

Starting Points for Learning –

Mothers' Day, Spring, Easter Holidays, Sponsored Trundle, Farm Visit, Time Changing – longer days.

Personal, Social and Emotional Development	Language and Literacy Development	Mathematical Development
<ul style="list-style-type: none"> • Develop their ability to treat living things and their environment with respect, care and concern – plants, animals • Be able to discuss seasonal changes and their effects on their environment, themselves and animals • Respond and act appropriately in different situations – during Streamvale visit • Extend their concentration for longer periods of time at a task / play area • Recognise the needs and feelings of others • shows an interest in exploring new learning • Develop an awareness of healthy foods and those that should be eaten in moderation. 	<ul style="list-style-type: none"> • Shows evidence of a growing vocabulary • Talks about experiences, asks questions • Identifies familiar sights and sounds in their environment / other places • Talks about outings and calendar events relating to themselves and significant adults • Shows independence caring for plants and animals • Create representational pictures with elements of details • Browse books in the book corner and at play areas • Be able to recite rhymes, songs and finger plays 	<ul style="list-style-type: none"> • Begin to show understanding of early concepts of size • Can order objects during play and use language of comparison • Can sort and match objects in play situations • Show an awareness of time • Be able to count with one to one correspondence and show an awareness of the conservation of number within 5 • Show an awareness of the sequence of numbers by rote counting within 5 / 10 • Be able to name and talk about 'oval' shape
Physical Development and Movement	The Arts	The World Around Us
<ul style="list-style-type: none"> • Understands simple rules in relation to movement and use of equipment • Develop throwing and catching skills with a variety of equipment indoors and outdoors • Have increasing control when running, climbing, jumping and hopping • Begin to develop a tripod grip when holding a pencil • Handle tools and construction material safely and with increasing control • Develop the ability to handle plants and animals with care / independently 	<ul style="list-style-type: none"> • Can make their own music by singing, clapping and using percussion instruments • Imitate and create movement in response to music • Make music using instruments they have made • Use a widening variety of material to create • Develop a sense of, and respond to, the beauty around them • Develop an awareness of rhythm and a steady beat • expresses their ideas and feelings through role play, assuming a variety of roles 	<ul style="list-style-type: none"> • Show an interest in, and care for, their environment • Displays a natural curiosity about the world around them • Develop an awareness of the conditions living things need to grow • Use appropriate vocabulary to discuss observations about their environment e.g. town / country • Begin to develop an awareness of life cycles • Use senses to investigate objects.

Theme – based discussions –

- Signs of Spring – Buds on trees, longer days, change in weather, Spring Flowers.
- The Farm at Spring time – Baby animals, animals waking up from hibernation, seeds and plants growing, birds returning, birds’ nests, life cycles, names of baby animals, looking after baby animals, how baby animals change as they grow.
- Mothers’ Day – how Mums help us, saying ‘Thank you’ to Mums, different family set ups.
- Easter – holidays, traditions here and around the world, Easter food

Planning for Progression of Skills -

	Children will	Adults will
Rules and Routines	<ul style="list-style-type: none"> • Revisit the ‘Golden Rules’ 	<ul style="list-style-type: none"> • Re-read stories and use puppets to demonstrate, e.g., <i>how gentle feels</i> • Use SPECIFIC LABELLED praise and provide stickers when children are complying.
Self-Care and Independence	<ul style="list-style-type: none"> • tidy at an area of play before moving on 	<ul style="list-style-type: none"> • observe children transitioning around activities, encouraging them to tidy as they go and praising all positive attempts to do so
Snack and Lunch time	<ul style="list-style-type: none"> • Be able to provide assistance with the set up of snack 	<ul style="list-style-type: none"> • Talk to the children about how they can help set up the snack table – one child per day, setting out milk etc.
Communication and Social Skills	<ul style="list-style-type: none"> • respond to simple instructions and directions 	<ul style="list-style-type: none"> • Give clear commands, allow thinking or processing time before expecting compliance with the instruction(s)
Understanding and Using ICT	<ul style="list-style-type: none"> • have the opportunity to watch themselves perform with musical instruments during Jo Jingles session. 	<ul style="list-style-type: none"> • Record a Jo Jingles session. Make footage available for children to view via the Pico projector in sensory room.
Small Group Time	<ul style="list-style-type: none"> • have the opportunity to practise sharing and turn taking when playing in a small group setting. 	<ul style="list-style-type: none"> • Talk about rules of the game, model sharing and turn taking and praise all positive attempts at it.