

<u>'Subject:</u>	<u>We are learning about:</u>
<b>Religious Education</b>	To correctly make the sign of the cross, use prayer hands and respectfully join in with all nursery's prayers. To recognise religious items such as the crucifix and the Bible. Unit I - Easter Alleluia - know that Jesus came back to life and that Alleluia is a word used to show that we are happy. Be able to join in with an alleluia song. I know that this time is called Easter. Unit J- Pentecost the Air Around Us - Know that the Holy Spirit is a special helper.
<b>Numeracy</b>	Extend and create ABAB patterns - stick, leaf, stick, leaf. Notice and correct an error in a repeating pattern. Talk about and identify the patterns around them. Compare quantities using language: 'more than', 'less than'. Talk about and explore 2D and 3D shapes using informal and mathematical language: 'sides', 'corners', 'straight', 'flat', 'round'.
<b>Literacy</b>	Phonics: Phase 1, Aspect 5 - Alliteration. Match two items that have the same initial sound. Suggest a person/object when given an initial sound. Suggest non-words beginning with an initial sound. Practise correct mouth movements for simple sounds.
<b>Understanding the world</b>	Talk about what they see, using a wide vocabulary. Begin to make sense of their own life-story and family's history. Continue developing positive attitudes about the differences between people. Explore and talk about the different forces they can feel.
<b>Art and Design</b>	Draw with increasing complexity and detail, such as representing a face with a circle and including details. Respond to what they have heard, expressing their thoughts and feelings. Explore different materials freely, to develop their ideas about how to use them and what to make.
<b>Personal social and emotional</b>	Select and use activities and resources, with help when needed. Develop appropriate ways of being assertive. Play with one or more other children, extending and elaborating play ideas. Remember rules without needing an adult to remind them. Develop their sense of responsibility and membership of a community.
<b>Physical development</b>	Continue to develop their movement, balancing, riding (scooters, trikes and bikes) and ball skills. Use large-muscle movements to wave flags and streamers, paint and make marks. Match their developing physical skills to tasks and activities in the setting. For example, they decide whether to crawl, walk or run across a plank, depending on its length and width.
<b>Communication and language</b>	Develop their communication, but may continue to have problems with irregular tenses and plurals, such as 'runned' for 'ran', 'swimmed' for 'swam'. Use a wider range of vocabulary.*Begin to understand 'why' questions. Use a wider range of vocabulary. • Understand a question or instruction that has two parts, such as "Get your coat and wait at the door".
<b>Music</b>	Listen with increased attention to sounds. Sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs.