

Role play – Home corner, babies, ironing board, dusters, spring cleaning.

Decorating Mother's Day cards – paint, collage, pastels,

Play sharing and turn taking games

Books about friendship

Role play area – shared play

Small world e.g. farm

Talk about their mummy's

To look at photos of their mummy

Syllable clapping

Following simple rhythms

Songs and claves

## EAD

16-26 Expresses self through physical action and sound.

22-36 • Beginning to make believe by pretending

30-50 Engages in imaginative role-play based on own first-hand experiences.

40-60 Plays cooperatively as part of a group to develop and act out a narrative.

**Adults Role – to play alongside and model acting out a narrative**

## UW

16-26 • Enjoys pictures and stories about themselves and their families.

22-36 Notices detailed features of objects in their environment.

30-50 Can talk about some of the things they have observed such as plants, animals, natural and found objects.

30-50 Developing an understanding of growth, decay and changes over time.

**Adults Role – to talk about the things they see in the garden and forest school and how they are changing with the season.**

Real flowers to observe and talk about how they change.

Power point – Facts about spring

Pictures of animals and their young – sheep/lamb etc.

Grow cress

## PSED

16-26 Plays alongside others

22-36• Seeks out others to share experiences.

30-50 Can play in a group, extending and elaborating play ideas, eg build up a role play activity with other children.

40-60 initiates conversations, attends to and takes account of what others say.

**Adults Role – To encourage the children to widen their friendship groups – play partners, and to provide opportunities for children to develop strategies to initiate an interaction.**

## Childs Voice

- Enjoying Forest school and outdoors.
- Fantastic drawings of their homes and families.

## Moving the learning forward

Focus on 'Spring' and the changes it brings in the environment.

Encourage the children to join in with syllable clapping of words.

Explore the garden area and forest school, what/who lives and grows there and talk about the changes they can see.

## CAL

16-26 • Beginning to talk about people and things that are not present.

22-36 Uses language as a powerful means of widening contacts, sharing feelings, experiences and thoughts.

30-50 • Uses vocabulary focused on objects and people that are of particular importance to them.

40-60 uses talk to organise, sequence and clarify thinking, ideas, feelings and events.

**Adults Role – To encourage the children to choose to play with a variety of friends.**

Pencils, pens, chinks to write names.

Jugs, contains, buckets, pots for pouring and tipping (outdoor provision)

Bats and balls

Obstacle course

Opportunities to go on the big field

**PD To develop independence with putting on own shoes.**

22-36M -Beginning to use three fingers (tripod grip) to hold writing tools.

30-50M- Runs skilfully and negotiates space successfully, adjusting speed or direction to avoid obstacles.

40-60 Negotiates space successfully when playing racing and chasing games, adjusting speed or changing direction to avoid obstacles.

**Adults Role – model grip, support grip. Provide children with opportunities to run safely.**

## M

16-26•Says some counting words randomly.

22-36 • Begins to make comparisons between quantities

30-50 Beginning to talk about the shapes of everyday objects e.g. tall, short

40-60 Counts objects to 10, and beginning to count beyond 10.

**Adults Role Support children in using the language of size.**

Objects to count – buttons, flowers, cones,

Grow cress – talk about its height.

## L

22-36M Distinguishes between the different marks they make.

30-50 Sometimes gives meaning to marks as they draw and paint.

40-60 Writes own name and other things such as labels and captions.

**Adults Role – To model writing, and encourage children to talk about what they have drawn/written.**

## Name cards

Mother's day cards writing templates

Writing tools – pencils, pens, felt tips, crayons, chinks