



## Towerview Nursery Learning Plan

Term 1

2025-2026

<p><b>Personal, Social and Emotional Development</b>  <b>Well Being:</b> Separates from parent/carer. /Is happy and confident to come to school. /Copes with routine and change. /Shows increasing confidence. /Usually demonstrates acceptable behaviour. /Responds positively to praise. /Can identify emotions including happiness, fear, sadness and anger. Enjoy Crawfordsburn Visit/Forest School/Ark Farm roadshow  <b>Relationships:</b>/Enjoys the company of adults and peers. /Is polite and well mannered. /Relates well to adults and peers. /Knows when to seek help. /Interested in others play and starting to join in.  <b>Attitude to Learning:</b>/Engages in a range of activities. /Can sustain attention with adult support. /Expresses own preferences and interests.  <b>Responsibilities:</b> Looks after personal belongings. /Is developing independence with personal care and familiar routines. /Is aware of rules and routines. /Can listen. /Is developing ability to share.  <b>Environment:</b>Helps to care for plants and animals. /Takes some responsibility for caring for their environment.  <b>Health, safety and hygiene:</b> Becoming aware of their own safety and that of others as they attempt to adhere to safety rules and use equipment appropriately.</p>	<p><b>Early Mathematical Experiences</b>  <b>Early Number</b>          Listen to and join in number rhymes and songs.          Count forward from 1 during their play.  <b>Shape</b>          Find/Identify objects that are the same.  <b>Space</b>          Can find a space to build, do a floor puzzle, spin in...  <b>Size and Quantity</b>          Use language relating to size: big, small, little...          Use language relating to length: long, short          Use language relating to weight and capacity: full, empty, heavy, light.  <b>Relationships</b>          Can sort toys and equipment into allocated boxes and places.  <b>Pattern</b>          Explore prints made by hands, leaves, feet...          Copy a repeating pattern.  <b>Sequencing and Time</b>          Talk about what is next in daily routine.          Talk about day and night.</p>	<p><b>Language Development</b>  <b>Attention and Listening</b>          Attend and listen for short periods of time.          Follow single instructions.  <b>Verbal Memory</b>          Listen to and join in with rhymes.          Join in with familiar phrases from story  <b>Develop Phonological Awareness</b>          Hear, recognise and label environmental sounds.  <b>Social Use of Language</b>          Talk with adults and other pupils.          Engage in role-play, using appropriate language to express their feelings.  <b>Language and Thinking</b>          Talking about their work, play and things they have made.          Name. /Describe. /Answer questions based on what they can see (L1 &amp; 2)  <b>Reading</b>          Choose a book.          Enjoy sharing books with peers / adults or enjoy them independently.          Know how to handle and care for books.          Participate in stories, rhymes and songs.  <b>Writing</b>          Talk about the ideas represented in their drawings.          Become familiar with their names by labelling their pictures with their symbol/name.          Have their thoughts, feelings and ideas recorded.</p>
<p><b>Art/Craft/Design</b>           Enjoys participating in art activities.          Uses art media to make marks.          Feely accesses materials.          Enjoys using art/craft media/dough.          Investigate different ways of joining materials.   <b>Drama experiences</b>          Participates in role-play          Uses imagination to develop scenarios in the role play area.   <b>Music experiences</b>          Is beginning to participate in musical activities/rhymes.          Enjoys singing songs.          Listens attentively to rhymes and songs.          Listen to music and respond freely.          Makes music by singing, clapping and playing instruments.          Becomes aware of sound make by different instruments.          Become aware of sounds in the environment such as bird songs and traffic (WU)</p>	<p><b>Physical Development</b>  <b>Fine Motor Skills:</b>          Tear paper, use scissor scoops, snip with scissors.          Make marks with variety of tools, form circles and lines.          Poke, squeeze, flatten the dough. Thread chunky beads.          Put on their coat, shoes. Pour at snack time, stir during baking.          Join basic construction, jigsaws, stack blocks. Pour into jugs, wide containers. Squeeze sponges. Use clothes pegs.          Use hammers and dowels.  <b>Gross Motor Skills</b>          Enjoy physical play and the sense of freedom it brings.          Begin to develop an awareness of space and of others.          Pedal the trikes.          Develop cross lateral movement (crawl) and vestibular movement (jump, roll, run).          Hear an adult describe their movements (L)          Begin to listen to and follow simple instructions (L)          Take part in simple games (PSE)          Begin to understand simple rules and begin to use tools and equipment appropriately/safely   <b>Explore FMS:</b>          Balance on one foot          Jump          Bench walk          Skip          Underarm roll</p>	<p><b>World Around Us</b>          Use senses to explore foliage, fruit and vegetables, foods made in setting. /Observe, explore, investigate and select materials and equipment in a range of situations; /Observe water, what happens when colour is added to water, /Explore the properties of wet, dry and damp sand, using sand to build and make models.          Explore malleable materials, becoming aware of how these materials behave when poked, rolled, squashed and pulled          Discuss changes in materials in real contexts such as cooking, freezing and making dough/Talk about the weather and seasons          Have opportunities to learn about the world around them through books, pictures, posters, photographs and by using appropriate ICT. /Use and explore walkie -talkies Show an awareness of time as they talk about Seasonal and festive events and take part in daily routines /Explore creating models using blocks and other materials. /Talk about themselves, including where they live, members of their family, events in their lives, how they have changed, grown. /Begin to name parts of the body. Explore their pre-school setting, its name and name of people who work in it, where to find materials and equipment.          Explore issues relating to safety in the pre-school.</p>

