

Term: Summer 1 2016 - 2017

BLACK - teacher initiated activities

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

	Week 1/2	Week 3/4	Week 5
Role Play	<p>Activity: Vets role play. Kitchen role play Do you have any pets? Have they ever been to the vets? What was wrong with them? Can you help the vet look after the pets? Objective: The world 22 - 36: Notices detailed features of their environment 30 - 50: Can talk about some of the things they have observed such as plants, animals, natural and found objects Being Imaginative 30 - 50: Engages in imaginative role-play based on own first-hand experience Speaking 30 - 50: Questions why things happen and gives explanations 30-50: Builds up vocabulary that reflects the breadth of their experiences 30-50: Shows interest in the lives of people who are familiar Children's ideas:</p>	<p>Activity: Vets role play. Kitchen role play Can you make dinner for your family? Can you write a list of ingredients you will need? What food does your family like? What foods are healthy and not healthy for us? Do we eat the same foods as our pets? Why not? Objective: The world 22 - 36: Notices detailed features of their environment 30 - 50: Can talk about some of the things they have observed such as plants, animals, natural and found objects Being Imaginative 30 - 50: Engages in imaginative role-play based on own first-hand experience Speaking 30 - 50: Questions why things happen and gives explanations 30-50: Builds up vocabulary that reflects the breadth of their experiences 30-50: Shows interest in the lives of people who are familiar</p>	<p>Activity: Vets role play. Kitchen role play Can you make dinner for your family? Can you write a list of ingredients you will need? What food does your family like? What foods are healthy and not healthy for us? Do we eat the same foods as our pets? Why not? Objective: The world 22 - 36: Notices detailed features of their environment 30 - 50: Can talk about some of the things they have observed such as plants, animals, natural and found objects Being Imaginative 30 - 50: Engages in imaginative role-play based on own first-hand experience Speaking 30 - 50: Questions why things happen and gives explanations 30-50: Builds up vocabulary that reflects the breadth of their experiences 30-50: Shows interest in the lives of people who are familiar</p>

		Children's ideas:	Children's ideas:
Creative	<p>Activity: Do you have a pet? What pet do you have? What pet would you like? What colour are they? What else do you notice about them? Any spots? Patterns?</p> <p>22-36: experiments with blocks, colours and marks 30 - 50: Understands that they can use lines to enclose a space, and then use these shapes to represent objects 30-50: Can talk about some of the things they have observed such as animals.</p> <p>Children's ideas:</p>	<p>Activity: Can you draw your home? Think about what shape our houses are? What colour is your house? What about the door? How any windows? What does it look like? Who is your family? Who lives in your house? Can you use the creative equipment to make a family portrait? What can we use for hair? What about our clothes?</p> <p>22-36: experiments with blocks, colours and marks 30 - 50: Understands that they can use lines to enclose a space, and then use these shapes to represent objects 30-50: Comments and asks questions about familiar aspects of their world such as the place they live.</p> <p>Children's ideas:</p>	<p>Activity: Who is your friend in the class? Do they look the same as you? What do they have that is like you? What is different? Can you paint a picture of your friend? What colour hair do they have? Eyes?</p> <p>22-36: experiments with blocks, colours and marks 30 - 50: Knows some of the things that make them unique, and can talk about some of the differences and similarities in relation to friends and family.</p> <p>Children's ideas:</p>

Construction	<p>Activity: Large building bricks Can you build a house for your pet? How big will it be? What size is your pet? What kind of house do they live in?</p> <p>22-36: Begins to use the language of size 30 - 50: Begins to construct , stacking blocks vertically and horizontally, making enclosures and creating spaces 30-50: joins construction pieces together to balance and build</p> <p>Children's ideas:</p>	<p>Activity: Large building bricks What kind of house do you live in? What can you use to make a model of your house? Whose house is the tallest? Shortest?</p> <p>22-36: Begins to use the language of size 30 - 50: Begins to construct , stacking blocks vertically and horizontally, making enclosures and creating spaces 30-50: joins construction pieces together to balance and build</p> <p>Children's ideas:</p>	<p>Activity: Activity: Large building bricks What different buildings can you make? What do they look like? What shapes are they?</p> <p>22-36: Begins to use the language of size 30 - 50: Begins to construct , stacking blocks vertically and horizontally, making enclosures and creating spaces 30-50: joins construction pieces together to balance and build</p> <p>Children's ideas:</p>
Reading	<p>Activity: Oi Dog 22-36: repeats words or phrases from familiar stories 30-50: Listens to stories with increasing attention and recall 30 - 50: Looks at books independently 30-50: Knows information can be relayed in the form of print 30-50: Shows awareness of rhyme and alliteration</p>	<p>Activity: Tabby McTat 22-36: repeats words or phrases from familiar stories 30-50: Listens to stories with increasing attention and recall 30 - 50: Looks at books independently 30-50: Knows information can be relayed in the form of print 30-50: Shows awareness of rhyme and alliteration</p>	<p>Activity: Spot the dog 22-36: repeats words or phrases from familiar stories 30-50: Listens to stories with increasing attention and recall 30 - 50: Looks at books independently 30-50: Knows information can be relayed in the form of print</p> <p>Children's ideas:</p>

	Children's ideas:	Children's ideas:	
Writing	<p>Activity: Name writing RWI letters</p> <p>22-36: Distinguishes between the different marks they make 30 - 50: Sometimes gives meaning to marks as they draw and paint</p> <p>Moving & Handling 22-36: Beginning to use 3 fingers to hold mark making tools 30-50: Draws lines and circles using gross motor movements</p> <p>Children's ideas:</p>	<p>Activity: Name writing Who can you draw from your family? What do they look like? Do you know any of the letters in their name?</p> <p>22-36: Distinguishes between the different marks they make 30 - 50: Sometimes gives meaning to marks as they draw and paint</p> <p>Moving & Handling 22-36: Beginning to use 3 fingers to hold mark making tools 30-50: Draws lines and circles using gross motor movements</p> <p>Children's ideas:</p>	<p>Activity: Can you draw spot the dog some friends to play with? Can you make up your own stories about the characters you have drawn?</p> <p>22-36: Distinguishes between the different marks they make 30 - 50: Sometimes gives meaning to marks as they draw and paint</p> <p>Moving & Handling 22-36: Beginning to use 3 fingers to hold mark making tools 30-50: Draws lines and circles using gross motor movements</p> <p>Children's ideas:</p>

<p>Play dough</p>	<p>Activity: Play dough mats</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: Sticks to make people with.</p> <p>SSM 22-36: Begins to use the language of size 40 - 60: Uses simple tools and techniques competently and appropriately</p> <p>Children's ideas:</p>	<p>Activity: Making snakes families, how can we make snakes from playdough? Can you make some long ones and some short ones?</p> <p>30 - 50: Realises tools can be used for a purpose 40 - 60: Uses simple tools and techniques competently and appropriately SSM 40-60: Orders 2 objects by length</p> <p>Children's ideas:</p>
<p>Box Modelling</p>	<p>Activity: What can you use to make a pet house? What colours will you make it?</p> <p>30 - 50: Uses various construction materials Realises tools can be used for a purpose 30 - 50: Begins to construct , stacking blocks vertically and horizontally, making enclosures and creating spaces</p> <p>Children's ideas:</p>	<p>Activity: Can you make a model of your house? What rooms are there? Can you make any furniture?</p> <p>30 - 50: Uses various construction materials Realises tools can be used for a purpose 30 - 50: Begins to construct , stacking blocks vertically and horizontally, making enclosures and creating spaces</p> <p>Children's ideas:</p>	<p>Activity: What materials will you use to make different houses? Flats? Bungalows? Castles?</p> <p>30 - 50: Uses various construction materials Realises tools can be used for a purpose 30 - 50: Begins to construct , stacking blocks vertically and horizontally, making enclosures and creating spaces</p> <p>Children's ideas:</p>
<p>Painting</p>	<p>Activity: Painting animals, favourite pets, pets we would like.</p> <p>22-36: Experiments with blocks colours and marks</p>	<p>Activity: Pattern printing with shapes, can you make a pattern using the shape sponges? Can you describe your pattern? What shapes have you used?</p>	<p>Activity Painting family and friends</p> <p>22-36: Experiments with blocks colours and marks. 30 - 50: Explore colour and how colour can</p>

	<p>30 - 50: Explore colour and how colour can be changed</p> <p>Children's ideas:</p>	<p>22-36: Experiments with blocks colours and marks.</p> <p>30 - 50: Uses shapes appropriately for tasks</p> <p>Children's ideas:</p>	<p>be changed</p> <p>Children's ideas:</p>
Maths	<p>Activity: Number</p> <p>Objective: 22-36: Uses some language of quantities N 30-50: realises not only objects but anything can be counted N 30-50: Sometimes matches numeral and quantity correctly</p> <p>Shape, space and measure</p> <p>Objective 22-36: Notices simple shapes and patterns in pictures SSM 30-50: Shows awareness of similarities of shapes SSM 30-50 beginning to talk about the shapes of objects 'round' 'tall' etc.</p> <p>Children's ideas:</p>	<p>Activity: Number</p> <p>Objective: 22-36: Uses some language of quantities N 30-50: realises not only objects but anything can be counted N 30-50: Sometimes matches numeral and quantity correctly</p> <p>Shape, space and measure</p> <p>Objective 22-36: Notices simple shapes and patterns in pictures SSM 30-50: Shows awareness of similarities of shapes SSM 30-50 beginning to talk about the shapes of objects 'round' 'tall' etc.</p> <p>Children's ideas:</p>	<p>Activity: Number</p> <p>Objective: 22-36: Uses some language of quantities N 30-50: realises not only objects but anything can be counted N 30-50: Sometimes matches numeral and quantity correctly</p> <p>Shape, space and measure</p> <p>Objective 22-36: Notices simple shapes and patterns in pictures SSM 30-50: Shows awareness of similarities of shapes SSM 30-50 beginning to talk about the shapes of objects 'round' 'tall' etc.</p> <p>Children's ideas:</p>
Music	<p>Activity: IWB singing number songs Music area - drums to count beats</p>	<p>Activity: IWB alphabet songs Music area - Keyboard, shakers to make</p>	<p>Activity: IWB Spring songs Music area - xylophone to make spring music</p>

	<p>Objective: Being Imaginative 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>Objective: Technology 22-36: Seeks to acquire basic ICT skills 30 - 50: Knows how to operate simple equipment</p> <p>Children's ideas:</p>	<p>music to sing alphabet song.</p> <p>Objective: Being Imaginative 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>Objective: Technology 22-36: Seeks to acquire basic ICT skills 30 - 50: Knows how to operate simple equipment</p> <p>Children's ideas:</p>	<p>Objective: Being Imaginative 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>Objective: Technology 22-36: Seeks to acquire basic ICT skills 30 - 50: Knows how to operate simple equipment</p> <p>Children's ideas:</p>
Small World	<p>Activity: Dolls house Pets world Reading 22-36: Repeats words or phrases from familiar stories 30 - 50:Beginning to be aware of the way stories are structured Speaking 30 - 50: Uses talk in pretending that objects stand for something else in play</p> <p>Children's ideas:</p>	<p>Activity: Dolls house Pets world</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: Dolls house Pets world</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>

Water	<p>Activity: Sea life aquarium Can you sort the animals in to families? How can you do this? What features do they have in common?</p> <p>Objective: Shape, space and measure 22-36: Begins to categorise objects according to properties such as shape or size 30-50: Shows interest in shape by talking about shapes or arrangements TW 30-50: Can talk about some of the things they have observed <i>Children's ideas:</i></p>	<p>Activity: Sea life aquarium Which animal is the longest? Shortest? Can you separate them in to groups? Objective: Shape, space and measure 22-36: Begins to categorise objects according to properties such as shape or size 30-50: Shows interest in shape by talking about shapes or arrangements <i>Children's ideas:</i></p>	<p>Activity: Sea life aquarium Which animal has legs? Which doesn't? Which ones have the most? Why do you think lots of sea creatures don't need legs? How do they move? Objective: 22-36: Begins to categorise objects according to properties such as shape or size 30-50: Shows interest in shape by talking about shapes or arrangements TW 30-50: Can talk about some of the things they have observed <i>Children's ideas:</i></p>

Sand	<p>Activity: Snakes in the sand How many snakes are there? How many green? Brown? Which has more? 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 N 30-50: Shows an interest in number problems</p> <p>Children's ideas:</p>	<p>Activity: Snakes in the sand Which snake is the longest? Shortest? Can you use blocks to make the same length? 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 SSM 40-60: Orders 2 objects by length Children's ideas:</p>	<p>Activity: Snakes in the sand Which snake is the longest? Shortest? Can you use blocks to make the same length? 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 SSM 40-60: Orders 2 objects by length Children's ideas:</p>

Fine motor	<p>Activity: RWI cards, can you say and copy the sounds? Fine motor activities 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. 30-50: Copies some letters including letters from their name</p> <p>Children's ideas:</p>	<p>Activity: Name writing, can you write your own name? 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. 30-50: Copies some letters including letters from their name</p> <p>Children's ideas:</p>	<p>Activity: Can you draw a picture of your family? What shapes can you use to help you? 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. 30-50: Draws lines and circles 30-50: uses shapes appropriately for task</p> <p>Children's ideas:</p>
Technology	<p>Activity: IWB which number songs can you select and play?</p> <p>Objective: Technology 22-36: Seeks to acquire basic ICT skills 30 - 50: Knows how to operate simple equipment</p> <p>Children's ideas:</p>	<p>Activity: IWB can you use the whiteboard to select some alphabet songs?</p> <p>Objective: Technology 22-36: Seeks to acquire basic ICT skills 30 - 50: Knows how to operate simple equipment</p> <p>Children's ideas:</p>	<p>Activity: RWI letter formation on notebook (IWB)</p> <p>Objective: Technology 22-36: Seeks to acquire basic ICT skills 30 - 50: Knows how to operate simple equipment</p> <p>Children's ideas:</p>

--	--	--	--

Circle time focus for the half term:

JIGSAW Summer 1