



Understanding the World

- **History-** Begin to make sense of own family history and talk about growth.
- **RE-** Easter Story/ Signs of Easter and Spring- Talk about differences between people.
- **Science-** Plant seeds and understand the need to care for the natural environment and all living things.
- **Geography-** Know that there are different countries in the world and talk about the differences they have experienced or seen in photos.

How has it changed outside?

This term's value is...

Unity



Class Books

- The Hungry Caterpillar
- The Tiny Seed
- Guess How Much I Love You in the Spring
- Chicken Licken
- A Squash and a Squeeze
- Hello! Counting Book of Kindnesses/ We're Going on an Egg Hunt

Vocabulary

life cycle babies adults growth
Easter seed crops

Communication and Language

- Recites many rhymes.
- Use a wider range of vocabulary.
- Be able to express a point of view and to debate when they disagree with an adult or a friend, using words as well as actions.
- Understands two part instructions and uses 4-5 words in a sentence.



Literacy - Reading

- Engage in extended conversations about stories and recite many rhymes.
- *Polly Put the Kettle on*
- *Jack and Jill*
- *Hey Diddle Diddle*
- *Wheels on the Bus*
- Develop phonological awareness so they can count or clap syllables, hear sounds.
- Understand key concepts about print and sequence in books- turning the page and looking from left to right.

Literacy – Writing

- Squiggle While You Wiggle sessions- Make meaningful marks with chunky wax crayons and materials.
- Use some of their print and letter knowledge in their early writing.
- Writes some or most of their first name.
- Writes some letters accurately.
- Use a comfortable grip with good control, when holding pens.

Maths

- **White Rose Nursery Scheme- Matching and Exploring Position, exploring basic repeating patterns-ABABA and taking and giving 1,2 and 3.**
- Fast recognition of up to 3 objects, without having to count them individually ('subitising').
- Discuss routes and locations, using words like 'in front of' and 'behind'. Describe a familiar route.
- Link numerals and amounts: for example, showing the right number of objects to match the numeral, up to 5.
- Solve real world mathematical problems with numbers up to 5.
- Extend and create ABAB patterns – stick, leaf, stick, leaf.

Physical Development

PE- Games

- Continue to develop their movement, riding (trikes and bikes) and ball skills and use large-muscle movements to paint and make marks.
- Match their developing physical skills to tasks and activities in the setting. For example, they decide whether to crawl, walk or run across a plank, depending on its length and width.
- Teach children to hold knife and fork, when eating. Make healthy choices about food, drink, activity and toothbrushing linked to PSHE.

Expressive Arts and Design

- Take part in simple pretend play, using an object to represent something else even though they are not similar.
- Listen with increased attention to sounds. Bell game- listening to sounds
- Remember and sing their own songs.
- Explore colour.
- Make 'small worlds' with blocks and construction kits.
- Show emotions in their drawings.
- Develop their own ideas and then decide which materials to use to express them. Join different materials and explore different textures.

Personal, Social and Emotional Development

- **Jigsaw PSHE- Healthy Me (Dentist visit)**
- Show more confidence in new social situations.
- Talk with others to solve conflicts.
- Wellbeing check in- Talks about feelings using words like happy, sad and angry.
- Select and use activities, with help when needed.
- Play with one or more other children, extending play ideas.
- Increasingly follow rules, understanding why they are important. Does not always need an adult to remind them of a rule.