

Term: Spring 2 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 5/6
Role Play	<p>Activity: Creepy Crawly Corner What creepy crawlies can you find? How will you sort the mini beasts? 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</p> <p><i>Children's ideas:</i></p>	<p>Activity: Creepy Crawly Corner Which mini beast will you draw? 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 Writing 22-36: Distinguishes between the marks they make 30 - 50: Sometimes gives meaning to marks as the draw and write</p> <p><i>Children's ideas:</i></p>	<p>Activity: Creepy Crawly Corner Which minibest has the most legs? Wings? Do any of them have the same amount? 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 Number 22-36: Begins to make comparisons between quantities 30-50: Compares 2 groups of objects saying when they have the same number</p>

			Children's ideas:
Creative	<p>Activity: Mothers day card (Adult focus) Butterfly printing</p> <p>22-36: experiments with blocks, colours and marks 30 - 50: Beginning to be interested in and describe the texture of things 30-50:</p> <p>Children's ideas:</p>	<p>Activity: Using the sugar paper, roll the pieces in to tiny balls and use these to make a flower</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>Activity: Easter cutting Can you cut out the easter eggs to create your own easter picture? Easter cards Writing patterns on Eeaster eggs</p> <p>22-36: experiments with blocks, colours and marks 30 - 50: uses one handed tools and equipment e.g. scissors to make snips in paper</p> <p>Children's ideas:</p>

Construction	<p>Activity: Large building bricks What will you build?</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 How tall is your model? How long?</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 Which shapes will you use to build?</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: The Very Hungry Caterpillar Non fiction books about plants and insects 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>	<p>Activity: The Very Hungry Caterpillar Non fiction books about plants and insects 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>	<p>Activity: The Very Hungry Caterpillar Non fiction books about plants and insects 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>
Writing	<p>Activity: Name writing Which writing patterns can you draw?</p>	<p>Activity: Name writing Which shapes will you use to draw the Very</p>	<p>Activity: Which letters can you copy from the Hungry Caterpillar word mat?</p>

	<p>22-36: Distinguishes between the different marks they make 30 - 50: Sometimes gives meaning to marks as they draw and paint 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>Hungry Caterpillar?</p> <p>22-36: Distinguishes between the different marks they make 30 - 50: Sometimes gives meaning to marks as they draw and paint 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>Which name is yours? Which letters do you know? Can you copy your name onto a whiteboard?</p> <p>22-36: Distinguishes between the different marks they make 30 - 50: Sometimes gives meaning to marks as they draw and paint 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: Which minibeast can you make? What shapes will you need?</p>	<p>Activity: Can you make some plants? Which is the longest? Which is the shortest?</p>	<p>Activity: Can you make some caterpillars? Who has more? Less?</p>

	<p>30 - 50: Realises tools can be used for a purpose 40 - 60: Uses simple tools and techniques competently and appropriately</p> <p><i>Children's ideas:</i></p>	<p>SSM 22-36: Begins to use the language of size 40 - 60: Uses simple tools and techniques competently and appropriately</p> <p><i>Children's ideas:</i></p>	<p>30 - 50: Realises tools can be used for a purpose N 30-50: Compares quantities saying when they have the same</p> <p><i>Children's ideas:</i></p>
Box Modelling	<p>Activity: Which materials will you use for making a bug house?</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><i>Children's ideas:</i></p>	<p>Activity: What will you build? What will you need? How will you do this?</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><i>Children's ideas:</i></p>	<p>Activity: What will you build? What will you need? How will you do this?</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><i>Children's ideas:</i></p>
Painting	<p>Activity: Spring pictures What things do we see in the spring time?</p> <p>22-36: Experiments with blocks colours and marks 30 - 50: Explore colour and how colour can be changed</p> <p><i>Children's ideas:</i></p>	<p>Activity: Hungry caterpillar shape printing What shapes can we use to make the caterpillar? Which colours will we need? How can we make this colour</p> <p>22-36: Experiments with blocks colours and marks. 30 - 50: Explore colour and how colour can be changed</p>	<p>Activity Which Easter animals can you paint? What color are they? What do they look like? How big/small are they?</p> <p>22-36: Experiments with blocks colours and marks. 30 - 50: Explore colour and how colour can be changed</p> <p><i>Children's ideas:</i></p>

		Children's ideas:	
Maths	<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 according to shape SSM 30-50: Shows awareness of similarities of shapes SSM 30-50 uses shapes appropriately for task</p> <p>Children's ideas:</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 according to shape SSM 30-50: Shows awareness of similarities of shapes SSM 30-50 uses shapes appropriately for task</p> <p>Children's ideas:</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 according to shape SSM 30-50: Shows awareness of similarities of shapes SSM 30-50 uses shapes appropriately for task</p> <p>Children's ideas:</p>
Music	<p>Activity: IWB singing number songs</p> <p>Objective: Being Imaginative 22-36: creates sounds by tapping, blowing,</p>	<p>Activity: IWB alphabet songs</p> <p>Objective: Being Imaginative 22-36: creates sounds by tapping, blowing,</p>	<p>Activity: IWB Easter songs</p> <p>Objective: Being Imaginative 22-36: creates sounds by tapping, blowing,</p>

	<p>shaking or banging 30 - 50:Explores and learns how sounds can be changed 30-50: imitates movement in response to music Objective: Technology 22-36: Seeks to acquire basic ICT skills 30 - 50: Knows how to operate simple equipment Children's ideas:</p>	<p>shaking or banging 30 - 50:Explores and learns how sounds can be changed 30-50: imitates movement in response to music Objective: Technology 22-36: Seeks to acquire basic ICT skills 30 - 50: Knows how to operate simple equipment Children's ideas:</p>	<p>shaking or banging 30 - 50:Explores and learns how sounds can be changed 30-50: imitates movement in response to music Objective: Technology 22-36: Seeks to acquire basic ICT skills 30 - 50: Knows how to operate simple equipment Children's ideas:</p>
<p>Small World</p>	<p>Activity: The Very Hungry Caterpillar Can you sequence the story using the cut outs? 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 Children's ideas:</p>	<p>Activity: The Very Hungry Caterpillar Can you make up your own minibeast story using the props? 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 Children's ideas:</p>	<p>Activity: The Very Hungry Caterpillar Can you act out the story of The Very Hungry Caterpillar using the role play masks. 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 Children's ideas:</p>

Water	<p>Activity: Capacity Which jug has the most water? Which has the least? Can you use mathematical language to describe the amounts?</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. Number 22-36: Begins to use the language of 'more' 30-50: Compares quantities saying when they have the same <i>Children's ideas:</i></p>	<p>Activity: Coloured water, can you find the hidden 2D shapes? How many sides do they have? Can you describe them using mathematical language?</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 <i>Children's ideas:</i></p>	<p>Activity: Can you sort the shapes into their correct place? Separate the shapes in different ways e.g. 2D shape/3D shape? Sides, corners, colour.</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 <i>Children's ideas:</i></p>

<p>Sand</p>	<p>Activity: Compost in the sand tray. How do you plant a seed? Include instructions for how to plant a seed.</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: How do plants grow? Can you look after the plants we have grown?</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: Add some outdoor winter objects to the sand How did the plants grow? What did they need?</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>

Fine motor	<p>Activity: Writing patterns Hungry Caterpillar threading</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: Writing patterns Hungry Caterpillar threading Which leaf has 5 holes? Can you thread through the holes?</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. Number 30-50: Sometimes matches numeral and quantity correctly</p> <p>Children's ideas:</p>	<p>Activity: Writing patterns Hungry Caterpillar threading Can you match the number on the leaf with the same amount of beads?</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. Number 30-50: Sometimes matches numeral and quantity correctly</p> <p>Children's ideas:</p>

<p>Technology</p>	<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: Which colours and styles will you use to make your Easter pictures? (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>
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Circle time focus for the half term:

JIGSAW spring 2