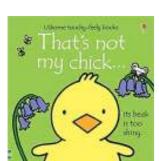
## **Personal Social and Emotional Development**

- \*Notice differences, such as skin colour, types of hair, gender, special needs and disabilities, and so on.
- \*Safely explore emotions beyond their normal range through play and stories. (Sign 4 feelings begins to understand a range of emotions)
- \*Be increasingly able to talk about and manage their emotions.
- \*Shows a sense of autonomy through asserting their ideas and preferences and making choices and decisions.







# **Communication and Language**

- \*Begin to talk about familiar book.
- \*Single channelled attention, can shift to a different task if attention is fully obtained using child's name to fully focus child.
- \*Uses language to share feelings, experiences and thoughts.
- \*Beginning to use talk to organise themselves and their play: "Let's go on a bus... you sit there... I'll be the driver."

## **Physical Development**

- \*Use large and small motor skills to do things independently, for example attempts to do zips, and pour drinks.
- \*Go up steps and stairs, or climb up apparatus, using alternate feet.
- \*Enjoy starting to kick, throw and catch balls.
- \*Able to build independently with a range of appropriate resources (Both large or small scale structures with loose parts).
- Doodle sticks/ Dough disco/ Copy sticks and circles on large paper

#### Literacy

- \*Add some marks to their drawings, which they give meaning to. For example: "That says mummy."
- \*Develop play around favourite stories using props.
- \*Ask questions about the book. Makes comments and shares their own ideas.
- \*To join in with songs and rhymes, copying sounds, such as loud, quiet, fast, slow, using instruments.

Phonics- phase 1 (Instrumental sounds)

# Acorns (2year olds) Spring 2- Spring/ Animals

## Alexandra park- walk

Vocabulary Chicken, egg, grow, hatch, spring, flowers, water, plant, seed, sun, soil, garden, Dig, beansalk	Songs Incy wincy spider, Old McDonald, Mary Mary quite contrary, Rain rain go away, Its raining its pouring	Mathematics  *Beginning to categorise objects according to properties such as shape or size.  *Beginning to use positional language.
Expressive Arts and Design	Understanding the World	*Notices patterns and arrange things in patterns.  *Climb and squeezing selves into different types of spaces
*Beginning to make simple models which express their ideas.	* Beginning to plant seeds and care for growing plants.	*Talk about and identifies the patterns around them.
*Makes marks intentionally. (in flour, sand, pens, crayons, paint etc)  *Freely explores paint, using fingers and other parts of their bodies as well as brushes and other tools.	*Explore collections of materials with similar and/or different properties.  Growing beanstalks- what does it need to grow/ change over time	For example: stripes on clothes, designs on rugs and wallpaper. Use informal language like 'pointy', 'spotty', 'blobs' etc.
*Explore different materials, using all their senses to investigate them.	Look at the life cycles of a chicken	
*Join in with songs and rhymes, making some sounds.	Investigation walk looking for mini beast	
Making Easter cards	Shrove Tuesday- making pancake/ senses	
	Easter	