

### Prime Area: Communication and Language Children to

- Show an understanding of prepositions by carrying out actions or matching corresponding pictures.
- Listen to stories in whole class situations and respond appropriately to questions about a book.
- Develop narratives in play within the role play area and small world area.
- Listen to and follow simple instructions.
- Use talk to explain what is happening and anticipate what might happen next.

### Specific Area: Maths Children to

- Practise using positional language including over, under, towards, in front, behind, in between and beside
- Use a five frame.
- Explore early addition and subtraction by 'giving' and 'taking' objects with a teacher.
- Count 3 objects with 1:1 correspondence.
- Follow simple routes.
- Become familiar with dot patterns and subitise dot patterns of 1, 2 and 3.
- Compare and sort collections of objects.

### Specific Area: Understanding the World Children to

- Talk about their home and the rooms in their home.
- Compare different types of homes.
- Talk about their school and the places in their school.
- Discuss seasonal change and spot signs of Spring.
- Suggest ways they can look after our local environment.

### Prime Area: Physical Development Children to

- Continue with dough disco to promote dexterity.
- Practise tracing over my name card and copying letters carefully.
- Show control over a range of tools and objects when creating, mark making and drawing.
- Show preference for a dominant hand and use it when drawing, painting, writing.
- Walk down steps or slopes whilst carrying a small object, maintaining balance.
- Grasp and release with two hands to throw and catch a large ball or beanbag.

### Prime Area: Personal, Social and Emotional Development Children to

- Take responsibility for tidying up the environment.
- Say who their friends are at nursery.
- Shows independence in self-care such as dressing, toileting and handwashing.
- Become aware of similarities and differences between themselves and others.
- Talk about how others might be feeling and respond according to their understanding of the other person's wants and needs.
- Name and identify different parts of the body.
- Express their thoughts and emotions through words.

### Specific Area: Literacy Children to

- Practise copying letters from their name.
- Write the initial sounds of their name independently.
- Distinguish between marks they make.
- Recognise the capital letter than starts their name.
- Learn initial sounds in words following the Little Wandle Phonics Scheme Foundation Phonics.
- Begin to sequence familiar stories.
- To orally blend sounds.
- To identify initial sounds in words and names of objects.

### Specific Area: Expressive Art and Design Children to

- Sing familiar songs.
- Tap out simple repeated rhythms
- Develop and understanding of how to create and use sounds.
- Engage in imaginative play.
- Begin to develop complex stories using small world toys and props.
- Use shapes and lines to represent objects.
- To explore colours and how they can be changed and mixed.



**St Michael's**  
C.E. Primary School

Nursery Spring Term  
2  
What is my house  
and school like?

### Key Vocabulary

house, home, kitchen, living  
room, bedroom, bathroom,  
garden, school, food, bake,  
cook, taste and drink