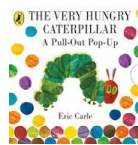


## CELEBRATIONS – Mother's Day

Focus stories/songs to include: The Very Hungry Caterpillar  
My Giant Book of Snappy Numbers,  
Jingle Jangle Jungle, Nine Ducks Nine, Flip Flop Number book  
Titch

**Communication and language**

Circle time based around numbers, where children pick out familiar objects from a box, identifying them and count them. Children to bring in own Easter bunny teddy bears (or any teddy bear), encouraging them to listen to others, one to one or in small groups when talking about their teddy bears.  
Join in with nursery rhymes  
Able to join in and focus attention at carpet time for around 5 minutes  
Talk about interests or wants using 2-3 words  
Notice when peers share interests and begin to share simple language and non-verbal communication  
Name and identify familiar objects – i.e coat, packed lunch, shoes

**Literacy**

Develop play around favourite stories using props such as the puppet theatre and finger puppets.  
Action songs – Incy Wincy spider, Wind the Bobbin up, 1,2,3,4,5 Once I Caught a Fish Alive, 5 Little Ducks  
Beginning to mark making with a purpose  
Sharing a book with key person – able to listen and focus for longer periods of time (e.g. 5 min)  
Can hold a book, and is beginning to be able to turn a page independently  
Can point in answer to simple questions e.g. where is the duck?

**Mathematical Development**

Singing number/Spring songs: 5 Fat Sausages, 5 Little Men in a Flying Saucer, 5 Current Buns, 5 Little Speckled Frogs, 5 Little Monkey's Jumping on the Bed.

Exploring number puzzles – completing simple inset puzzles.

To encourage children to develop counting like behaviour, saying some numbers in sequence or pointing when counting everyday objects.

Easter egg hunt- 'how many eggs can you find?'

Comparing eggs sizes and weights, big and small.

Building with a range of resources e.g. blocks and boxes to play freely with and build with, indoors and outside.

Sorting out objects in a collection (cars, etc)

Building lines with construction toys

**Personal Social Emotional Development**

Playing circle games to develop positive relationships and to begin to show 'effortful control'. For example, waiting for a turn. (In a group of 2)

Exploring new places-local trip to the market.

Talking about and managing emotions-using feeling cards and stories

Developing friendships with other children.

Engaging with one or more other children using words and gestures, extending and elaborating play ideas whilst exploring the role play area, mud kitchen and book themes.



## Expressive Arts & Design

Exploring and investigating different materials using senses - clay, card, off cuts of fabrics and materials with different textures.

Developing pretend play. E.g. using baby dolls/home corner/mud kitchen/puppet theatre.

Joining in with songs and rhymes using words and gestures.

Encouraging children to join in with sounds and dance to familiar songs such as "Sleeping Bunnies". (Music and movement)

To begin to make marks intentionally, encouraging children to make marks in different ways.

Encouraging counting as children join construction pieces to build simple models and express ideas.

Children to explore materials/ resources using their imaginations to find out what they are/what they can do, and decide how they want to use them.

## Understanding the World

Begin to understand the need to respect and care for the natural environment and all living things.

Nature walks around the school, identifying and collecting features of the environment e.g. blossom and leaves. Using all their senses in hands-on exploration of natural materials.

Exploring and responding to different natural phenomena. e.g. seeing the spring daffodils and cherry blossom.

Exploring materials with different properties, creating seasonal treasure baskets. How many different items can we collect?

Make connections between the features of their family and other families- looking at our 'family' pictures, looking at similarities and differences between each other. Looking at ourselves in mirrors and talking about differences in features.

## Physical Development

Use large and small motor skills to do things independently, for example manage buttons and zips, and pour drinks.

Jumping from a small height, landing on two feet.

Becoming increasingly confident with using climbing equipment and using two feet to a step when climbing the steps.

Children to tear, make marks and print on different types of paper, developing manipulation and control.

Children to grasp, hold and explore different materials and tools, e.g. clay, finger paint, spoons, brushes, shells.

Counting as we play catch with balls and kicking the ball.

Begin to build independently using a variety of resources e.g. junk modelling, Lego and wooden blocks.

## Weekly/Half Termly Events

Stay & Play - Every Wednesday 9am - 9:45am & 1pm - 1:45pm

Speech & Language - Invitation only - Please contact Aneesa if you would like to attend a session.

Visiting the local library once every half term. Please make sure that you are available to accompany your child. Dates are posted on our website and the entrance.

Healthy teeth Workshops - Please contact Aneesa if you would like to attend a session.

Help with Potty Training - Please contact Aneesa if you would like to attend a session.

