

				punch, hammers								
Shows Understanding	Expression			Make and share	Explores using scissors in the playdough area and the gluing area.	Explores moving at different paces in relation to different music.	When playing with other children begins to negotiate and solve problems without aggressions by coming to tell an adult when they are upset/angry/frustrated	Can decide if and when someone has broken a rule	Discusses and explores what makes a 'good' person e.g being kind, looking after others, helping others, sharing, taking turns.	Religious and cultural communities	Takes part in baking and cooking and knows that liquids are runny and can be poured from one container to another.	The Past
Understands 'why' questions, like: "Why do you think the caterpillar got so fat?"	Use longer sentences of four to six words.	Appraise	Can finish a creation with support and share their finished product with a familiar adult or child.	Drawing and Writing	Can balance a beanbag on one hand whilst walking across a room, the arm will be close to their body.	With support begins to talk to other children to solve conflicting arguments e.g wanting a toy that someone else has and asking if they can have their turn yet.	Develop confidence and resilience	Build positive relationships	Can recognise Jesus in the Easter Story and knows that he is grown up now. Talks about how we might celebrate Easter (chocolate eggs).		Can listen to stories and look at images if the present and past to begin to develop and understanding of past and present.	
Shows understanding of prepositions such as <i>under</i> , <i>on top</i> , <i>behind</i> by carrying out an action or selecting correct picture		Engages in role-play.	Explores different joining materials such as glue, and sticky tape with support to join two materials together.	Symbolic writing is used		Follows instructions	Show an understanding of the need of safety, and considers and manages some risks with support e.g. uses the scissors in the workshop area, can climb two wooden bricks outside.	Demonstrates friendly behaviour and initiates conversations.		Materials		
Holds Conversation			Can draw a recognisable person with limbs and talk about what they have drawn,	Assigns meaning to marks	Energetic Movements	Can follow a 2-step instruction, simple instruction given to by an adult.	Enjoys carrying out small tasks.	Enjoys carrying out tasks that help other people such as giving out milk cartons or fruit.	To recognise the Church as an important place for some people and to talk about what a church is (a place to talk to Jesus and God)	Explores different weighted objects in the water area, comments on if they sink to the bottom of the water tray or if they float.	Our Past	
Begins to understand humour, e.g. nonsense rhymes and jokes			Can create a drawing using enclosed lines with support,		Use large movements in a controlled way (wave a	With support can choose an area to work in and sets a goal for that area. E.g						

				such as a square shape to represent an ipad or television, or the trunk of a tree.		flag and streamers, paint and make marks)	chooses to play in the blocks and sets out to build a tower and completes this- with support					
				Use		Shows confidence climbing, jumping on and off and travelling across a bench						
				May use their creation in their play such as playing with a kite they have made outside, or using their masks to play superheroes. This may need support with adult showing children how to use their creations.								
Trips				Visit from a local artist						Visit to a local Church to learn about Easter	Visit from the Farm Bus	
Books	*The Gingerbread Man Jasper's Beanstalk Dear Zoo Come on, Daisy Each Peach Pear Plum											
Rhymes	Miss Polly had a Dolly Old Mac Donald Had a Farm Incy Wincy Spider Baa Baa Black Sheep Chick, Chick, Chick, Chick, Chicken,											
Topics	Easter, Valentine's Day, Farm, Animals, Junk Modelling project											
Role-Play Area	Farm Shop											

Vets