



# Lyme Nursery Spring 2

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 increasingly begin to follow rules, understanding why they are important.
- \* To not always need an adult to remind them of a rule.
- \* To develop appropriate ways of being assertive.
- \* To talk with others to solve conflicts.
- \* To talk about their feelings using words like 'happy', 'sad', 'angry' or 'worried'.
- \* To begin to understand how others might be feeling
- \* To be increasingly independent as they get dressed and undressed, for example, putting coats on and doing up zips.
- \* To be increasingly independent in meeting their own care needs, e.g. brushing teeth, using the toilet, washing and drying their hands thoroughly.
- \* To make healthy choices about food, drink, activity.

## Communication and Language

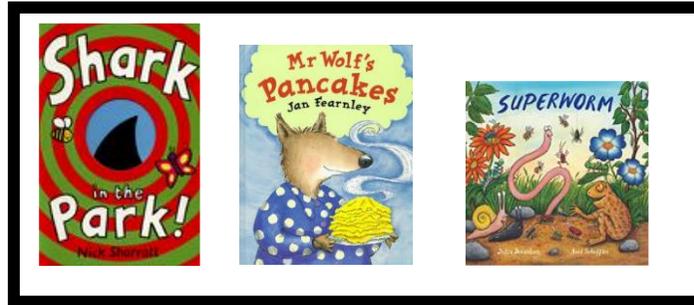
- \* To know many rhymes, be able to talk about familiar books, and be able to tell a long story.
- \* To use a wider range of vocabulary.

## Physical Development

- \* To be increasingly independent as they get dressed and undressed, for example, putting coats on and doing up zips.
- \* To start taking part in some group activities which they make up for themselves, or in teams.

## Understanding the World

- \* To talk about the differences between materials and changes they notice.
- \* To continue to develop positive attitudes about the differences between people.
- \* To show an interest in different occupations
- \* To know that there are different countries in the world and talk about the differences they have experienced or seen in photos.



## Literacy

- \* To understand the five key concepts about print.
- \* To develop their phonological awareness, so that they can: - spot and suggest rhymes
- \* To add some marks to their drawings, which they give meaning to. For example: "That says mummy."
- To clap out syllables in a word.

## Mathematics

- \* To say one number for each item in order: 1,2,3,4,5.
- \* To be able to tell you a familiar route I know
- \* To discuss routes and locations, using words like 'in front of' and 'behind'.
- \* To talk about and identifies the patterns around them. For example: stripes on clothes, designs on rugs and wallpaper. To use informal language like 'pointy', 'spotty', 'blobs' etc.
- \* To extend and create ABAB patterns – stick, leaf, stick, leaf. To notice and correct an error in a repeating pattern.

## Expressive Arts and Design

- \* To begin to develop complex stories using small world equipment like animal sets, dolls and dolls houses etc.
- \* To begin to make imaginative and complex 'small worlds' with blocks and construction kits.
- \* Sing the pitch of a tone sung by another person ('pitch match').
- \* Sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs.
- \* Create their own songs or improvise a song around one they know.



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