

Physical Development

- PE/Outdoor ongoing
 - Begin to actively participate in putting on and hanging up coat
 - Begin to help an adult to take off their shoes and put on wellies
 - Carpet Skills
 - Try new foods
 - Wash and dry hands
 - Help to tidy up the learning environment
 - Hand-eye coordination activities
 - Begin to develop control over mark making tools
 - Participating in activities to develop fine and gross motor muscles

Mathematics

We will be learning maths through play and exploration and developing the following skills;

- Building with a range of resources
- Completing basic jigsaws
- Take part in finger rhymes with numbers
- Beginning to say some number names
- Begin to subitise-recognise amounts without counting
- Exploring patterns
- Compare size and weight using gesture and language
- Begin to show an interest in numbers

Communication and Language

All aspects of developing CLL is considered throughout daily classroom practice, continuous provision and sessions such as circle time, Talk for Writing and Interactive Reading.

Nursery Rhymes/Songs:

- Old Macdonald Had a Farm
- I'm a Little Tea Pot
- Wind the Bobbin Up
- 5 Little Frogs

Phase One Phonics

Focusing on Listening skills, sound discrimination, rhythm and Rhyme
Focus Vocabulary: linked to key texts and celebrations
Over, under, in, on, cow, sheep, pig, hen, horse, rabbit, duck, frog, goat, tractor, farmer, Easter,

Personal Social and Emotional Development

- Show what they like and dislike
- Show an interest in their learning environment
- Actively participate in nappy change/toileting
- Begin to understand that we take care of our resources
- Getting to know teachers and friends
- Use their key person as a secure relationship
- Understanding the rules and routines of nursery
- Build confidence
- Continue with **Zones of Regulation**- recognise and name the primary colours: red, blue, yellow and green to link to how they are feeling
- Develop friendships with other children
- Begin to show control eg waiting for a turn and resisting the impulse to grab or push
- Play with one or more children, extending and elaborating play ideas

Summer 1



On the Farm!

Literacy

- Share books; books about the farm; 'On the Farm' by Axel Scheffler, 'Oh Dear' by Rod Campbell and 'Nosiy Farm' by Rod Campbell. Also books that follow children's interests
- Show interest in pictures and print in books and around the local environment
- Mark making – drawing and painting
- Picture Recognition
- Support to recognise their names
- Develop a spoken language
- Hand-eye coordination activities
- Develop control over mark making tools
- Repeat words and phrases from familiar stories

Expressive Arts and Design

- Explore different materials using all their senses
- Simple construction
- Using a growing range of simple tools – scissors, play dough cutters, rolling pin, pencils, crayons, chalks, paints, brushes etc...
- Familiar role play – mud kitchen and home corner
- Start to make marks intentionally
- Enjoy and take part in action songs

Additional Experiences

- **Weekly walks- feeding the ducks on the canal, visiting the bus station, the local library, sensory play, the park, visits to a variety of shops and travelling on the train**
- **Exploring our Forest School with our friends**
 - Trip to a farm

Understanding the World

- Can identify some body parts eg nose, eyes etc..
- Talking about home, family and friends
- Use all their sense in hands on exploration of natural materials
- What changes can we see in our environment during the Spring months?? eg warmer weather, new life etc
- Observe and talk about what we see on our walks in the local area eg shops, houses, ducks on the canal, train journeys, the park, the changing weather etc..
- Investigate flowers- 'Are they all the same?'
- Participate in Easter celebrations