

Prime Area: Personal, Social and Emotional development (PSED)

Demonstrates friendly behaviour, initiating conversations and forming good relationships with peers and adults (MR30 - 50);
Can select and use activities and resources with help; confident to talk to other children when playing (SC&SA30 - 50);
Can take turns and share resources; knows that some actions and words can hurt others' feelings (MF&B30 - 50).

- Talk about the Easter story and Christianity
- Talk about Jesus being selfless and how we can do kind things for others for no reward.
- Do any of the children go to Church or other places of worship?
- What is new life? Eggs, babies, plants growing.

Prime Area: Communication and Language (CL)

Is able to follow directions; listens to others one to one or in small groups; focusing attention (L&A30 - 50);
Shows understanding of prepositions by carrying out an action or selecting correct picture;
Beginning to understand 'why' and 'how' questions. (U30 - 50);
Uses a range of tenses; Builds up vocabulary that reflects the breadth of their experiences; (S30 - 50)

- Develop imaginative talk in role play, small world play and puppet play.
- New language - Easter, hatch, grow.
- "Let's talk about it" picture in nursery.
- Talk about baby animals and learn their names.
- Talk about Easter and family traditions.

Prime Area: Physical Development (PD)

Moves freely and with pleasure and confidence in a range of ways; mounts climbing equipment using alternate feet (M&H30 - 50);
Uses scissors and other one-handed tools and equipment; Can copy some letters e.g. letters from their own name. (M&H30 - 50).
Observes the effects of activity on their bodies; understands that equipment and tools have to be used safely (H&SC30 - 50);

- Easter sensory tray - lots of Easter related items;
- Easter egg hunt;
- Egg and spoon races;
- Make a zig zag book about their the life of a chick;
- Make Easter collage pictures;
- Playdough Easter activities

Specific Area: Literacy (L)

Beginning to be aware of the way stories are structured; Suggests how the story might end; Describes main story settings, events and principal characters (R30 - 50);

Sometimes gives meaning to marks as they draw and paint; Ascribes meanings to makes that they see in different places (W30 - 50);

- The Easter story
- Non-fiction books about lifecycles
- Write an Easter card to family
- Mother's day invitation card



Specific Area: Expressive Arts & Design (EAD)

Beginning to be interested in and describe the texture of things; enjoys joining in with dancing and ring games; sings a few familiar songs; realises tools can be used for a purpose (EMM30 - 50);

Engages in imaginative role-play based on own first hand experiences; builds stories around toys; uses available resources to create props to support role-play (BI30 - 50);

- Easter bonnets, cards, baskets to gather eggs in, chicks
- Play with the farm and include adult and baby animals
- Easter playdough with rabbit chick, egg and cross cutters
- Playdough eggs, decorate with beads, ribbons etc
- Easter songs and rhymes

Specific Area: Understanding the World (UW)

Recognises and describes special times or events for family or friends; Shows interest in different occupations and ways of life (P&C30 - 50).

Can talk about some of the things they have observed such as plants, animals, natural and found objects; Developing an understanding of growth, decay and changes over time (W30 - 50);

Knows the information can be retrieved from computers (T30 - 50);

- Look at new life around us - chicks, frogspawn
- Life cycles of frogs and chicks
- Make Easter cress heads
- Look at the Easter story - what Easter/family traditions does your family have

Specific Area: Mathematics (M)

Compares groups of objects, saying when they have the same number; shows an interest in representing number; shows an interest in number problems; shows an interest in numerals in the environment (N30 - 50)

Shows an interest in shape by sustained construction activity or by talking about shapes or arrangements; uses shapes appropriately for tasks (SSM30 - 50)

- Local walk - number hunt
- Local walk - shape hunt
- Counting Easter eggs on Easter Egg hunt
- Sorting and grouping items from the Easter sensory tray
- Grouping and sequencing farm animals by size.
- Weighing ingredients for Hot Cross buns
- Counting songs - little bunnies, 5 currant buns