

Term: Spring 1 2016 - 2017

**BLACK** - teacher initiated activities

**BLUE** - child initiated activities - added on in pen as children develop their own ideas.

	<b>Week 1/2</b>	<b>Week 3/4</b>	<b>Week 5/6/7</b>
<b>Role Play</b>	<p>Activity: Igloo role play</p> <p>Objective: Being imaginative 22 - 36: Beginning to make believe by pretending 30 - 50: Engages in imaginative role-play based on own first-hand experience</p> <p>Objective: Speaking 30 - 50: Uses talk in pretending that objects stand for something else in play</p> <p>Children's ideas:</p>	<p>Activity: Igloo role play</p> <p>Objective: Being imaginative 22 - 36: Beginning to make believe by pretending 30 - 50: Engages in imaginative role-play based on own first-hand experience</p> <p>Objective: Speaking 30 - 50: Uses talk in pretending that objects stand for something else in play</p> <p>Children's ideas:</p>	<p>Activity: Igloo role play</p> <p>Objective: Being imaginative 22 - 36: Beginning to make believe by pretending 30 - 50: Engages in imaginative role-play based on own first-hand experience</p> <p>Objective: Speaking 30 - 50: Uses talk in pretending that objects stand for something else in play</p> <p>Children's ideas:</p>
<b>Creative</b>	<p>Activity: Snowman collage for creative display</p> <p>22-36: experiments with blocks, colours and</p>	<p>Activity: Cut out snowflakes by making snips in paper</p>	<p>Activity: Cut out winter clothes to dress the snowman</p>

	<p>marks 30 - 50: Beginning to be interested in and describe the texture of things .</p> <p>Children's ideas:</p>	<p>22-36: experiments with blocks, colours and marks 30 - 50: uses one handed tools and equipment</p> <p>Children's ideas:</p>	<p>22-36: experiments with blocks, colours and marks 30 - 50: uses one handed tools and equipment</p> <p>Children's ideas:</p>
<p><b>Construction</b></p>	<p>Activity: Train track - polar express</p> <p>22-36: experiments with blocks, colours and marks 30 - 50: Uses various construction materials</p>	<p>Activity: Train track - polar express</p> <p>22-36: experiments with blocks, colours and marks</p>	<p>Activity: Train track - polar express</p> <p>22-36: experiments with blocks, colours and marks 30 - 50: Uses various construction materials</p>

	<p>30-50:joins construction pieces together to balance and build</p> <p>Children's ideas:</p>	<p>30 - 50:Uses various construction materials 30-50:joins construction pieces together to balance and build</p> <p>Children's ideas:</p>	<p>30-50:joins construction pieces together to balance and build</p> <p>Children's ideas:</p>
<b>Reading</b>	<p>Activity: Stick man/Frozen</p> <p>16-26: Interested in books and rhymes and may have some favourites 22-36: repeats words or phrases from familiar stories 30 - 50: Looks at books independently</p> <p>Children's ideas:</p>	<p>Activity: Stick man/Frozen</p> <p>16-26: Interested in books and rhymes and may have some favourites 22-36: repeats words or phrases from familiar stories 30 - 50: Looks at books independently</p> <p>Children's ideas:</p>	<p>Activity: Stick man/Frozen</p> <p>16-26: Interested in books and rhymes and may have some favourites 22-36: repeats words or phrases from familiar stories 30 - 50: Looks at books independently</p> <p>Children's ideas:</p>
<b>Writing</b>	<p>Activity: Name writing Snowman pictures</p> <p>16-26: Is interested in the effects of making movements that leaves marks 22-36: Distinguishes between the different marks they make 30 - 50: Sometimes gives meaning to marks as they draw and paint</p> <p>Children's ideas:</p>	<p>Activity: Name writing Drawing polar animals</p> <p>16-26: Is interested in the effects of making movements that leaves marks 22-36: Distinguishes between the different marks they make 30 - 50: Sometimes gives meaning to marks as they draw and paint</p> <p>Children's ideas:</p>	<p>Activity: Name writing Frozen character drawing</p> <p>16-26: Is interested in the effects of making movements that leaves marks 22-36: Distinguishes between the different marks they make 30 - 50: Sometimes gives meaning to marks as they draw and paint</p> <p>Children's ideas:</p>

<b>Play dough</b>	<p>Activity: Can you build a snowman?</p> <p>30 - 50: Realises tools can be used for a purpose 40 - 60: Uses simple tools and techniques competently and appropriately</p> <p>Children's ideas:</p>	<p>Activity: Can you make Olaf?</p> <p>30 - 50: Realises tools can be used for a purpose 40 - 60: Uses simple tools and techniques competently and appropriately</p> <p>Children's ideas:</p>	<p>Activity: Can you make an igloo for the polar animals?</p> <p>30 - 50: Realises tools can be used for a purpose 40 - 60: Uses simple tools and techniques competently and appropriately</p> <p>Children's ideas:</p>
<b>Box Modelling</b>	<p>Activity: Making igloo houses.</p> <p>30 - 50: Uses various construction materials Realises tools can be used for a purpose 40 - 60: Constructs with a purpose in mind, using a variety of resources. Uses simple tools and techniques competently and</p>	<p>Activity: Making igloo houses.</p> <p>30 - 50: Uses various construction materials Realises tools can be used for a purpose 40 - 60: Constructs with a purpose in mind, using a variety of resources. Uses simple tools and techniques competently and</p>	<p>Activity: Making a sledge for Kristoff.</p> <p>30 - 50: Uses various construction materials Realises tools can be used for a purpose 40 - 60: Constructs with a purpose in mind, using a variety of resources. Uses simple tools and techniques competently and</p>

	<p>appropriately.</p> <p>Children's ideas:</p>	<p>appropriately.</p> <p>Children's ideas:</p>	<p>appropriately.</p> <p>Children's ideas:</p>
<b>Painting</b>	<p>Activity: Snowman printing</p> <p>30 - 50: Explore colour and how colour can be changed 40 - 60: Explores what happens when they mix colours</p> <p>Children's ideas:</p>	<p>Activity: Character painting from Frozen story.</p> <p>22-36: Experiments with blocks colours and marks. 30 - 50: Explore colour and how colour can be changed 40 - 60: Explores what happens when they mix colours</p> <p>Children's ideas:</p>	<p>Activity Can you paint a snowy day picture? What colour is the snow? Look at some pictures of some cold climates.</p> <p>30 - 50: Explore colour and how colour can be changed 40 - 60: Explores what happens when they mix colours</p> <p>Children's ideas:</p>
<b>Maths</b>	<p>Activity: Number</p> <p>Objective: 22-36: Begins to make comparisons between quantities N 30-50: Compares 2 sets of objects saying when they have the same quantity N 30-50: Sometimes matches numeral and quantity correctly</p> <p>Shape, space and measure</p> <p>Objective 22-36: Begins to categorise objects</p>	<p>Activity: Number</p> <p>Objective: 22-36: Begins to make comparisons between quantities N 30-50: Compares 2 sets of objects saying when they have the same quantity N 30-50: Sometimes matches numeral and quantity correctly</p> <p>Shape, space and measure</p> <p>Objective 22-36: Begins to categorise objects</p>	<p>Activity: Number</p> <p>Objective: 22-36: Begins to make comparisons between quantities N 30-50: Compares 2 sets of objects saying when they have the same quantity N 30-50: Sometimes matches numeral and quantity correctly</p> <p>Shape, space and measure</p> <p>Objective 22-36: Begins to categorise objects</p>

	<p>according to shpe SSM 30-50: Shows awareness of similarities of shapes SSM 30-50 uses shapes appropriately for task</p> <p><i>Children's ideas:</i></p>	<p>according to shpe SSM 30-50: Shows awareness of similarities of shapes SSM 30-50 uses shapes appropriately for task</p> <p><i>Children's ideas:</i></p>	<p>according to shpe SSM 30-50: Shows awareness of similarities of shapes SSM 30-50 uses shapes appropriately for task</p> <p><i>Children's ideas:</i></p>
<b>Music</b>	<p>Activity: Percussion instruments</p> <p>22-36: creates sounds by tapping, blowing, shaking or banging 30 - 50:Explores and learns how sounds can be changed 30-50: imitates movement in response to music</p> <p><i>Children's ideas:</i></p>	<p>Activity: Making music from 'The Snowman'</p> <p>22-36: creates sounds by tapping, blowing, shaking or banging 30 - 50:Explores and learns how sounds can be changed 30-50: imitates movement in response to music</p> <p><i>Children's ideas:</i></p>	<p>Activity: Singing Frozen songs and creating music alongside</p> <p>22-36: creates sounds by tapping, blowing, shaking or banging 30 - 50:Explores and learns how sounds can be changed 30-50: imitates movement in response to music</p> <p><i>Children's ideas:</i></p>

<b>Small World</b>	<p>Activity: Polar animals/dolls house</p> <p>22-36: Beginning to make believe by pretending 30 - 50: Builds stories around toys Speaking 30 - 50: Uses talk in pretending that objects stand for something else in play</p> <p>Children's ideas:</p>	<p>Activity: Polar animals/dolls house</p> <p>22-36: Beginning to make believe by pretending 30 - 50: Builds stories around toys Speaking 30 - 50: Uses talk in pretending that objects stand for something else in play</p> <p>Children's ideas:</p>	<p>Activity: Polar animals/dolls house</p> <p>22-36: Beginning to make believe by pretending 30 - 50: Builds stories around toys Speaking 30 - 50: Uses talk in pretending that objects stand for something else in play</p> <p>Children's ideas:</p>
--------------------	---	---	---

<p><b>Water</b></p>	<p>Activity: Antarctic sea life/animals</p> <p>Objective: The World: 22 - 36: Notices detailed features of objects in their environment 30 - 50: Can talk about some of the things they have observed such as plants, animals, natural and found objects.</p> <p>Children's ideas:</p>	<p>Activity: Tweezers to collect 'ice balls'</p> <p>Objective: Moving and handling: 22 - 36: Shows control in holding and using jugs to pour, hammers, books and mark making tools 30 - 50: Uses one handed tools and equipment.</p> <p>Children's ideas:</p>	<p>Activity: Pippets and bottles of various sizes to fill</p> <p>Objective: The World: 22 - 36: Notices detailed features of objects in their environment 30 - 50: Can talk about some of the things they have observed such as plants, animals, natural and found objects.</p> <p>Children's ideas:</p>
<p><b>Sand</b></p>	<p>Activity: Can you find the hidden ice balls? How many are there?</p> <p>Objective: N 22-36: Begins to make comparisons between quantities N 30-50:compares 2 groups of objects saying when they have the same number</p> <p>Children's ideas:</p>	<p>Activity: Can you find the hidden shapes?</p> <p>Objective: 22-36:Beginning to categorise objects according to properties such as shape or size 30-50: Shows an interest in shape by playing with shapes or making arrangements</p> <p>Children's ideas:</p>	<p>Activity: Add some outdoor winter objects to the sand tray, can you think about where we have seen these objects before?</p> <p>Objective: The World: 22 - 36: Notices detailed features of objects in their environment 30 - 50: Can talk about some of the things they have observed such as plants, animals, natural and found objects.</p>



			Children's ideas:
<b>Fine motor</b>	<p>Activity: Writing patterns in the snow tray</p> <p>Objective: Moving and Handling: 22 - 36: May be beginning to show a preference for a dominant hand 30 - 50: Uses one handed tools and equipment.</p> <p>Children's ideas:</p>	<p>Activity: Cut out winter clothes pictures</p> <p>Objective: Moving and Handling: 22 - 36: May be beginning to show a preference for a dominant hand 30 - 50: Uses one handed tools and equipment.</p> <p>Children's ideas:</p>	<p>Activity: Threading spaghetti hoops.</p> <p>Objective: Moving and Handling: 22 - 36: May be beginning to show a preference for a dominant hand 30 - 50: Uses one handed tools and equipment.</p> <p>Children's ideas:</p>

<p><b>Technology</b></p>	<p>Activity: Taking pictures of polar animals with cameras.</p> <p>22-36: Operates mechanical toys 30 - 50: Knows how to operate simple equipment.</p> <p>.</p> <p>Children's ideas:</p>	<p>Activity: Polar animals powerpoint facts</p> <p>22-36: Seeks to acquire basic ICT skills 30 - 50: Knows that information can be retrieved from computers</p> <p>Children's ideas:</p>	<p>Activity: Have a range of mechanical toys available for children to investigate.</p> <p>22-36: Operates mechanical toys 30 - 50: shows an interest in technological toys</p> <p>Children's ideas:</p>
--------------------------	--	--	--

Circle time focus for the half term:

**JIGSAW spring 1**