



<p><b>Personal Social and Emotional Development</b></p> <p>*Notice differences, such as skin colour, types of hair, gender, special needs and disabilities, and so on.</p> <p>*Safely explore emotions beyond their normal range through play and stories. (Sign 4 feelings - begins to understand a range of emotions)</p> <p>*Be increasingly able to talk about and manage their emotions.</p> <p>*Shows a sense of autonomy through asserting their ideas and preferences and making choices and decisions.</p>	<p><b>Communication and Language</b></p> <p>*Begin to talk about familiar book.</p> <p>*Single channelled attention, can shift to a different task if attention is fully obtained - using child's name to fully focus child.</p> <p>*Uses language to share feelings, experiences and thoughts.</p> <p>*Beginning to use talk to organise themselves and their play: "Let's go on a bus... you sit there... I'll be the driver."</p>	<p><b>Physical Development</b></p> <p>*Use large and small motor skills to do things independently, for example attempts to do zips, and pour drinks.</p> <p>*Go up steps and stairs, or climb up apparatus, using alternate feet.</p> <p>*Enjoy starting to kick, throw and catch balls.</p> <p>*Able to build independently with a range of appropriate resources (Both large or small scale structures with loose parts).</p> <p>Doodle sticks/ Dough disco/ Copy sticks and circles on large paper</p>	<p><b>Literacy</b></p> <p>*Add some marks to their drawings, which they give meaning to. For example: "That says mummy."</p> <p>*Develop play around favourite stories using props.</p> <p>*Ask questions about the book. Makes comments and shares their own ideas.</p> <p>*To join in with songs and rhymes, copying sounds, such as loud, quiet, fast, slow, using instruments.</p> <p>Phonics- phase 1 (Instrumental sounds)</p>
<p><b>Acorns (2year olds) Spring 2- Spring/ Animals</b></p> <p>Alexandra park- walk</p>			
	<p><b>Vocabulary</b></p> <p>Chicken, egg, grow, hatch, spring, flowers, water, plant, seed, sun, soil, garden, Dig, beansalk</p>	<p><b>Songs</b></p> <p>Incy wincy spider, Old McDonald, Mary Mary quite contrary, Rain rain go away, Its raining its pouring</p>	<p><b>Mathematics</b></p> <p>*Beginning to categorise objects according to properties such as shape or size.</p> <p>*Beginning to use positional language.</p> <p>*Notices patterns and arrange things in patterns.</p>
	<p><b>Expressive Arts and Design</b></p> <p>*Beginning to make simple models which express their ideas.</p> <p>*Makes marks intentionally. (in flour, sand, pens, crayons, paint etc)</p> <p>*Freely explores paint, using fingers and other parts of their bodies as well as brushes and other tools.</p> <p>*Explore different materials, using all their senses to investigate them.</p> <p>*Join in with songs and rhymes, making some sounds.</p> <p><b>Making Easter cards</b></p>	<p><b>Understanding the World</b></p> <p>* Beginning to plant seeds and care for growing plants.</p> <p>*Explore collections of materials with similar and/or different properties.</p> <p>Growing beanstalks- what does it need to grow/ change over time</p> <p>Look at the life cycles of a chicken</p> <p>Investigation walk looking for mini beast</p> <p><b>Shrove Tuesday- making pancake/ senses</b></p> <p><b>Easter</b></p>	<p>*Climb and squeezing selves into different types of spaces</p> <p>*Talk about and identifies the patterns around them. For example: stripes on clothes, designs on rugs and wallpaper. Use informal language like 'pointy', 'spotty', 'blobs' etc.</p>