

Group Planning 2018

~ April ~

Su n	Mon	Tu e	Wed	Th u	Fr i	Sat
1 Easter Day (Christian)	2 Easter Monday (BH) Children's book day	3	4	5	6 National Tartan Day (Scotland)	7 World health day (global)
8	9	10	11 National pet day	12	13	14 Zoo awareness week
15 Da Vinci's birthday (Italy – painter)	16	17	18	19	20	21 World circus day (USA) Queen's birthday (UK)
22 Earth day (global)	23 St George's day (England)	24	25	26	27 Arbor Day (USA)	28 Intl astronomy day (global)
29 World wish day (global)	30					

Themes of the week –

Week 1 – Spring flowers

Week 2 – Spring animals

Week 3 – Superheroes

Week 4 – Gardening for spring

Theme of the week – Spring flowers

We are teaching the children about – spring flowers

Why? – The children have shown an interest in new growth

Background – spring is typically a time of year when children start to notice new growth in the garden and on outings. We can capitalise on their observations and interests by helping them to find out more about the new season and changes in the world around them.



Focus for under 2s – colours of flowers

Focus for over 2s – how do flowers grow?

Link planning to British values - *democracy, individual liberty, rule of law, mutual respect and tolerance of those with different faiths and beliefs.*

- We will talk to the children about respecting nature (mutual respect).

Link planning to the characteristics of effective learning – *link planning to playing and exploring (engagement), active learning (motivation) and creating and thinking critically (thinking).*

- By taking children on outings before starting the activities we will engage them in the subject and they will be motivated to learn more.

Ideas for home learning – *activities parents might like to try with their child at home.*

- Dear parents, we are learning about flowers and singing the rhyme 'Mary, Mary quite contrary' together. Here are the words so you can sing it with your child at home – Mary, Mary quite contrary, how does your garden grow? With silver bells and cockle shells and pretty maids all in a row, a row, with pretty maids all in a row.
-

Literacy <i>Reading; writing</i>	Mathematics <i>Number; shape, space & measures</i>	Understanding the World <i>People & communities; the world; technology</i>	Expressive arts & design <i>Media & materials; imagination</i>
Book selection Borrowing non-fiction books from the library to read with the children – learn the names of flowers by spotting them in the books. Reading fiction books about flowers.	Under 2s – counting and shapes Count petals – looking at the shapes of flower heads – compare leaves etc. Over 2s – measure Making comparisons between big and small.	Under 2s – community Outings promote a sense of belonging to the local community. Over 2s – simple science experiment Putting white cut flower heads in coloured water and watching what happens – taking photos of the process to remind the children of the changes over a few days.	All children – focus on colours Using books and photos, discuss flower colours. Providing the colours in paints, crayons and pencils and make some flower pictures together.

Communication & language <i>Listening & attention; understanding; speaking</i>	Physical development <i>Moving & handling; health & self-care</i>	Personal, social & emotional <i>Self-confidence & awareness; feelings & behaviour; relationships</i>
Key vocabulary – making a visual display featuring pictures of commonly growing spring flowers and their names. Including flowers such as tulips, daffodils, crocuses, snapdragons, marigolds and sweet peas. Including the colours as well	Under 2s – being gentle Talking to children about being gentle with flowers. Teaching them how to handle flowers respectfully, holding them carefully and letting go without damaging the delicate buds. Over 2s – being safe Talking about safety with the older children. They need to understand not to put fingers in mouths and to stand still, shout and point (not touch) if they spot danger such as animal faeces in flowerbeds.	Under 2s – sense of smell Planning some smelly activities to develop children’s sensory awareness – putting a few drops of child-safe flowery essential oils on cotton wool for the children to smell. Talking about likes and dislikes – which are their favourites and why? Over 2s – behaviour Helping the children to do their own risk assessment before outings, reminding them about the importance of behaving respectfully when, for example, walking through the bluebell woods or holding flowers with care and consideration for nature.

Photo to promote conversation...



Ask open questions to promote conversation

What can you see in this picture?

What do you do with a watering can?

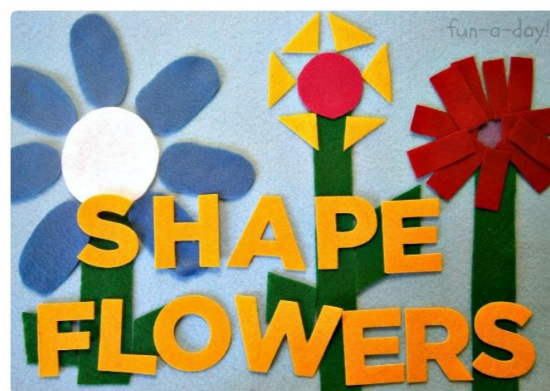
How do you look after plants?

What do plants need to grow?

Extension activity idea - let's go into the garden and do some planting...

Links to the EYFS – communication & language – promoting conversation; understanding the world – learning about flowers and nature.

More activities -





Theme of the week – Spring animals



We are teaching the children about – spring animals

Focus for under 2s – animal babies

Focus for over 2s – how we grow

Link planning to British values - *democracy, individual liberty, rule of law, mutual respect and tolerance of those with different faiths and beliefs.*

- Teach children about animals which share the world in which they live and help them to develop respect of nature.

Link planning to the characteristics of effective learning – *link planning to playing and exploring (engagement), active learning (motivation) and creating and thinking critically (thinking).*

- Engage the children in activities and follow-up with an outing to promote active learning.

Ideas for home learning – *activities parents might like to try with their child at home.*

- Dear parents, we are doing lots of activities this week linked to farms and baby animals. We have been to the library to borrow farmyard books and we will be singing 'Old MacDonald' with your child over the coming days. It would be great if you can sing it at home as well to help your child make links in their learning!
-

Communication & language <i>Listening & attention; understanding; speaking</i>	Physical development <i>Moving & handling; health & self-care</i>	Personal, social & emotional <i>Self-confidence & awareness; feelings & behaviour; relationships</i>
Key vocabulary – baby animals Making a display of animal and bird adult and baby pictures and names, for example – <ul style="list-style-type: none"> • Lamb – sheep • Calf – cow • Duck - duckling • Kid – goat • Foal – horse etc 	All children – movement Pretending to move like different animals – <ul style="list-style-type: none"> • Gallop like a horse • Waddle like a duck • Bounce like a sheep etc Introducing animal noises to the game as we play to extend children’s learning.	All children – when I was a baby Talking to the children about themselves – what they could do when they were a baby and what they can do now.

Literacy <i>Reading; writing</i>	Mathematics <i>Number; shape, space & measures</i>	Understanding the World <i>People & communities; the world; technology</i>	Expressive arts & design <i>Media & materials; imagination</i>
Book selection Looking at books about Farm animals	All children – counting Making a photo book with the children – 1 pig, 2 cows, 3 horses etc.	All children – spring weather Learning why baby animals and birds are born in spring... when the weather is better than in winter.	All children – collage Providing pictures so children can make a collage of animal babies and their mothers.

Photo to promote conversation...



Ask open questions to promote conversation

What can you see in the picture?

How many lambs can you count?

What are the lambs doing?











What do lambs eat and drink?

Links to the EYFS – understanding the world (the world) – learning about animals.

Theme of the week – Spring animals



Match the animals with their youngone.

	•	
Rabbit	•	Duckling
	•	
Sheep	•	Calf
	•	
Cow	•	Poult
	•	
Duck	•	Kit
	•	
Turkey	•	Lamb



Theme of the week – Superheroes



We are teaching the children about – superheroes

Why? – It is National Superhero Day on April 28th.

Background – National Superhero Day was created in 1995 by Marvel Comics employees and is celebrated by children who love to re-enact the lives and good deeds of their heroes.

Focus for under 2s – right and wrong

Focus for over 2s – people who help us

Link planning to British values - *democracy, individual liberty, rule of law, mutual respect and tolerance of those with different faiths and beliefs.*

- Teach children about right and wrong – good and bad.

Link planning to the characteristics of effective learning – *link planning to playing and exploring (engagement), active learning (motivation) and creating and thinking critically (thinking).*

- Read books and watch film clips to engage the children's interest – ask parents to provide dressing up clothes for real and pretend superheroes to support learning and encourage children's continued engagement.

Ideas for home learning – *activities parents might like to try with their child at home.*

- Dear parents, we are learning about superheroes – real and pretend. It would be great if you talk to your child about your superheroes – has someone saved the life of a loved one? Has a superhero protected someone you know?
-

Communication & language <i>Listening & attention; understanding; speaking</i>	Physical development <i>Moving & handling; health & self-care</i>	Personal, social & emotional <i>Self-confidence & awareness; feelings & behaviour; relationships</i>
<p>Key vocabulary – which superheroes do the children know about..? Making a display of photos and names –</p> <ul style="list-style-type: none"> • Batman • Captain America • Iron Man • Spiderman • Superman • The Incredible Hulk • Wonder Woman etc... <p>Over 2s – props</p> <p>Each superhero has a special power or props such as a shield for Captain America and spiders webs for Spiderman. Making a matching game to help children make links between the props and the heroes.</p>	<p>All children – health</p> <p>Designing a superhero menu with the children to eat– involving them in making healthy decisions about which foods are super foods and trying some new tastes together.</p>	<p>Under 2s – making choices</p> <p>Offering the children choices to help them learn the difference between right and wrong. They might need reminding to, for example, walk instead of run next to the road or point instead of touch hot or dangerous things.</p> <p>Over 2s – superheroes fight evil</p> <p>Talking about right and wrong – how does evil / bad / wrong manifest? What sort of bad things do the children know about?</p>

Literacy <i>Reading; writing</i>	Mathematics <i>Number; shape, space & measures</i>	Understanding the World <i>People & communities; the world; technology</i>	Expressive arts & design <i>Media & materials; imagination</i>
<p>Book selection</p> <p>Borrowing superhero themed books from the library to complement your resources.</p> <p>Writing prompt – making superhero writing paper and encourage the children to write a letter to their favourite superhero. What will they say? What questions do they want to ask?</p>	<p>All children – being strong</p> <p>Superheroes are very strong and can lift heavy weights and throw things a long way. Setting up a ‘superhero games’ activity for the children to develop, for example, their throwing (distance) and lifting (weight) and link it to other maths language.</p>	<p>All children – people who help us</p> <p>Who protects us – how many people who help us do the children know?</p> <p>Talking about and / or try to plan a visit to meet –</p> <ul style="list-style-type: none"> • Military personnel • Doctors and nurses • Vets protect animals • Staff at school • Police officers • Firefighters etc. 	<p>All children – Superheroes day</p> <p>We all going dress up With superheroes Costumes!</p>

More activities -

SUPERHERO!

CLOTHES PIN CRAFT



SUPERHERO CUFFS

A TOILET
PAPER ROLL
CRAFT



Theme of the week – Gardening for spring



We are teaching the children about – gardening for spring

Why? – The children notice birds on trees and snowdrops and daffodils start to appear.

Background – the weather is normally getting warmer and the ground is softer – flowers and bulbs can be planted in the garden and the flower beds can be prepared for spring.

Focus for under 2s – outside exploration

Focus for over 2s – colours in the garden


Link planning to British values - *democracy, individual liberty, rule of law, mutual respect and tolerance of those with different faiths and beliefs.*

- Teaching the children to treat the natural world and the resources we provide carefully and with respect (rule of law and mutual respect).

Link planning to the characteristics of effective learning – *link planning to playing and exploring (engagement), active learning (motivation) and creating and thinking critically (thinking).*

- Observing the children's engagement in the activities – are they playing and exploring with the resources we have provided or are they throwing things around and moving on? Thinking about how we can better support their learning in the future.
-

Communication & language	Physical development	Personal, social & emotional
<p>Key vocabulary – making an illustrated booklet to include words such as –</p> <ul style="list-style-type: none"> • Spring • Flower • Seeds / bulbs • Sunshine • Rainwater • Watering can • Flower bed • Growing etc... <p>All children – outing</p> <p>Taking the children on an outing to the local garden centre. Buying some seeds and look at the displays. Talking about different colours the children can see on the seed packets.</p> <p>Most garden centres have a little café which the children will enjoy.</p>	<p>Under 2s – stickers</p> <p>Using flower stickers to make pictures. The children will enjoy taking the backing paper off the stickers and putting them on the paper – often in random patterns. Talking about the colours they can see while they are creating their pictures – assessing their awareness of colour names and planning to support learning.</p> <p>Over 2s – digging</p> <p>Providing the children with utensils so they can dig the garden. Talking about what they find.</p>	<p>Under 2s – spring changes</p> <p>What changes have the little ones already noticed? Did they spot new growth – daffodils, crocuses etc – in the garden? Do they show an interest in what is happening around them?</p> <p>Over 2s – exciting new life</p> <p>How do the children feel in spring? Are they excited to see the new life on the trees and flowers pushing up out of the ground? Do they look at the world with awe and wonder?</p> <p>Extension –talking to the children about life cycles.</p>

Literacy	Mathematics	Understanding the World	Expressive arts & design
<p>Book selection</p>  <p>All children – make a book</p> <p>Making our own garden book with the children using photos of our garden and lots of printed illustrations</p>	<p>Under 2s – counting</p> <p>Counting finds in the garden such as leaves, flowers, stones;</p> <p>Over 2s – time</p> <p>Talking to the children about the seasons and explaining how they flow from birth to death to new life through the year. Focus on changes to colours.</p>	<p>All children – sensory exploration</p> <p>Putting together a sensory tray for the children to explore. Including metal, wood and natural textures and encourage the children to use their senses to explore.</p>	<p>All children – spring colours</p> <p>Making Spring board on display using seed packets we have collected and natural finds from the garden. Talking about the different colours the children can see in the world outside.</p>

More activities – Gardening for spring



Photo to promote conversation...



Asking open questions to promote conversation

What do you think this photo is about? How

do you use the gloves – trowel - rake? Why

do you need a watering can?

When is the best time to plant new seeds?

How do we care for seeds?

What do seeds need to grow?

Extension activity idea – visit the garden centre and buy some seeds for planting. Give each child a small section of garden to plant their own seeds so they can watch them grow.

Links to the EYFS – understanding the world – the world.
