Towerview Nursery Learning Plan Term 2 2025-2026

Personal, Social and Emotional Development

Well Being. Has an awareness of others people's needs/feelings.
Can express their feelings and emotions.
Is able to adapt to new situations.
Shows pride in completed work. Is able to adapt to new situations.
Shows pride in completed work.

Relationships. Is beginning to establish friendships.
Engages in collaborative play. Can take turns/share.
Is aware of how actions can affect others. Is aware of how actions can affect others.

Attitude to Learning. Initiates own play. Engages in a wide range of activities. Concentrates for 5/10 minutes at activities of interest.
Can play purposefully. Shows perseverance at activities of interest.

Responsibilities: Is becoming more independent.

Environment Observe aspects of nature, such as rainbows, sunlight, shadows, day and night and new-born animals, thereby developing a sense of wonder. Explore environmental issues such as litter, recycling, paper banks

Health, safety and hygiene*:* Explore and show an understanding of the importance of eating good food, taking part in physical activity and having enough sleep to keep healthy.
Explore how medicines and other substances (beneficial or dangerous) can affect them.

Early Mathematical Experiences

Early Number
Talk about being first, last, next when taking turns.
Play games with an element of counting.
Count using one to one correspondence.

Shape
Talk about shape of everyday objects.
Use shapes to make pictures and build models.

Space
Use prepositions such as in, on and under, above, below.

Size and Quantity
Use language of comparison: longer, about the same, holds more, taller…

Relationships
Talk about what is similar and different in everyday objects.
Sort for different reasons during their play.

Pattern
Continue a simple pattern.
Use language to describe the decoration of some. materials, for example spots, stripes, zigzags.

Sequencing and Time
Sequence everyday routines, seasonal events or planting seeds.
Use words and phrases such as today, tomorrow, yesterday…
Solve problems and ask questions.

Language Development

Attention and Listening
Sustain attentive listening.
Follow two-part instructions.

Verbal Memory
Spot what is missing in Kim's game
Develop memory when playing lotto game/matching pairs

Develop Phonological Awareness
Auditory discrimination – identify same/different sounds and explore loud/quiet, long/short, high/low
Develop awareness of rhyme

Social Use of Language
Take turns in conversations.
Engage in conversations.

Language and Thinking
Recall an activity or event.
Share their thoughts, feelings and ideas through painting, drawing, music, movement and drama.
Extend vocabulary. Talk about experiences, pictures and stories with increasing fluency. Answer increasingly difficult questions (L3 & 4)

Reading Retell familiar stories.
Begin to understand and use some language associated with books such as title, author, illustrator.
Begin to understand that books can provide information and help to answer questions. Begin to become aware that the print/words tell the story. Listen to and enjoy stories using technology.

Writing Begin to distinguish link between reading and writing by 'reading' their own 'writing'.
Express their thoughts and ideas through drawing, mark making.

The Arts

Art/Craft/Design Can express shape, form, colour and pattern.
Makes representational models.
Experiments with a wide range of materials.
Express own ideas through art media.
Makes representational drawings/paintings.
Can make simple models with dough.

Drama experiences Takes on different roles in role-play.
Enjoys performing in front of an audience.
Access and use a wide range of dressing up materials and props to enhance play.
Explores a range of resources, including puppets, small world toys to create scenarios,
retell stories, express ideas.

Music experiences
Explore ways of making sounds using everyday objects and other musical instruments.
Responds to beats using actions such as clapping, marching…
Become aware of different sounds such as loud/quiet, high/low

Physical Development

Fine Motor Skills:
Cut along a line, tear masking tape.
Developing greater control to create representative pictures.
Pinch dough, roll the dough in to a sausage / ball shape.
Thread fine beads and shapes. Put on their jumper, welly boots.
Butter snack, whisk during baking, try to chop using a knife.
Join Lego, mobilo. Pour into narrow bottles. Twist/untwist lids.
Use tweezers Use hammers and nails.

Gross Motor Skills
Move confidently with increasing control and co-ordination
Be able to find a space of their own. Manoeuvre trikes around obstacles Find different ways of moving. Complete balance activities confidently. Explore vestibular movement: twist/turn
Observe peers moving. Describe their movements (L)
Take part in more complex games.

Explore FMS:
Balance on narrow equipment
Jump for height
Catch a scarf
Line walk
Gallop

World Around Us

Construction
Use skills such as cutting, sticking, folding, pouring and building as they work with a variety of materials.

People
Recognise the role of some people who work within the setting and the local community.
Talk about healthy eating and habits.

Living Things
Explore life cycles.

World
Explore issues relating to safety in the wider environment, e.g. road safety, keeping safe in the home/ community.
Be aware of different jobs in their community