

## Prior's Mill CE Primary School Nursery/Preschool Spring Term (Development Matters)



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Personal, Social and Emotional Development		Physical Development		Communication & Language			
<ul style="list-style-type: none"> <li>• Show more confidence in new social situations.</li> <li>• Increasingly follow rules, understanding why they are important.</li> <li>• Begin to understand how others might be feeling</li> </ul>		<ul style="list-style-type: none"> <li>• Collaborate with others to manage large items, such as moving a long plank safely, carrying large hollow blocks.</li> <li>• Show a preference for a dominant hand.</li> <li>• Be increasingly independent as they get dressed and undressed, for example, putting coats on and doing up zips.</li> <li>• Be increasingly independent in meeting their own care needs, e.g. brushing teeth, using the toilet, washing and drying their hands thoroughly</li> </ul>		<ul style="list-style-type: none"> <li>• Enjoy listening to longer stories and can remember much of what happens.</li> <li>• Understand a question or instruction that has two parts, such as “Get your coat and wait at the door”.</li> <li>• Be able to talk about familiar books.</li> <li>• Can start a conversation with an adult or a friend and continue it for many turns.</li> <li>• Use talk to organise themselves and their play: “Let’s go on a bus... you sit there... I’ll be the driver.”</li> </ul>			
Understanding the World		Expressive Arts and Design		Literacy		Mathematics	
<ul style="list-style-type: none"> <li>• Explore collections of materials with similar and/or different properties.</li> <li>• Show interest in different occupations.</li> <li>• Plant seeds and care for growing plants.</li> </ul>		<ul style="list-style-type: none"> <li>• Begin to develop complex stories using small world equipment like animal sets, dolls and dolls houses etc.</li> <li>• Join different materials and explore different textures.</li> <li>• Draw with increasing complexity and detail, such as representing a face with a circle and including details.</li> <li>• Remember and sing entire songs.</li> <li>• Sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs.</li> <li>• Play instruments with increasing control to express their feelings and ideas.</li> </ul>		<ul style="list-style-type: none"> <li>• Develop their phonological awareness, so that they can:                             <ul style="list-style-type: none"> <li>- spot and suggest rhymes</li> <li>- recognise words with the same initial sound, such as money and mother</li> </ul> </li> <li>• Engage in extended conversations about stories, learning new vocabulary.</li> </ul>		<ul style="list-style-type: none"> <li>• Recite numbers past 5.</li> <li>• Link numerals and amounts: for example, showing the right number of objects to match the numeral, up to 5.</li> <li>• Compare quantities using language: ‘more than’, ‘fewer than’.</li> <li>• Talk about and explore 2D shapes.</li> <li>• Understand position through words alone – for example, “The bag is under the table,” – with no pointing.</li> <li>• Describe a familiar route.</li> <li>• Make comparisons between objects relating to weight.</li> <li>• Select shapes appropriately: flat surfaces for building, a triangular prism for a roof etc.</li> </ul>	