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| Theme | Activities | Links to the Early Years Foundation Stage Curriculum |
| Space  An alien arrives in the classroom?  How did he get there? Where is he from? What does he want? | **Use the children’s ideas to lead the learning**  **Some examples of ideas that we explored:**  Drawing/painting/creating pictures of where the alien was from.  Learning about the planets in the solar system  Making alien friends  Painting/ clay/ drawing / using resources in creative area.  Making a space environment for the alien to live  Thinking about ways to get the alien home-  Making rockets/flying saucers  Junk modelling | **Exploring and using media and materials**  **40-60+ months**  Experiments with and understands that different media can be combined to create new effects.  Begins to build a repertoire of songs and dances.  Explores different sounds of instruments.  Understands that different media can be combined to create new effects.  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.  Selects tools and techniques needed to shape, assemble and join materials they are using.  **ELG :**  Children sing songs, make music and dance, and experiment with ways of changing n them. They safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.  **Being Imaginative**  **40-60 months**  Chooses particular colours to use for a purpose  Creates simple representations of events people and objects  Introduces a story line or narrative to their play  Plays alongside other children who are engaged in the same theme  Plays cooperatively as part of a group to develop and act out a narrative  **ELG:**  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.  **The World**  **40-60 months**  Looks closely at similarities, differences, patterns and change.  **ELG:**  Children know about similarities and differences in relation to places, objects, materials and living things. They make observations of plants and explain why some things occur and talk about changes.  **People and communities:**  **40-60 months**  Enjoys joining in with family customs and routines.  **ELG:**  Children talk about past and present events in their own lives and in their lives of family members. They know about similarities and differences between themselves and others and among families, communities and traditions.  **Speaking**  **40-60+ months**  Uses language to imagine and recreate roles and experiences in play situations.  Links statements and sticks to a main theme or intention.  Use talk to organise, sequence and clarify thinking, ideas, feelings and events.  Introduce a storyline or narrative into their play.  **ELG:**  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.  **Listening and Attention**  **40-60months**  Two-channelled attention- can listen and do for short span.  Maintains attention, concentrates and sit quietly during appropriateactivity.  **ELG:**  Children listen attentively in a range of situations. They 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.  **Understanding**  **40-60 months**  Responds to instructions involving a two-part sequence. Understands humour.  Able to follow a story without pictures or props.  Listens and responds to ideas expressed by others in conversation or discussion.  **ELG:**  Children follow instructions involving several ideas or actions. They answer ‘how’ and ‘why’ questions about their experiences and in response to stories or events.  **Managing Feelings and behaviour**  **40-60 months**  Understands that own actions affect other people.  Aware of boundaries set and behavioural expectations  Beginning to be able to negotiate and solve problems without aggression  Can usually adapt behaviour to different events, social situations and changes in routine.  **ELG:**  Children talk about how they and others show feelings, talk about their own and other’s 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.  **Making relationships**  **40-60 months**  Initiates conversations, attends to and takes account of what others say  Explains own knowledge and understanding and asks appropriate questions of others.  Takes steps to resolve conflicts with other children.  **ELG:**  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 others children.  **Technology**  **40-60+ months**  Completes a simple program on a computer.  Uses ICT hardware to interact with age-appropriate computer software.  **ELG:**  Children recognise that a range of technology is used in school. They select and use technology for a particular purposes. |
| Jungle  A letter from a zoo keeper asking for their help to look after the jungle animals. | **Use the children’s ideas to lead the learning**  **Some examples of ideas that we explored:**  Telling the zoo keeper all the animals to look after- painting pictures/writing lists  Writing letters to say we will help  Looking at information books about jungle animals  Writing facts about jungle animals.  Paper bag puppet jungle animals  Make a camouflaged jungle animal  Spiral snakes |
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| Indoor P.E:  Multi skills 2  Outdoor games | | **Moving and handling**  **40-60 months**  Experiments with different ways of moving.  Negotiates space successfully when playing raving and chasing games with other children, adjusting speed or changing direction to avoid obstacles  Travels with confidence and skill around, under, over and through balancing and climbing equipment  **ELG:**  Children show good control and coordination in large and small movements. They move confidently in a range of ways, safely negotiating space.  **Health and self-care**  **40-60 months**  Shows understanding of how to transport and store equipment safely  Shows understanding of the need for safety when tackling new challenges  **ELG:**  Children know the importance for good health of physical exercise and a healthy diet and talk about ways to keep healthy and safe. They manage their own basic hygiene and personal needs successfully including dressing and going to the toilet independently. |
| Handwriting  Children revise letters that they are finding difficult  Writing words and sentences with a focus on formation.  Spelling tricky words | | **Physical development**  **40-60+ months**  Shows a preference for a dominant hand.  Begins to use anticlockwise movement and retrace vertical lines.  Begins to form recognisable letters  Uses a pencil and holds it effectively to form recognisable letters, most of which are correctly formed.  **ELG:**  Children show good control and co-ordination in large and small movements. They handle equipment and tools effectively, including pencils for writing. |
| Reading and Writing  Children are taught to read and write during daily phonics sessions. These sessions are taught discretely in order to build on the children’s next steps.  Phase 2/ 3 sounds and high frequency words  Hearing initial middle and final sounds  Blending and segmenting  Reading and writing captions  Matching captions to pictures  Label pictures  Sentence substitution  Reading and writing sentences.  **Writing for different purposes:**  Lists of planets  Describing imaginary planets  Labelling/describing aliens  Writing space stories  Lists of jungle animals  Writing sentences – what I will take to the jungle/ what can they see in the jungle.  Labelling jungle animals  Writing facts about jungle animals  Writing descriptions of jungle animals  Writing clues to guess a jungle animal  Writing verses of the song… Down in the jungle…. | | **Reading**  **40-60 months**  Links sounds to letters, naming and sounding the letters of the alphabet.  Begin to read words and simple sentences. Uses vocabulary and forms of speech that are increasingly influenced by their experience of books. Enjoys an increasing range of books. Knows that information can be retrieved from books and computers.  **ELG:**  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**  **40-60 months**  Can segment the sounds in simple words and blend them together.  Links sounds to letters.  Uses some clearly identifiable letters to communicate meaning, representing some sounds correctly and in sequence.  Writes own name and other things such as labels and captions.  Attempts to write short sentences in meaningful contexts.  **ELG:**  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. |
| Mathematics  Children are taught mathematics during daily sessions. These sessions are taught discretely in order to build on the children’s next steps:  Solving take away problems  Writing own simple add/takeaway problems  Recognising numbers to 20  Ordering numbers to 20  Saying the number one more and one less to 20  Doubling / halving  Recognising numbers 20+  Number facts to 10  Counting on and back to solve add and take away problems  3D shape- building rockets  Pattern- Jungle animals | | **Number**  **40-60 months**  Says the number that is one more than a given number.  Finds one more or one less from a group of up to five objects, then ten objects.  In practical activities and discussion, beginning to use the vocabulary involved in adding and subtracting.  Records, using marks that they can interpret and explain.  Begins to identify own mathematical problems based on own interests and fascinations.  **ELG:**  Children count reliably with numbers from one to 20, place them in order and say which number is one more or one less than a given number. Using quantities and objects, they add and subtract two single-digit numbers and count on or back to find the answer. They solve problems, including doubling, halving and sharing.  **Shape, Space and Measures:**  **40-60 months**  Beginning to use mathematical names for solid 3D shapes and flat 2D shapes  Selects a particular named shape  Uses familiar objects and common shapes to create and recreate patterns and build models  **ELG**:  Children use everyday language to talk about size, weight, capacity, position, distance, time, and money to compare quantities and objects and to solve problems. They recognise, create and describe patterns. They explore characteristics of everyday objects and shapes and use mathematical language to describe them. |
| Forest School  The ethos of Forest School, encourages us to build on the children’s interests and child initiated ideas and therefore Forest School will be different each year. Some of the things that we will be doing in the first half term is….  **Spring :**  Looking at changes in Forest School  Building nests  Looking at frogspawn  Pond dipping  Leaf / tree identification | | Here are some overarching Learning Outcomes for Forest School sessions: however children are experiencing learning in all areas of the Early Years Foundation Stage Curriculum every session due to the child initiated nature of Forest School.  The Personal Social and Emotional area of learning is particularly important at Forest school. As children are encouraged to try new, sometimes ‘risky’ activities. They also experience achievement at small achievable tasks.  Self Confidence and Self awareness  ELG: 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.  Managing Feelings and Behaviour  40-60 months  Aware of the boundaries set, and of behavioural expectations in the setting.  ELG  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.  Health and self-care  40-60 months  Shows understanding of how to transport and store equipment safely  Shows understanding of the need for safety when tackling new challenges  Practices some appropriate safety measures without direct supervision.  ELG  Children know the importance for good health of physical exercise, and a healthy diet, and talk about ways to keep healthy and safe. They manage their own basic hygiene and personal needs successfully, including dressing and going to the toilet independently.  The World  30-50 months  Comments and asks questions about aspects of their familiar world such as the place where they live or the natural world. Can talk about some of the things they have observed. Talk about why things happen.  40-60+ months  Developing an understanding of growth, decay and changes over time Shows care and concern for living things and the environment.  Looks closely at similarities, differences, patterns and change  ELG  Children know about similarities and differences in relation to places, objects, materials and living things. They talk about the features of their own immediate 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. |