

# Spring One in Early Years

## Communication & Language

### Nursery

- Show they can listen to others one to one or in small groups.
- Listen to longer stories and remember much of what happens.
- Understand 'who', 'what', 'where' in simple questions.
- Ask a range of questions (what, where, who).
- Begin to form simple sentences.
- Begin to use suffixes when talking e.g. play-ing.
- Have a bank of rhymes, be able to talk about familiar books and be able to tell a long story.
- Retell a simple past event in the correct order.

### Reception

- Ask questions to find out more.
- Begin to understand humour.
- Understand a range of complex sentence structures.
- Develop the confidence to talk to other adults they see on a daily basis.
- Talk in sentences using conjunctions e.g. and, because.

## Personal, Social, Emotional Development

### Nursery

- Talk about their feelings using words like 'happy', 'sad', 'angry' or 'worried'.
- Be aware that some actions can hurt or harm others.
- Select and use resources with help when needed, encouraging them to achieve a goal.
- Appreciate and value praise for what they have done.
- Begin to form a special friendship with another child/children.
- Show more confidence in new social situations.
- Play with a group of people beginning to extend play.

### Reception

- Focus during longer whole class lessons.
- Follow two step instructions.
- Begin to show resilience and perseverance in the face of challenge.
- Practise doing up a zipper.
- Practise doing up buttons.
- Practise doing up buckles.
- Develop an independence when dressing and undressing at home.
- Begin to work as a group, with support.
- Use taught strategies to support turn taking.

## Physical Development

### Nursery

- Increasingly be able to use and remember sequences and patterns of movements which are related to music and rhythm.
- Move freely with confidence and pleasure in a range of ways.
- Skip, hop, stand on one leg and hold a pose for a game like musical statues.
- Show preference for a dominant hand.
- Begin to hold a pencil in the correct way.

### Reception

- Roll and track a ball.
- Develop accuracy when throwing to a target.
- Dribble a ball using hands.
- Throw and catch with a partner.
- Dribble a ball using feet.
- Kick a ball to a target.
- Use a tripod grip when using mark making tools.
- Hold scissors correctly and cut along a curved line.
- Thread small beads.
- Use small pegs.
- Write taught letters using correct formation.
- Use a hammer and saw.

# Spring One in Early Years

Literacy
Nursery
<ul style="list-style-type: none"> <li>• Answer closed ended questions about a story.</li> <li>• Join in repeated phrases from a familiar story.</li> <li>• Name some main characters in a story</li> <li>• Distinguish between different sounds in the environment.</li> <li>• Begin to understand that marks carry meaning.</li> <li>• Begin to hear and say some set 1 sounds.</li> <li>• Begin to form set 1 sounds (trace)</li> </ul>
Reception
<ul style="list-style-type: none"> <li>• Act out stories.</li> <li>• Begin to predict what may happen in the story.</li> <li>• Suggest how a story might end.</li> <li>• Read Set 1 irregular words.</li> <li>• Use Set 1 phonics to segment and blend CVC words.</li> <li>• Use decoding to read simple captions/sentences with support.</li> <li>• Use Set 2 phonics knowledge to begin to segment and blend words.</li> <li>• Write CVC words using taught sounds (Set 1) independently.</li> <li>• Write red/tricky words (Set 1) with support.</li> <li>• Spell and write red/tricky words (Set 1) correctly.</li> <li>• Begin to spell words using taught sounds (Set 2) with support.</li> </ul>

Maths
Nursery
<ul style="list-style-type: none"> <li>• Recite numbers to 10.</li> <li>• Know that the last number reached when counting a small set of objects tell you how many there are in total.</li> <li>• Begin to count and check an amount using 1:1 correspondence saying one number for each item in order: 1,2,3,4,5.</li> <li>• Make comparisons between quantities e.g. more and less.</li> <li>• Begin to recognise and name simple 2D shapes.</li> <li>• Show awareness of similarities of shapes in the environment.</li> <li>• Make comparisons between objects relating to size, length, weight and capacity.</li> </ul>
Reception
<ul style="list-style-type: none"> <li>• Recognise numbers 0-8</li> <li>• Subitise to 8.</li> <li>• Find one more than numbers to 8.</li> <li>• Find one less than numbers to 8.</li> <li>• Explore the composition of 6, 7 and 8.</li> <li>• Match the number to quantity.</li> <li>• Count to 15.</li> <li>• Count objects to 10.</li> <li>• Compare quantities to 8.</li> <li>• Begin to understand the difference between odd and even numbers up to 8.</li> <li>• Combine two groups of objects.</li> <li>• Order objects by height and length.</li> <li>• Order the days of the week.</li> <li>• Measure height using cubes.</li> <li>• Measure time.</li> <li>• Recognise 6 o'clock, 7 o'clock and 8 o'clock.</li> <li>• Begin to name 3D shapes.</li> <li>• Explore the properties of 3D shapes.</li> </ul>