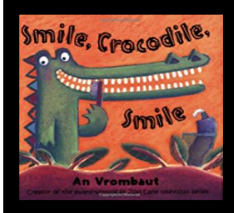
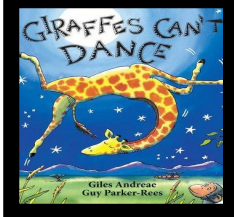


## Personal Social and Emotional Development

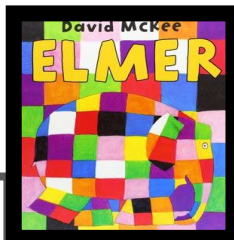
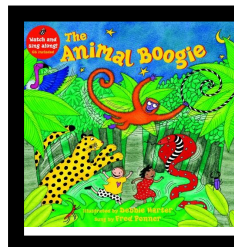
**Growing Independence:** To start remembering our nursery boundaries and expectations throughout the day with less frequent prompting from adults.

**Expressing Needs:** To begin using simple words or gestures to express feelings and work through small disagreements with peers, with the support of an adult.



## Pre- Nursery Term 5

# Animal Parade



### Our Literacy texts will be:

Giraffes Can't Dance  
The Animal Boogie  
Smile Crocodile, Smile  
Elmer, the patchwork elephant  
Non fiction book: Jungle Animals

### The Nursery Rhymes we will learn are:

Hickory Dickory Dock  
Mary Had a Little Lamb

### The key vocabulary we will use are:

Jungle and Safari Animals (bear, monkey, baboon, elephant, hippos, leopard, snake, giraffe, lion, tiger, zebra, crocodile, cricket)

## Communication and Language

**Understanding 'Why':** To begin to understand and answer simple 'why' questions (e.g., "Why is the caterpillar fat?" or "Why do we need a coat?"), showing an emerging understanding of cause and effect.

**Language Structure:** To continue developing spoken language, using a wider range of vocabulary and longer sentences, while still learning to navigate irregular tenses (e.g., saying 'runned' instead of 'ran').

## Physical Development

**Collaborative Play:** To start joining in with simple group games and floor-based activities, learning to play alongside others and follow a shared idea.

**Rhythm and Movement:** To begin following simple patterns of movement in time with music, such as clapping, stomping, or waving, and remembering short sequences in familiar nursery rhymes.

## Literacy

**Sound awareness:** To begin noticing and identifying sounds in the environment and in speech, specifically starting to recognise when different words begin with the same sound (e.g., "b" for ball and "b" for bus).

**Name Recognition and Writing:** To show an increasing interest in their written name, beginning to recognise it in print and attempting to represent some or all of the letters through purposeful marks.

## Expressive Art and Design

**Developing Mark-Making:** To move from circular scribbles toward more intentional drawings, such as beginning to represent people or faces with simple shapes and dots.

**Music and Song:** To build confidence in singing familiar nursery rhymes and action songs, beginning to remember and repeat entire verses and choruses.

## Mathematical Development

**Early Number Marks:** To experiment with making their own marks, tallies, and symbols to represent "how many," alongside beginning to recognise numerals.

**Spatial Awareness:** To develop an understanding of positional language (e.g., "under," "on top," "inside") by following simple verbal instructions without the need for pointing or gestures.

**Comparison:** To use language to describe and compare the physical properties of objects, including size (big/small), length (long/short), weight (heavy/light), and capacity (full/empty).

## Understanding the World

**Caring for Our World:** To begin to understand how to treat the natural environment and living things with care and respect, such as watering plants or being gentle with minibeasts.

**Life Cycles:** To show an emerging interest in how things grow, exploring the simple key features of how a seed becomes a plant or how an animal (such as a butterfly or a chick) changes as it grows.