



## EYFS – Nursery Spring term MTP

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT			
<p><b>Making Relationships</b></p> <p>Playing with peer(s) to extend and elaborate play            Snack monitors - children giving out fruit in a group            Independent to make own choices            Able to share and take turns with little support</p>	<p><b>Sense of Self</b></p> <p>Do not always need an adult to remind them of the rules            Increasingly follow the rules and understand why they are important            Self-registration (name and photo)</p>	<p><b>Understanding Emotions</b></p> <p>Classroom expectations. Routine and rules circle time            More outgoing to unfamiliar people            Good learning behaviour. Good To Be Green.            Emotion board – naming emotions and feelings            Feelings circle time – what makes us happy            Discuss how others may be feeling</p>	
Communication & Language			
<p><b>Listening &amp; Attention</b></p> <p>Join in with repeated refrains and phrases in stories and rhymes            Pay attention to more than one thing at a time</p> <ul style="list-style-type: none"> <li>Join in with We're going on a bear hunt</li> <li>Begin to be able to listen whilst engaged in an activity</li> </ul>	<p><b>Speaking</b></p> <p>Develop their language but still use irregular tenses such as runned – teacher modelling to support this            Support and modelling of sounds and multi-syllabic word (r,j,th,ch and sh in particular)            Use longer sentences            Sing a variety of songs</p> <ul style="list-style-type: none"> <li>Use language such as let's go on a bus... you sit there .... I'll be the driver</li> </ul>	<p><b>Understanding</b></p> <p>Shows understanding of prepositions</p> <ul style="list-style-type: none"> <li>Put teddy on, under, in, next to</li> <li>Confidently answer who, what where questions in relation to books and familiar stories</li> </ul>	
Physical Development			
<p><b>Health &amp; Self-care</b></p> <p>Wash and dry hands independently            Fruit and health and safety monitors            Healthy eating            Daily routine embedded with regard to toileting, toothbrushing and eating            Can use the toilet independently</p> <ul style="list-style-type: none"> <li>Able to ask to use the toilet</li> <li>Understanding of why we eat healthily and brush our teeth</li> </ul>	<p><b>Moving</b></p> <p>Climb stairs and steps and move across balance equipment using alternate feet            Run with spatial awareness            Gross and fine motor skills developed– name writing, scissors, play dough, painting and threading            Changing shoes for PE</p> <ul style="list-style-type: none"> <li>Thread large beads and then smaller objects onto a lace or thread.</li> <li>Throw and catch a large ball with two hands</li> <li>Avoid obstacles and peers when running</li> </ul>	<p><b>Spring 1</b>            Space/Weather</p>  <p><b>Article 28:</b> <i>Every child has a right to an Education.</i></p>	<p><b>Spring 2</b>            Bears/ Dinosaurs</p>  <p><b>Article 31:</b> <i>Every child has the right to relax and play and take part in a range of activities</i></p>

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Understanding the World		
<p style="text-align: center;"><b>The world</b></p> <p>Talks about what they see using a wide vocabulary, talking about what they see and differences</p> <ul style="list-style-type: none"> <li>• Snow and ice exploration – solid to liquid</li> <li>• Dinosaurs extinction and changes to the world/weather</li> </ul>	<p style="text-align: center;"><b>People &amp; Communities</b></p> <p>Enjoys joining in with family customs and routines Remembers and talks about significant events in their own experience Recognises and describes special times or events with family or friends</p> <ul style="list-style-type: none"> <li>• Circle time – what did you do on your holiday? Weekend?</li> </ul>	<p style="text-align: center;"><b>Technology</b></p> <p>Begin to learn cause and effect through the use of ICT equipment</p> <ul style="list-style-type: none"> <li>• Learn how to turn ICT on and off and the effects of the remote control cars/ buttons on the toys</li> </ul>
Expressive Arts		Math
<p style="text-align: center;"><b>Being Imaginative &amp; Expressive</b></p> <p>Experiments and creates movement in response to music Taps out a simple rhythm Sing the pitch of a tone sung by another person Use available resources to create props or create imaginary ones</p> <ul style="list-style-type: none"> <li>• Change pitch accordingly</li> <li>• Follow a simple rhythm</li> <li>• Play imaginatively using props independently selected</li> </ul>	<p style="text-align: center;"><b>Creating with Materials</b></p> <p>Explore and create with play dough Explore different materials freely and choose how to use them and what to make Explore colour and colour mixing</p> <ul style="list-style-type: none"> <li>• Twist, roll, pinch, cut play dough</li> <li>• Independently select resources and materials in the creative area to create own masterpiece</li> <li>• Make secondary colours using primary colours</li> </ul>	<p>Compare two group of objects up to 5 saying when they have the same/ different amount Use number names and language in play Count up to 5 items and know that the last number said represents the total amount Links numerals to an amount up to 5 Separates a group of 3 or 4 objects, beginning to recognise the amount is still the same Responds and uses language of position and direction Choose items based on shape for a purpose</p> <ul style="list-style-type: none"> <li>• I have 2 cakes, you have 1</li> <li>• There are 5 ducks, 3 frogs</li> <li>• Recognise informal and formal language related to shape</li> <li>• Able to create 2/3 repeating patterns</li> <li>• Able to select longer/shorter/heavier/lighter/more or less</li> </ul>
Literacy		
<p style="text-align: center;"><b>Reading</b></p> <p>Join in with repeated refrains and anticipate key events Talk about events and principal characters Recognise familiar signs and own name</p> <ul style="list-style-type: none"> <li>• Hold book correct way up, turns one page at a time</li> <li>• Show awareness of rhyme</li> <li>• Begin to count/clap syllables in words</li> </ul>	<p style="text-align: center;"><b>Writing</b></p> <p>Make up stories, play scenarios when drawing Ascribe meanings to signs</p> <ul style="list-style-type: none"> <li>• Begin to make letter type shapes</li> <li>• Sometimes give meaning to marks</li> </ul>	<p style="text-align: center;"><b>Book Focus</b></p> <p>Harry and the bucket full of dinosaurs Goldilocks and the Three Bears Goldilocks and the Three Pandas The Everywhere Bear (Julia Donaldson) We're going on a bear hunt Whatever Next! Aliens Love Underpants</p>

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		<p>The Smeds and the Smoods (Julia Donaldson) The Dinosaurs Diary (Julia Donaldson)</p> <p>Songs and Rhymes</p> <ul style="list-style-type: none"><li>• Twinkle twinkle little star</li><li>• Name song – where is ...? Where is ....? Here I am, here I am, clap your hands together, clap your hands together, turn around, now sit down.</li><li>• The Wheels on the bus</li><li>• Baa baa black sheep</li><li>• Hickory Dickory Dock</li><li>• Humpty Dumpty</li><li>• Row row row your boat</li><li>• Incy Wincy Spider</li><li>• Head, shoulders, knees and toes</li><li>• Wind the Bobbin up</li><li>• 5 little ducks</li><li>• 5 Speckled frogs</li><li>• 5 cheeky monkeys swinging through the trees</li><li>• 5 little monkeys jumping on the bed</li><li>• Sing a rainbow</li></ul>
<b>Phonics Focus</b>		
Phase 1 Aspect 4 – Rhythm and Rhyme – tuning into sounds Phase 1 Aspect 5 – Alliteration – tuning into sounds		