

Literacy (L)

- Story times/ topic learning
- Sequences stories/ events (not always in order)
- Joins in with familiar rhymes and stories
- Knows that print carries meaning and is read, in English, from left to right
- Begins to predict what might happen in stories
- Identifies characters/ settings/ events in stories
- Focus on oral blending and segmenting through games and teacher led activities
- Can give meaning to the marks they make



Nursery Ready, steady, grow! Spring and Easter



Communication and Language (CL)

- Understand why listening is important.
- Taking turns in conversation
- Speaking in 4-6 word sentences
- Using simple conjunctions to connect ideas such as 'and' and 'because'
- Using some positional language
- Easter and spring.
- Do you like spring? Why?
- What is your favourite thing about spring?

Expressive Arts & Design (EAD)

- Easter Egg hanging decoration unit.
- Easter songs
- 5 Little Ducks song
- Painted potato prints to create Easter eggs
- Pom pom printing to decorate an egg.
- Handprint bunnies
- Painting with spring flowers with pastel colours
- Cooking – Easter nest buns

Understanding the World (UW)

- Talk about and understand changes in seasons.
- The Easter Story. Why is Easter special for Christians?
- How is Easter celebrated? Is it celebrated the same around the world?
- Exploring the weather in spring
- Looking at seasonal changes- exploring the school grounds
- Baby animals born in the spring
- Matching mothers to their offspring
- Planting seeds and watching them grow- making observations.
- To observe the life cycle of a caterpillar
- To understand why we treat living things with care

Mathematics (M)

- Exploring groups of numbers up to five.
- Exploring the total number of groups.
- Subtraction
- Making simple patterns (Easter Egg prints)
- Exploring repeating patterns.
- Take and give 1,2,3

Physical Development

- Shows understanding of the need for safety when using new equipment, balance bike ect.
- Forming letters with correct pencil grip
- Using tools
scissors/pencils/brushes
- Learn about eating a range of healthy foods
- Revising and refining the fundamental movement skills he/she has already acquired ;
eg walking, crawling, running, jumping, hopping, climbing and skipping.
- Squiggle whilst you wiggle

Personal Social Emotional Development (PSED)

- Can make choices and communicate what they need.
- Begin to show persistence when faced with challenges.
- Building confidence in trying new activities
- Being able to say which activities they like more than others
- Know and talk about the different factors that support overall health and wellbeing
eg toothbrushing, screen time.