



**Communication and Language**

Enjoys listening to longer stories and understand and remembers what is happening, with the help of pictures.  
 Knows some rhymes and talks about a familiar book.  
 Understand simple questions about 'who', 'what' and 'where'.  
 Beginning to understand to part instructions.  
 Begin to use longer sentences.  
 Listen and respond to simple instructions.  
 Listen to others without being distracted.  
 Engage in conversations with others.

**Personal, Social and Emotional Development**

Friendships –play with other children extending play ideas.  
 Beginning to remember rules without the needing an adult to remaining.  
 Be increasing independent in meeting their needs.  
 Washing our hands and use the toilet independently  
 Continue to learn the class rules  
 Continue learn to make healthy choices

**Physical Development**

Gross Motor –Put on our coats independently.  
 Use large muscle movements and remember sequences and pattern of movements.  
 I am beginning to move in a range of ways and begin to show some spatial awareness  
 Begin to use and remember sequence and pattern of movements, which are related to music and rhythm.  
 Match their developing physical skills to their chosen task walk, crawl or run when using equipment. Choose the right resources to carry out there own plan e.g. use a trowel to dig up a big hole.  
 Fine Motor –Continue to develop manipulation and control through activities using scissors, play dough, tweezers, threading, pegs and boards, doing up zips and buttons.

**Events and Celebrations**

World Book Day, Mothers Day, librarian visit  
 Easter, Easter Bonnet Parade, Living Chicks

**Stories and Books**

Planting a Rainbow  
 Jaspers Bean Stalk  
 The Very Hungry Caterpillar  
 Titch  
 My Mum is fantastic  
 Hear Comes Easter

**Literacy**

**Phonics**–Use body percussion sounds to copy pattern, produce contrast in rhyme speed & loudness  
**Rhyming**- Recognise that words rhyme  
**Reading**–Enjoy sharing books with an adult or independently. Names different parts of the book and begin to understands different parts of a book. Join in/say some of the words in the songs and rhymes that we sing. Recall some of the main events in the stories we read.  
**Writing**–Make marks with a range of writing tools or fingers on using different media. Begin to give meaning to the marks they make.  
 Begin to write some letters in their name.

**Mathematics**

Week 1 2D Shapes  
 Week 2 Positional Language  
 Week 3 Pattern  
  
 Continue to sing number rhymes counting during family group n snack time.

**Understanding the World**

Talk about what they see, using a wide vocabulary.  
 Plant seeds and take care of the growing plants.  
 Understand key features of the life cycle of a plant and animal.  
 Begin to show some understanding the need to respect and care for the naturel environment and all living things  
  
 Continue to develop positive attitudes about the difference in people-

**Expressive Arts and Design**

Music–Sing Up Unit Animal Tea Party.  
 Play some percussion instruments with some control coordination  
 Drawing –Explore make marks, use simple shapes in my drawings, draw some details such a representing a face  
 Role Play-Play imaginatively with different small world toys and in the home corner role-play area. Begin to develop complex small world stories  
 Painting – Use a variety of tools to paint with. Use particular colours for a purpose