

MEDIUM TERM PLANNING FOR ADULT INITIATED ACTIVITIES

Date: 20/4/2020

No. Weeks: 12

Topics: Growing, Environments, Holidays & (Friends- transition)

PERSONAL SOCIAL AND EMOTIONAL DEVELOPMENT

Early Years Outcomes and ELG's

Activities

Self confidence and self awareness

- Children play co-operatively, taking turns with others.
- They take account of one another's ideas about how to organise their activity.
- They show sensitivity to others' needs and feelings, and form positive relationships with adults and other children.

Managing feelings and behaviour

- Children are confident to try new activities, and say why they like some activities more than others.
- They are confident to speak in a familiar group, will talk about their ideas, and will choose the resources they need for their chosen activities.
- They say when they do or don't need help.

Making relationships

- Children talk about how they and others show feelings, talk about their own and others' behaviour, and its consequences, and know that some behaviour is unacceptable.
- They work as part of a group or class, and understand and follow the rules.
- They adjust their behaviour to different situations, and take changes of routine in their stride.

-Links in PSED made to 'Understanding the World - 'People and Communities'

Self-confidence and self-esteem:

- 1 Talk freely about home and community - Chn talking about their own holidays & places that they have visited with their families. Discussing how environments may vary from one another. **(Understanding the world link)**
- 2 Have developing awareness of own needs and those of others - Read '**Words are not for Hurting**' by **Martine Agassi** & discuss the story with the children.
- 3 Have developing respect for own cultures and beliefs and those of other people - Discuss with the children where they come from & where they live. Share '**We are Britain**' with the children. Discuss the poems together. Talking about similarities and differences between themselves and others. **(Understanding the world link)**
- 4 As above - Share the book '**Children from Around the World**' & discuss the lives of children in other countries. Talking about similarities and differences among families, communities and traditions. **(Understanding the world link)**
- 5 Have sense of self as member of different communities - Share the book '**All the colours of the Earth**' & listen to the poems celebrating different communities & cultures. **(Understanding the world link)**
- 6 Respond to significant experiences, showing range of feelings when appropriate - Share the story '**I want to Shout & Stamp about**' & discuss what is appropriate behaviour & how we can manage our feelings.
- 7 Express needs and feelings in appropriate ways - Read the story '**Hands are not for Hitting**' by **Martine Agassi**.

Making Relationships: We will link this to transition into Year 1

- 1 Show flexibility and adapt behaviour to different events, changes in routines. - Discuss with the children that they will soon be moving into year 1 - discuss thoughts & anxieties.
- 2 Value and contribute to own well-being and self-control - Children to discuss what they think they will be good at in year 1 & how they can contribute towards making their new class special in Year 1.
- 3 Understand there need to be agreed values and codes of behaviour for groups of people, incl adults and chn, to work together
- 4 Transition - Children will spend a session visiting their new classroom and exploring new areas
- 5 Transition- Children meet their new class Teacher and other year 1 support staff
- 6 Transition- Children work in their new classes during a session with their new Teacher
- 7 Transition- FS children to buddy up with Year 1 children to ask questions that they may have.

COMMUNICATION, LANGUAGE AND LITERACY

Early Years Outcomes and ELG's

Communication & Language

- Children listen to stories, accurately anticipating key events and respond to what they hear with relevant comments, questions or actions.
- They give their attention to what others say and respond appropriately, while engaged in another activity.
- They answer 'how' and 'why' questions about their experiences and in response to stories or events.
- Children express themselves effectively, showing awareness of listeners' needs.
- They use past, present and future forms accurately when talking about events that have happened or are to happen in the future.
- They develop their own narratives and explanations by connecting ideas or events.

Literacy

Reading

- Children read and understand simple sentences.
- They use phonic knowledge to decode regular words and read them aloud accurately.
- They also read some common irregular words.
- They demonstrate understanding when talking with others about what they have read.

Writing

- Children use their phonic knowledge to write words in ways, which match their spoken sounds.
- They also write some irregular common words. They write simple sentences, which can be read by themselves and others.
- Some words are spelt correctly and others are phonetically plausible.

Activities

Our World, (exploring growing, different environments & holidays)

Growing- (mini-beasts)

1. **Life-cycle of a butterfly-** Read **non-fiction texts** & 'The Very Hungry Caterpillar' - drawing and writing the sequence and changes that occur as a caterpillar grows into a butterfly (To be taught over 2 weeks due to short week back after Easter holidays).
2. **Life-cycle of a frog** - Read **non-fiction texts** & draw and write the sequence and changes that occur as a tadpole grows into a frog.

Environments-

1. **Imaginary environments** - Read '**Where the wild things are**' by **Maurice Sendak** Discuss the story and the monsters that Max found. Chn to draw their own monster and write a description - what its name is, what it eats and what it likes to do. Chn to write their own descriptive story using key features of narrative. Role play stories using imaginary islands
2. **Contrasting Environment - Africa** - Link to **Geography week** - Read '**Handas Surprise**' by **Eileen Browne** and discuss the story. Chn to sequence the story and label or write a sentence. Look at some of the fruit from the story - describe what it looks and feels like.
3. **The Arctic** - Read '**Lost and Found**' by **Oliver Jeffers** and explore penguin facts on the internet. Chn to make a non-fiction big book about penguins.
4. **The Jungle** - Read '**Walking Through the Jungle**' by **Julie Lacombe** or '**Rumble in the Jungle**'. In pairs chn to collage a large jungle scene and slick on a clipart picture and write an alliterative speech bubble e.g. 'I am Larry the Lion and I like Lollies'

Holidays - role play indoors - ice-cream parlour/pirate ship

1. **Pirates** - read some stories about pirates (Tweenies-pirate adventure), draw on pirate map and label or write some instructions about getting to treasure using directional vocab. Label the different parts of a pirate ship.
2. **Boats** - Read '**Mr. Gumpy's Outing**' by **John Burningham** and discuss 'Who sank the boat'. Chn to write a sentence about the story and role play the story on a story board.
3. **The seaside** - Looking at photo album & stories of Barnaby Bear at the seaside. Looking at sensory objects from the beach to stimulate ideas for writing. Chn write their own postcard pretending they have been to the seaside.
4. **Under the Sea** - Read poems from '**Commotion in the Ocean**' by **Giles Andre**, chn to write own poems about the sea creatures in sea life shaped pieces of paper e.g. Jelly fish are.... wobbly, Jelly fish are..... squishy.

Throughout Summer Term - Read, Write Inc programme-

- Set 1 & 2 sounds & letter formation including pencil control
- Fred talk - blending sounds in words
- Fred Fingers - spelling words putting sounds in order
- Reading & writing simple words & sentences
- Reading tricky words
- Checking comprehension, fluency and accuracy when children are reading
- Using a story teller voice - reading with expression
- Editing a sentence & self-assessing writing
- Red Ditty Books, Green Books, Pink Books
- Assessing if children can apply the RWI skills that they are learning in their independent reading & writing.

UNDERSTANDING THE WORLD

Early Years Outcomes and ELG'

People & Communities

- Children talk about past and present events in their own lives and in the lives of family members.
- They know that other children don't always enjoy the same things and they are sensitive to this.
- They know about similarities and differences between themselves and others, and among families, communities and traditions.

Technology

- Children recognise that a range of technology is used in places such as homes and schools.
- They select and use technology for particular purposes.

The World

- Children know about similarities and differences in relation to places, objects, materials and living things.
- They talk about the features of their own environment and how environments might vary from one another.
- They make observations of animals and plants and explain why some things occur and talk about changes.

ICT - Using the ipads-

- Using iPad to explore images of different environments
- Story making using puppet pals
- Early years phonic apps & Early Years Maths apps
- Problem Solving Busy Bees
- Taking photographs when exploring mini-beasts & growing to record learning.
- Using Espresso and Maths Whizz to teach literacy and mathematics concepts.

Using 2Simple software to explore handwriting, learning about environments, growing plants, making moving images and learning about occupations.

Religious Education -

1. Pentecost - Serving - Topic- Good News; Children learn that 'Alleluia' is a word to praise God, Jesus sends a friend called the Holy Spirit, Pentecost is the coming of the Holy Spirit and sharing the Good News that Jesus is alive.

2. Reconciliation- Inter-relating- Topic- Friends; Children learn about Jesus' relationship with his disciples, talking to Jesus as a friend, God is always willing to forgive, saying sorry and forgiving others, praying the 'Our Father'.

3. Universal Church -World- Topic- Our World; Children learn that God created the world, everyone shares God's world, taking care of the world & belonging to God's family.

4. Other Faiths - Islam; Exploring Islamic prayer mat, Mosque exterior, Qur'an interior

Activities

Our World, (exploring growing, different environments & holidays)

Growing-

1. Discussing tadpoles and their growth into frogs
2. Researching using non-fiction texts and discussing life cycles of frogs and butterflies

Environments

1. **Imaginary Environments** - look at camouflage and match different animals to their correct environment, in groups make large scale junk model imaginary animals.
2. **Contrasting Environment** - Africa - make a fruit salad using 5 different fruits, make a pictogram of favourite fruits, use different senses to guess what the fruit is. Exploring homes around the world and why people live in different houses across the world.
3. **The Jungle** - research facts about tigers on the internet and make a big book from findings, make own rainmakers.
4. **The Arctic** - look at Google earth images, freeze small dinosaurs in ice-cubes - how do we get the dinosaurs out?
5. **Daily weather** - Observe weather conditions on a weekly basis throughout term and record in pictures to create weather calendar for the year.

Holidays

- 1 **Pirates** - Go on a pirate treasure hunt - hide some metal objects in the outdoor area - chn to go on a treasure hunt using the magnets (We've got a problem ...) Read '**Who Sank The Boat**' by Pamela Allen - who did sink the boat?
- 2 **Boats** - Can you make a boat that floats? What materials can you use? Why did it float? Why did it sink? Does it need a sail? Why? Can it carry some objects? Is it too heavy? Too light? (Link to Under the Sea).
- 3 **The Seaside** - follow instructions to make a boat. How much water can you collect with a sponge? Can you make castles with wet and dry sand?
- 4 **Under The Sea** - Find 5 things that float, Find 5 things that sink and record your findings. Make a 'Sinking Diver' (P.52 50 Science things to make and do', Usborne) for the chn to explore. Chn to make floating flowers and explore (P.64 50 Science things to make and do', Usborne)

WOW ACTIVITIES- Visit to Willow Farm - Discussing how environments differ. Making observations of animals and talking about why some things occur, growth and change.

MFL Week - Exploring and learning about different countries and cultures

MATHEMATICS

NUMBERS

Numbers 1-20

Recognising and ordering numbers 1-20.	Ordering numbers to create large sunflowers. Each child has a number - ordering the children in our class. Ordering number cards. Matching amounts to the number names.
Saying the number which number is 1 more or 1 less than a given number 1-20.	Using large number grids and number lines. Children will begin to work on number formation each week. Ordering natural objects with numbers - shells, stones
Problem solving involving numbers - What number comes before? What number comes after?	Playing missing number games. Missing number patterns using number line or number square grid.
Estimates how many objects they can see and checks by counting them	Show the children a small group of objects and then covering them over with a cloth. How many objects? Children to record their estimate and check by counting. How many sweets in the jar? Who has the closest guess? Was your estimate close? Check to count. Encouraging sensible guesses.
Adding and Subtracting Using quantities and objects, add & subtract two single-digit numbers and count on or back to find the answer. Using Sign 4 Maths to encourage children to use key vocabulary - how many, add, subtract, altogether, makes.	Adding - Adding two groups of objects together. Two sets of objects in hoops. How many spots on the butterfly wing? How many spits on the ladybird's wing? How many altogether? Encourage the children to count on. Use a number line to support. Subtracting - How many people are on the train? How many if some get off the train. Encourage counting back and using the number line to support. How many biscuits left if you give some to your friend? How many socks left if we take some off the washing line? How many balloons left if some are popped? Count back to find the answer. Use a number line to support.
Number bonds to 10	Using 10 frames with multi-link. How many spaces filled? How many empty? Altogether this makes 10. Padlock 10 frame game- Can you match the 10 frame to the number which makes 10?
Halving, sharing and doubling Doubling	We have 10 children and they all need a pair of socks each, how many socks will we need? How many spots on the wing of the butterfly? Can we double it? (Making paint prints and folding the card).
Halving	We are having a tea party. We will make some food using play-doh, cutters and tools. We have made a cake and some pizza that we will share. Can we cut them in half to share it out?
Sharing	Sharing out biscuits for a party. One for me and one for you. Do we have the same amount? Sharing out larger amounts between smaller groups. For example; there are 4 chn at the party and 8 sweets, how do we share them to make sure it is fair and everybody has the same amount?

SHAPE, SPACE AND MEASURES

Naming and describing 2D and 3D shapes	Making 2D shape monsters. Making 3D models. Using Sign 4 Maths to explore mathematical vocabulary to describe the shapes. (Curved, straight, sides, corners).
Recognising and creating Patterns	Using potato, apple and block paint to create and talk about patterns.
Children use everyday language to talk about distance	Using cars and gutters. Roll the car down the gutter. How far has the car travelled? How can we measure this? How can we make the car travel faster?
Children use everyday language to talk about Position	Playing boats - Can you make the boat travel behind, next to, in front of another boat. Is it travelling left or right? Read 'Rosie's Walk' to the children and discuss vocabulary.
Children use every day language to talk about time	Morning time, bed time, lunch time, dinner time O'clock.
Children use everyday language to talk about money	1p How much? Making coin rubbings using crayons. Exploring the shapes and colours of the coins.

Mathematics is taught in Foundation Stage using the 'Singapore Math' approach. We focus on teaching skills such as subitizing. We use 10 frames to support children will building their knowledge of number and to teach counting, adding and subtracting skills.

PHYSICAL DEVELOPMENT

Early Years Outcomes and ELG's

Moving and handling

- Moves freely and with pleasure and confidence in a range of ways, such as slithering, shuffling, rolling, crawling, walking, running, jumping, skipping, sliding and hopping.
- Experiments with different ways of moving.
- Jumps off an object and lands appropriately.
- Travels with confidence and skill around, under, over and through balancing and climbing equipment.
- Shows increasing control over an object in pushing, patting, throwing, catching or kicking it.
- Uses simple tools to effect changes to materials.
- Handles tools, objects, construction and malleable materials safely and with increasing control.
- Shows a preference for a dominant hand.
- Uses a pencil and holds it effectively to form recognisable letters, most of which are correctly formed.

Health and self-care

- Eats a healthy range of foods and understands need for variety in food.
- Shows some understanding that good practices with regard to exercise, eating, sleeping and hygiene can contribute to good health.
- Shows understanding of the need for safety when tackling new challenges, and considers and manages some risks.
- Shows understanding of how to transport and store equipment safely.

Activities

- PE coaches will be supporting PE sessions once a month.
- Children will be taught gross motor skills through playing a variety of games including indoor athletics.

In addition, we will focus on spatial awareness and throwing, catching and bouncing-

Val Sabin - Action Kids - Gym and Games

Spatial Awareness

1. GA1 Thomas the Tank - GA2 Coloured Stations, GA3 Wide Trains
2. GA5 - Pile it up, GA7 - Tidy up colours, GA8 Fill it up
3. GA9 Balancing beanbags, GA10 - balancing using quoits, GA11 sticky bit
4. GA16 Pushing, GA17 steering, GA20 obstacle course

Throwing, catching and bouncing

1. GA24 - throwing and catching, GA25
2. With beanbags, GA26 with balls, GA29 to a partner
3. GA30 bouncing a ball, GA31 bouncing to a partner
4. GA34 Rolling a ball at a target
5. GA35 Taking it in turns - making own

- Children will be given opportunities to use the climbing equipment in the hall throughout the term to learn control & coordination in large and small movements.
- Experiences of balancing, climbing, using equipment and using the wheeled toys in the FS garden during child initiated time.
- Preparation for **sports day** - stilts, obstacles, running on field, skipping, hoops, balancing, throwing, races
- Fine Motor control experiences - Handwriting sessions 4x a week, exploring and manipulating materials such as play-doh, pouring and scooping using salt, tea leaves, corn flour, water and paintbrushes.

CREATIVE DEVELOPMENT

Early Years Outcomes and ELG's

Exploring & Using Media & Materials

- Children sing songs, make music and dance, and experiment with ways of changing them.
- They safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.
- Explores what happens when they mix colours.

Being Imaginative

- Children use what they have learnt about media and materials in original ways, thinking about uses and purposes.
- They represent their own ideas, thoughts and feelings through design and technology, art, music, dance, role play and stories.
- Introduces a storyline or narrative into their play.
- Plays cooperatively as part of a group to develop and act out a narrative.

Music Express

Moving Patterns - Musical Focus - Structure.	-There's a Tiny Caterpillar on a Leaf
1.Pebbles	-Five Little Speckled Frogs
2. Join in	-Dancing & singing to African music
3. Dumplings	-Pirate Songs
4.Stamp & Clap	-Sounds of the Seaside (waves, seagulls, children playing)
5. Super market	-Under the Sea (Bubbles, ocean, breathing apparatus)
6. Bicycle Counting.	

'Take One Picture' Project - The Battle of San Romano

Activities

Our World, (exploring growing, different environments & holidays)

Growing

Butterfly life cycle -

- Butterfly symmetry painting
- The Hungry Caterpillar paper chains
- Tissue paper butterflies
- Making butterflies using hand and feet paint prints
- Painting the caterpillar using apples/finger prints

Frog life cycle -

- Making concertina frogs by folding materials
- Making frog masks and puppets

Environments

Imaginary Environments - make an imaginary living island using clay models and various media, paintings of 'Wild Things'. Chn to make imaginary dragon wings. Crowns, wands, fairy & wings.

African Theme- Chn make their own African Masks using black sugar paper, lolly sticks & a variety of different media to create their own patterns.

The Jungle Theme - Chn make their own jungle animal masks using different patterned animal prints and templates.

The Arctic Theme - potato print penguins, arctic scenes using coloured paper and chalks

Visit to Willow Farm in June to support learning of Environments

Holidays

1 Pirates - make own pirate maps - make the paper look old by soaking in tea and allowing to dry, then look at icons e.g. mountains, swamp, sea, sand, forest... Making pirate jewellery/treasure

2 Boats - Make your own boat - design a sail to go in the boat - have a blow race with the boats.

3 The Seaside - Make sand pictures using templates, glue & sea shells. Using musical instruments chn recreate the sounds of the seaside such as waves splashing, sea gulls squawking & chn laughing & playing....

4 Under the sea - Read the 'Rainbow Fish' story. Make bubble prints and cut out in fish shapes, Collage a large scale rainbow fish for display using a variety of media.

Sand and water experiences -

Digging for treasure in the sand- words, coins and old jewels

Pirate ship - small world play

Pouring and scooping with the sand using different sized containers

Water Wheels, sand wheels, buckets, spades, sand molds, sieves

Exploring Under the Sea - food coloring, foils, glitter, stones, shells & gems

Small world role play in the sand - dinosaurs, jungle in sand
Water - boats, ducks, shells, glittery numbers and letters.

