

Spring 2 – Down on the farm with Bear!

Communication and Language	Physical Development
• Listen to simple stories and understand what is happening, with the help of the pictures • Identify familiar objects and properties for practitioners when they are described: for example: 'Katie's coat'. • Use the speech sounds b, w. • Multi-syllabic words such as 'banana' • Understand simple questions and instructions like: "Where's your hat?" or "What's the boy in the picture doing?" • Help the children to focus their attention by using their name: "Fred, find your cup", "Fred put on your coat" • Tell children the names of things they do not know and choose books that introduce interesting new vocabulary to them. • Start to say how they are feeling, using actions. • Develop pretend play: 'putting the baby to sleep'. • Understand frequently used words such as 'All gone', 'no' and 'bye-bye' • Generally, focus on an activity of their own choice and find it difficult to be directed by an adult. • Listen to other people's talk with interest but can easily be distracted by other things.	• Use large and small motor skills to do things independently, for example manage buttons and zips, and pour drinks • Show an increasing desire to be independent, such as wanting to feed themselves and undress. • Run well, kick a ball, and jump with both feet off the ground at the same time. • Develop manipulation and control. • Explore different materials and tools. • Start eating independently and learning how to use a knife and fork • Learn to use the toilet with help, and then independently • Start eating independently and learning how to use a knife and fork • Fit themselves into spaces, like tunnels, dens and large boxes, and move around in them • Build independently with a range of appropriate Resources. • Gradually gain control of their whole body through continual practice of large movements, such as waving, kicking, rolling, crawling and walking • Pass things from one hand to the other. let go of things and hand, them to another person, or drop them • Reach out for objects as co-ordination develops.
PSED	Books
• Grow in independence, rejecting help ("me do it"). Sometimes this leads to feelings of frustration and tantrums. • Encourage children to express their feelings through words like 'sad' or 'angry'. • Encourage them to stand and watch from the side with you. Talk about what you see, and suggest ways for the child to join in. • Waiting for a turn and resisting the strong impulse to grab what they want or push their way to the front. • Safely explore emotions beyond their normal range through play and stories.	• Noisy Farm • Farm 123 • Peppa's Easter egg hunt • That's not my tractor • There is a little chick in your book • Oh Dear • Rabbits Don't Lay Eggs

Spring 2 – Down on the farm with Bear!

- | | |
|--|--|
| <ul style="list-style-type: none">• Find ways of managing transitions, for example• from their parent to their key person.• Talk about their feelings in more elaborated ways: “I’m sad because...” or “I love it when ...”• Find ways to calm themselves, through being calmed and comforted by their key person | |
|--|--|