

Communication, Language

- Listen, follow instructions and respond to simple questions at their level.
- Use visuals, symbols and words to communicate needs and make requests/choices.
- Develop shared attention through songs and action rhymes including – Rain Rain Go Away, Incy wincy.
- Use aided language visuals to support understanding and speech in different areas of the classroom eg 'pour', 'drip', 'more', 'finished' etc in the water tray.

Literacy

- Listen to and join in with familiar stories including Alfie's Feet and Helen Oxenbury stories. Turn the pages, find things in the pictures and answer simple questions.
- Read names and familiar signs/labels.
- Tune in to sounds in the environment or sounds in words. Begin to link sounds to letters (Little Wandle phonics).
- Make marks and develop a comfortable pencil grip.
- Begin to write some letter shapes from names.
- Share home-made books.

Understanding the World

- Use the days of the week songs to begin to understand: today, yesterday, tomorrow.
- Notice changes in the weather and use appropriate vocabulary – rain, sunny, puddle, cloud etc
- Explore the outside area, noticing puddles.
- Sing the weather song each day.
- Explore water in the water tray.
- Read and talk about stories relating to families, babies and growing up. Look at photos of themselves as babies.
- Talk about Mums and how they help us.
- Find out about Easter celebrations and customs.

Sensory play

- Explore messy/sensory play with water, bubbly water, coloured water and resources eg watering cans and sprinklers.
- Spring/rain theme in the sensory room.



Ladybird Class - Spring 2

Physical development

- Move in different ways – running, jumping, hopping, standing on one leg and balancing on low equipment.
- Ride a scooter or tricycle, negotiating space including going over the 'bridge'.
- Push a wheelbarrow.
- Roll and bounce a large ball
- Roll small balls along guttering.
- Throw beanbags through a hoop.
- Crawl through a tunnel.
- Use tools including cutters and scissors with dough.
- Use tools and equipment including big brushes, felt pens, scissors and glue sticks.

Mathematics

- Join in with counting songs and rhymes with props – 5 speckled frogs, 5 little ducks.
- Count out and recognise numbers to 5.
- Copy and make repeating patterns.
- Recognise and name 2D shapes.

Expressive Art and Design

- Use tissue, gems, ribbons and glue to collage a Mother's day card flower and an Easter card.
- Name colours and choose colours purposefully.
- Use tools including scissors, glue and spreaders.
- Make chocolate Easter nests, stirring and mixing.
- Play imaginatively with small world cars and trains using play scripts to support.
- Join construction pieces together following simple picture instructions.
- Play sleeping Bunnies and move to a range of music and songs.

Personal, Social and Emotional Development

- Follow a routine using a visual schedule.
- Ask for help using signs, symbols or words.
- Try new or unfamiliar activities with adult support.
- Play alongside other children, sharing resources with adult support.
- Take turns and work cooperatively with an adult or one other child for a structured game or activity eg marble run, two person bike.
- Begin to recognise and name basic emotions using the Zones of Regulation.
- Take off and put on own coat.

Speech and language therapy

Individual programmes of support as appropriate, including –

- 1:1 and small group sessions with a Speech and Language Therapist and following SaLT advice.
- Intensive interaction.
- Attention building activities eg Bucket Time and Special Time.
- Makaton, AAC and communication boards (using pictures and visuals to support communication).
- Structured games to develop language and social interaction.
- Play and language modelled by adults.
- Use of “Colourful Semantics” to support language.

Occupational therapy

Individual programmes of support as appropriate, including -

- 1:1 and small group sessions following OT advice.
- Movement breaks and activities to aid sensory regulation.
- Sensory play including Gelli baff, shaving foam, dough and water with a variety of resources.
- Gross motor control exercises to develop strength and coordination.
- Fine motor control activities eg cutting and threading.
- Indoor and outdoor balancing and climbing.