



Holy Family Catholic School

Nursery Termly Learning plan

Areas of Learning	Development Matters, Early Learning Goals
	EYFS Nursery Term Spring
Personal, Social and Emotional Development	Children will demonstrate friendly behaviour, initiate conversations and form good relationships with peers and familiar adults. The children will become more independent in accessing activities and resources independently and begin to tidy up after themselves. Children will show respect for one another and the Nursery environment. With support they will continue to learn how to express feeling's appropriately and develop greater understanding about their emotions.
Physical Development	The children will have access to our Nursery garden, as well as the Ks1 playground. They will continue to develop their ability to move safely and become more confident in using a range of climbing equipment. Children will be encouraged to seek challenge whilst trying new activities and begin to judge risks for themselves. The children will use a range of tools and objects independently and begin to practice some safety measures without adult support. The children will also take part in the 'Run a Mile' imitative, whilst observing and talking about the effects of activity on their bodies.
Communication and Language	Children will listen to others, maintain attention and sit quietly during focused group time activities. They will join in with repeated refrains in rhymes and stories and respond to simple instructions e.g. to get or put something away. Adult interactions will encourage children to think about what they wish to say and children will frequently be prompted by who, what and where questions. Speaking and listening skills will be modelled by adults and supported by visual prompts, encouraging children to interact in a variety of ways.
Literacy	During this term the children will see a live performance of 'The Tiger who came to tea' and become familiar with other traditional stories and rhymes. The children will be encouraged to use their love of stories and Talk for Writing to bring stories alive, and to create story maps to help them to retell familiar stories to others. They will begin to recognise names of other children and continue to develop an interest in print within the environment. They will use marks and some recognisable letters to communicate meaning. Children will be taught Phase One Letters and Sounds.
Mathematics	The children will use a variety of construction materials to make arrangements, recreate patterns and build models. They will use number names accurately in their play, and begin to represent numbers in different ways. The children will continue to build on their existing knowledge and understanding of mathematical concepts and be encouraged to take an active role in mathematical problems. There will be lots of talk about shape, size and measure in a variety of situations.
Understanding the World	RE – The children will be exploring Baptism and Lent and talking about the things which make them happy or sad. The children will be actively involved in different celebrations and learn more about different cultures and beliefs. They will continue to explore the world around them, and talk about the things that they have seen in the wider environment. The children will continue to be access to a range of technology, including the minicomputer suite, interactive board, ipads and a variety of programmable toys e.g. BeeBots. The children will explore and play with a range of small world toys, including, cars, garages, trains and assorted animals.
Expressive Arts and Design	The children will use open ended resources to create props to support their role play. Provocations will be introduced to support children's imagination and further enhance their play. They will continue to be encouraged to join in singing songs, as well as exploring a variety of musical instruments. There will be a wide range of creative activities and resources available for children to capture their experiences. The role-play area will be developed/replaced dependent on the interests of the children.