

PSED

Talk about what sort of person was Jesus and reflect on how he was treated. (Jesus as the miracle worker, storyteller & friend) Was this right/wrong? Why? Talk about how we treat others. Why is it wrong to hurt others. Discuss Christian Values of friendship, forgiveness, tolerance and wisdom – reflect on how Jesus lived his life and the messages in the stories Jesus told.

Literacy

Make Easter Cards – painting and printing pictures relating to Easter.g. crucifix, eggs, chicks, bunnies. Children writing name in cards with appropriate support.
Writing – Bunny Hop pencil control sheets
Easter colouring activities
Share and discuss Easter/ Spring/New Life themed photographs.
Easter Story small world background and puppets in book area to encourage retelling of Easter story

Understanding the World

Share 'Children's Bible Story of Easter with children from Psalm Sunday to Easter Sunday. Talk about Easter as a Christian Festival - events, reasons, how we know, why Christians celebrate Easter.
Create Easter Gardens with children – children encouraged to retell Easter Story as they do so. Help children to understand plants need water and light – children to care for gardens on a daily basis.
Talk about an egg as a symbol of New Life starting
Discuss children's existing experience of celebrating Easter – share traditional celebrations exchanging of cards and Easter eggs, going to church, spending time with families, special food – hot cross buns and chocolate nest buns.

Communication & Language

Introduce Easter Story by watching it on Cbeebies 'Let's Celebrate'. Discuss the events in the story and why it is so important to Christians.
Play egg memory game
Play Easter Egg positional game - include prepositions
Easter themed playdough mats to encourage discussion
Talk about Easter /new life symbols

Foundation 1- Nursery planning

Theme: Easter

Characteristics of Effective Learning

Playing and exploring - engagement

Finding out and exploring

- Showing curiosity about objects, events and people
- Using senses to explore the world around them
- Engaging in open-ended activity
- Showing particular interests

Playing with what they know

Pretending objects are things from their experience

- Representing their experiences in play
- Taking on a role in their play
- Acting out experiences with other people

Being willing to 'have a go'

Initiating activities

- Seeking challenge
- Showing a 'can do' attitude
- Taking a risk, engaging in new experiences, and learning by trial and error

Active learning - motivation

Being involved and concentrating

- Maintaining focus on their activity for a period of time
- Showing high levels of energy, fascination
- Not easily distracted
- Paying attention to details

Keeping trying

- Persisting with activity when challenges occur
- Showing a belief that more effort or a different approach will pay off

- Bouncing back after difficulties

Enjoying achieving what they set out to do

- Showing satisfaction in meeting their own goals
- Being proud of how they accomplished something - not just the end result
- Enjoying meeting challenges for their own sake rather than external rewards or praise

Physical Development

Name writing in Easter cards- comfortable pencil hold and correct letter formation.
Busy Fingers – acrylic gems to decorate eggs, pom pom eggs in egg cartons
Easter themed playdough mats
Egg weaving

Mathematics

Egg Box Challenge – using playdough to make eggs to match numeral on each box
Easter Egg hunt – find and count the eggs hidden in outdoor area (matching numeral /and pictures)
Egg Rolling – which egg travels the furthest.
Egg matching numeral and Numicon
Positional vocabulary using egg and basket
Vocabulary associated with + and – chicks and basket game
Chick number line

Expressive Arts

Use yoghurt pots and tissue paper to make an Easter basket. Encourage ch to use glue to attach a handle and place chocolate eggs in to take home
Taste Hot Cross Buns. Encourage ch to butter their own buns and use their senses to explore them e.g. look, smell, taste, touch.
Decorate Easter Crosses
E. Egg printing using various media and materials - pom pom and peg printing, potato stamps & egg rolling
Make chick hand puppets
Bird collages (as part of RE display)
Colouring Easter eggs

PSED

- Initiates conversations, attends to and takes account of what others say.
- Explains own knowledge and understanding, and asks appropriate questions of others. (40-60months)
- *Confident to talk to other children when playing, and will communicate freely about own home and community. (30-50 months)

Literacy

- Repeats words or phrases from familiar stories.(22-36months)
- Listens to and joins in with stories and poems, one-to-one and also in small groups
- Listens to stories with increasing attention and recall.
- Shows interest in illustrations and print in books
- Looks at books independently.
- Handles books carefully.
- Knows information can be relayed in the form of print.
- Holds books the correct way up and turns pages
- Uses vocabulary and forms of speech that are increasingly influenced by their experiences of books.
- Enjoys an increasing range of books. (30-50months)
- Knows that information can be retrieved from books and computers. (40-60 months)
- Sometimes gives meaning to marks as they draw and paint.
- Ascribes meanings to marks that they see in different places. (30-50months)
- Gives meaning to marks they make as they draw, write and paint (40-60months)

Understanding the World

- Learns that they have similarities and differences that connect them to, and distinguish them from, others.(22-36 months)
- Shows interest in the lives of people who are familiar to them.
- Remembers and talks about significant events in their own experience.
- Recognises and describes special times or events for family or Friends 930-50 months)
- Enjoys joining in with family customs and celebrations (40-60)
- Knows that information can be retrieved from computers (30-50)

Communication & Language

- * Listens to others one to one or in small groups, when conversation interests them (30-50 months)
- Listens to stories with increasing attention and recall Maintains attention, concentrates and sits quietly during appropriate activity. (40-60 months)
- Responds to simple instructions, e.g. to get or put away an object.
- Beginning to understand 'why' and 'how' questions.(30-50 months)
- Able to follow a story without pictures or props.
- Listens and responds to ideas expressed by others in conversation or discussion (40-60months)
- Can retell a simple past event in correct order
- Uses talk to connect ideas, explain what is happening and anticipate what might happen next, recall and relive past experiences.
- Questions why things happen and gives explanations. Asks e.g. *who, what, when, how.*
- Uses vocabulary focused on objects and people that are of particular importance to them.
- Builds up vocabulary that reflects the breadth of their

Spontaneous Activities

Physical Development

- Uses one-handed tools and equipment, e.g. makes snips in paper with child scissors.
- Holds pencil between thumb and two fingers, no longer using whole-hand grasp.
- Holds pencil near point between first two fingers and thumb and uses it with good control.
- Can copy some letters, e.g. letters from their name. (30-50 months)
- Handles tools, objects, construction and malleable materials safely and with increasing Control (40-60 months)

Mathematics

- Beginning to categorise objects according to properties such as shape or size.
- Begins to use the language of size.
- Uses everyday language related to time.
- Orders two or three items by length
- Orders and sequences familiar events (40-60 months)
- Understands some talk about immediate past and future Events (22-36 months)
- Uses shapes appropriately for tasks.
- Beginning to talk about the shapes of everyday objects,e.g. '*round*' and '*tall*'.(30-50 months)
- Uses some number names and number language spontaneously.
- Uses some number names accurately in play.
- Recites numbers in order to 10 (30-50months)
- Realises not only objects, but anything can be counted,

Expressive Arts

- Sings a few familiar songs
- Uses various construction materials 30-50 months
- .Understands that different media can be combined to create new effects.
- Manipulates materials to achieve a planned effect.
- Constructs with a purpose in mind, using a variety of resources.
- Uses simple tools and techniques competently and appropriately.
- Selects appropriate resources and adapts work where Necessary 40-60 months
- Captures experiences and responses with a range of media, such as music, dance and paint and other materials or words. (30-50 months)