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| --- | --- | --- |
| **Personal, Social and Emotional Development** -Shows empathy and concern for people who arespecial to them by partially matching others’feelings with their own, e.g. may offer a child a toythey know they like- Is beginning to be able to cooperate in favourablesituations, such as with familiar people andenvironments and when free from anxiety.- Knows their own name, their preferences andinterests and is becoming aware of their uniqueabilities- Is developing an understanding of and interest indifferences of gender, ethnicity and ability-Shows a sense of autonomy through assertingtheir ideas and preferences and making choicesand decisions**Religious Education from Come and See Curriculum** EucharistGrowingLife to the full curriculum RSE | **Physical Development** -Climbs up and down stairs by placing both feet oneach step while holding a handrail for support-Uses wheeled toys with increasing skill such aspedalling, balancing, holding handlebars and sittingastride-May be beginning to show preference fordominant hand and/or leg/foot-Turns pages in a book, sometimes several at once-Can hold a cup with two hands and drink wellwithout spilling-Develops some independence in self-careand shows an awareness of routines such ashandwashing or teeth cleaning but still oftenneeds adult support-Develops increasing understanding of and controlof the bowel and bladder urges and starts tocommunicate their need for the preferred choiceof potty or toilet | **Communication and Language Development**-Shows interest in play with sounds, songs andrhymes-Single channelled attention; can shift to a differenttask if attention fully obtained – using child’s namehelps focus-Understands who, what, where in simple questions(e.g. *Who’s that? Who can? What’s that? Where is?*)-Developing understanding of simple concepts (e.g.*fast/slow, good/bad*)-Learns new words very rapidly and is able to usethem in communicating-Uses a variety of questions (e.g. *what, where, who*)-Uses longer sentences (e.g. *Mummy gonna work*)-Beginning to use word endings (e.g. *going, cats*) |
| **Key sessions**-Food from around the world-Where does food come from-Cooking and baking skills-Healthy Living-Healthy choices-growing our own food**Cooking and Baking:** Pizzas, Beans on Toast, Honey Biscuits, Fruit Salad, Vegetable printing, Cupcakes for mothers day BF and Decorating biscuits  | 10,196 Fruit Basket Cartoon Stock Photos and Images - 123RF**Yummy Yummy in my Tummy**  | **Key Texts**Beans on ToastHot PotatoHanda’s surpriseHoney BiscuitsOliver’s VegetablesMr Wolfs PancakesIce Cream Cones for SaleKitchen Disco |
| **Mathematics** **Spatial Awareness**- Moves their bodies and toys around objects andexplores fitting into spaces- Begins to remember their way around familiarenvironments- Responds to some spatial and positional language- Explores how things look from differentviewpoints including things that are near or faraway**Shape**- Chooses puzzle pieces and tries to fit them in- Recognises that two objects have the same shape- Makes simple constructions | **Literacy****Phonics sessions- see separate planning**-Fills in the missing word or phrase in a knownrhyme, story or game, e.g. *Humpty Dumpty sat on a**-*Begins to recognise familiar logos from children’spopular culture, commercial print or icons for apps-Enjoys rhythmic and musical activity withpercussion instruments, actions, rhymes andsongs, clapping along with the beat and joining inwith words of familiar songs and nursery rhymes-Makes up stories, play scenarios, and drawings inresponse to experiences, such as outings-Sometimes gives meaning to their drawings andpaintings |
| **Expressive Arts and Design**-Experiments with ways to enclose a space, createshapes and represent actions, sounds and objects-Enjoys and responds to playing with colour in avariety of ways, for example combining colours-Uses 3D and 2D structures to explore materialsand/or to express ideas-Uses movement and sounds to expressexperiences, expertise, ideas and feelings-Experiments and creates movement in response tomusic, stories and ideas**Topic Coverage: Materials, Drawing:Lines and shapes**  | **Events/ Visitors/ Visits**-Stay and Play morning session 2-Mothers Day Tea-World Book Day-Laing art gallery-Easter Celebrations-St Marks Day-Ice cream-Easter Celebrations: Cards/ Easter Egg Hunt, Easter Egg Competition , Easter Service  | **Understanding the World**- Shows interest in the lives of people who arefamiliar to them-Enjoys joining in with family customs and routines-Comments and asks questions about aspects oftheir familiar world such as the place where theylive or the natural world-Shows care and concern for living things and theenvironment- Begin to understand the effect their behaviour canhave on the environment**Topic Coverage: Season:Spring,**  |