here to help and support.

Remember you can show us all your fantastic learning at home by posting on your child's individual 'Seesaw' page.