



# Lyme Nursery Spring 1

At Lyme Primary School we firmly believe that a child learns best through child-initiated play where they can build important life skills such as curiosity, concentration, creativity, problem solving, use of their imagination and persistence through purposeful play experiences. Although we follow the child's lead and recognise each child's different starting points, below are some of the key aspects of a child's development that we would be encouraging this half term.

## Personal, Social and Emotional Development

- \* To select and use activities and resources, with help when needed. This helps them to achieve a goal they have chosen, or one which is suggested to them.
- \* To develop their sense of responsibility and membership of a community.
- \* To become more outgoing with unfamiliar people, in the safe context of their setting.
- \* To have more confidence in new social situations.
- \* To play with one or more other children, extending and elaborating play ideas.
- \* To start to eat independently and learning how to use a knife and fork.
- \* To show an increasing desire to be independent, such as wanting to feed themselves and dress or undress.

## Communication and Language

- \* To understand a question or instruction that has two parts, such as "Get your coat and wait at the door".
- \* To understand 'why' questions, like: "Why do you think the caterpillar got so fat?"
- \* To sing a large repertoire of songs.
- \* To listen to and discuss stories.
- \* To talk and ask questions as much as possible e.g. through their play or talking about past events.



## Physical Development

- \* With support collaborate with others to manage large items, such as moving a long plank safely, carrying large hollow blocks.
- \* To use one-handed tools and equipment, for example, making snips in paper with scissors.
- \* To use a comfortable grip with good control when holding pens and pencils.
- \* To show a preference for a dominant hand.

## Understanding the World

- \* To use all their senses in hands-on exploration of natural materials.
- \* To begin to understand the need to respect and care for the natural environment and all living things.
- \* To talk about the differences between materials and changes they notice.
- \* To explore their local environments, discussing plants and animals that they see.
- \* To show an interest in different occupations

## Mathematics

- \* To link numerals and amounts: for example, showing the right number of objects to match the numeral, up to 5.
- \* To show 'finger numbers' up to 5.
- \* Fast recognition of up to 5 objects, without having to count them individually ('subitising').
- \* To know that the last number reached when counting a small set of objects tells you how many there are in total ('cardinal principle')
- \* To understand position through words alone – for example, "The bag is under the table," – with no pointing.

## Literacy

- \* To understand the five key concepts about print.
- \* To listen to stories and comment on the main events, where it was set and the characters.
- \* To give meaning to their marks, commenting on what they have drawn, 'written' or painted.

## Expressive Arts and Design

- \* To join in movement to music and ring games e.g. 'duck duck goose', 'farmer in the den'
- \* To use small world toys to make up narratives and own stories.
- \* To join different materials and explore different textures.
- \* To draw with increasing complexity and detail, such as representing a face with a circle and including details.