

# Group Planning 2018

~ August ~

Sun	Mon	Tue	Wed	Thu	Fri	Sat
			1 Yorkshire day (UK)	2	3 Eisteddfod (Wales)	4
5	6	7	8	9	10	11
12	13 Left handed awareness day (global)	14	15	16 Tell a joke day	17 Archaeology day (global)	18
19	20	21	22 Tooth fairy day (UK)	23	24	25 Notting Hill carnival (UK)
26 Raksha Bandhan (Hindu / Sikh)	27 Summer bank holiday (BH)	28	29	30	31	

## Themes of the week –

Week 1 – Farms and Farm animals

Week 2 – Seaside

Week 3 – Carnival

Week 4 – School starting soon!

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# Them of the week - Farms and farm animals

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**We are teaching the children about** – Farms and farm animals

**Why?** –The children are interested in farm animals and enjoy reading books about the farm.

**Focus for under 2s** – animals and the noises they make

**Focus for over 2s** – farm animal babies

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




- Talking to the children about caring for and respecting the animals you will see at the farm. A big part of British values is having respect for others – and that includes our wildlife and natural world.


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

- Helping children to make links in their learning – planning activities about farm animals and follow-up with an outing to the farm. When you get back use photos you have taken to prompt conversation and extend learning.

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

- Letting parents know you are going on an outing and suggest they sing 'Old MacDonald with their child to follow-up on what we are doing in the provision.
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<p align="center"><b>Mathematics</b></p> <p><i>Number; shape, space &amp; measures</i></p>	<p align="center"><b>Understanding the World</b></p> <p><i>People &amp; communities; the world; technology</i></p>	<p align="center"><b>Expressive arts &amp; design</b></p> <p><i>Media &amp; materials; imagination</i></p>
 <p><b>Farm Animal Counting</b></p> <p>Directions: Color and count the animals. Fill in the correct circle.</p> <p>The worksheet shows various farm animals in groups with numbered circles next to them for counting: 4 cows, 3 ducks, 7 chickens, 4 pigs, 6 pigs, 1 cow, 4 sheep, 3 sheep.</p>	<p><b>All children – caring for animals</b> - Setting up an animal hospital and look after the 'poorly' farm animals. We will read stories about vets and find out what they do.</p>  <p>A photograph of a white plastic tray filled with yellow beads representing a farm. It contains a red barn, a green bowl of beads, a red box, and several small toy farm animals.</p>	 <p>A photograph of six white paper plates arranged on a wooden surface. Each plate has a red handprint cutout for a comb and wattle, and a yellow beak, creating a chicken face.</p>

<p align="center"><b>Communication &amp; language and Literacy</b></p>	<p align="center"><b>Physical development</b></p>	<p align="center"><b>Personal, social &amp; emotional</b></p>
<p>Making a farm small world play</p> <p><b>Key vocabulary –</b></p> <p>We will sing 'Old MacDonald' and will make the noises to teach the little ones. We will use puppets and small world toys alongside the song to promote understanding.</p> <p>We will look at books and talk about who we see at the farm? Farmer – farmer's wife or husband - shepherd – tractor driver – who else works on the farm?</p> <p>We will learn animal's names.</p>	<p>Giving a bath to our farm animals</p>  <p>A photograph showing a hand brushing a brown and white toy cow in a blue plastic tub filled with water and bubbles. There are other farm animal toys in the tub.</p> <p><b>Over 2s – self-care</b></p> <p>Talking to the children about hand washing routines – making sure hands don't go in mouths, not touching fences etc when visiting the farm.</p>	<p><b>Over 2s – favourite animals</b></p> <p>Talking about a range of animals and asking the children which ones are their favourites and why?</p> <p>Do they like big or small – fat or thin – tall or short – brown or white animals best?</p> <p>Encouraging each child to have their own favourite rather than copying their friends.</p>

## Photo to promote conversation...



### Ask open questions to promote conversation

What is happening in this picture?

What kind of animal / bird can you see?

What are the chicks eating?

Why are the chicks different colours – do you all have the same coloured hair and eyes?

### Extension activity idea -

Learn the rhyme:

Chick, chick, chick, chick, chicken, lay a little egg for me

Chick, chick, chick, chick, chicken, lay a little egg for tea

I haven't had an egg since breakfast and now it's half past three

So Chick, chick, chick, chick, chicken, lay a little egg for me!

### Links to the EYFS

PSED – caring for animals

Maths / understanding the world – similarities and differences

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# Theme of the week – Seaside

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**We are teaching the children about** – Seaside

**Why?** – the children love sand and water play and we want to give them experiences which allow them to find out more about holidays at the seaside.

**Focus for under 2s** – sand and water

**Focus for over 2s** – holidays

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

- In a democratic society everyone chooses what they want to do – encouraging democracy by giving the children choices about which of a variety of media they want us to add to the sand each day.

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

- Encouraging active learning by providing the children with different challenges which make them think about what they are doing and use their developing vocabulary.

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

- Dear Parents feel free to share with us pictures of your child at the beach which we can include in our display. Please chat to your child about your own memories of trips to the seaside.
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<b>Literacy</b> <i>Reading; writing</i>	<b>Mathematics</b> <i>Number; shape, space &amp; measures</i>	<b>Understanding the World</b> <i>People &amp; communities; the world; technology</i>	<b>Expressive arts &amp; design</b> <i>Media &amp; materials; imagination</i>
<p><b>Under 2s – reading</b> Putting together a box of books about beaches and holidays for the children to read together.</p> <p><b>Over 2s - writing</b> Encouraging story writing about seaside memories... The children love sticker stories – they put a sticker on the page and then write a story about it.</p>	<p><b>Under 2s – weights and measures</b> Providing buckets and spades and some weighing scales – show the children how to compare the weight of sand in different cups, spoons, boxes etc.</p> <p><b>Over 2s – capacity and comparison words</b> Comparing full and empty / half full / heavy and light using sand and water to challenge thinking.</p>	<p><b>All children – embrace technology</b> watching e-stories and short films on YouTube about going to the seaside, playing in the sand, living near the sea etc.</p>	<p><b>All children – make a seaside scene</b> Using different media to create a seaside scene with all the children. Including the yellow beach and blue sea and sky and the little ones can add fish in the water or shells while the older children add more intricate umbrellas and ice creams.</p>

<b>Communication &amp; language</b> <i>Listening &amp; attention; understanding; speaking</i>	<b>Physical development</b> <i>Moving &amp; handling; health &amp; self-care</i>	<b>Personal, social &amp; emotional</b> <i>Self-confidence &amp; awareness; feelings &amp; behaviour; relationships</i>
<p><b>Key vocabulary –</b> Sand Water Blue sky Sunshine Sun cream – hat - t-shirt Umbrella Bucket and spade Ice cream</p> <p><b>All children –</b> using the illustrated word display and encouraging children storytelling using them.</p>	<p><b>Under 2s – sensory exploration road</b></p> <p><b>Over 2s – mark making</b> Showing the children postcards from different holiday destinations and then working with them to draw their favourite beach scene complete with big yellow sunshine, lots of sand and water</p>	<p><b>Under 2s – feelings</b> Talking about the different feelings as we touch the sensory sand. Asking open -ended questions - – how does it make the children feel? Can they describe the textures?</p> <p><b>Over 2s – memories</b> Do the children have any memories of going to the seaside with their family? Can they remember what it felt like? What did they do – where did they go? Do parents have any photos they can send you to remind the children about past family experiences?</p>

# Theme of the week -Carnival

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**Under 2s** -thinking about parties and celebrations

**Over 2s** - learning about carnivals around the world

**Read**- books about parties, celebrations, carnivals etc

**Watch** - excerpts from world carnivals on YouTube

**Poem** - 'Carnival' by Valerie Bloom (online)

**Song and dance** - listen to carnival music and dance!

**Outside** - make carnival floats from big boxes and ride-on toys

**Ideas for home learning** – parents, we are learning about the Notting Hill Carnival this week. We will link our activities to parties and celebrations the children have experienced and plan our own carnival celebration. At home you might like to chat to them about family celebrations to help them make links in their learning. We welcome photos of family parties to add to our display. Thank you!

What do we want the children to learn?

**Under 2s** -babies and young children will...

- Find out more about celebrations from their own perspectives of family parties
- Join in with the older children, eating special food, dancing, creating artwork etc.
- Feel a sense of belonging when photos of their home and family celebrations are displayed

**Over 2s** - experience all of the above and...

- Plan a carnival party with special food, drink, music, dance etc.
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<b>Communication &amp; language</b> Listening & attention, understanding, speaking	<b>Physical development</b> Moving, handling, health & self-care	<b>PSED</b> Self-confidence & awareness, feelings & behaviour, relationships
<p><b>Under 2s</b> - focusing on the language of parties - new colourful clothes, presents given and received, special food and drinks, celebratory music, dance etc.</p> <p><b>Over 2s</b> - making a visual display of carnival language - words and pictures chosen by you and the children. Thinking about words that the older children can use in their writing as well as extending language for the little ones.</p>	<p><b>Under 2s</b> - carnival is a time of singing and dancing! Putting together some carnival songs which we can play during music and movement time inside and in the garden. giving the children streamers, scarves and other props they can use as they move to the music.</p> <p><b>Over 2s</b> - talking about healthy eating in relation to special / party food. What healthier options can the children plan into our carnival menu?</p>	<p><b>Under 2s</b> - observing the little ones - do they move confidently to the music? Do they feel the music or are they shy / retiring when you dance together?</p> <p><b>Over 2s</b> - a lot of parties will be linked to children's families. Talking about relationships and displaying photos of children's home and family parties.</p>

<b>Literacy</b> Reading, writing	<b>Maths</b> Numbers, shape, space & measures	<b>Understanding the world</b> People & communities, the world, technology	<b>Art &amp; design</b> Media & materials, imagination
<p><b>Under 2s</b> - involving the little ones as we read books, sing songs and making up poems about carnivals and parties. Helping to develop their rhyming language through repetition.</p>	<p><b>Under 2s</b> - making a carnival counting line using images from parties and celebrations the children recognise eg food or clothes.</p>	<p><b>Under 2s</b> - children will learn about their own family celebrations and parties from around the world as they look at pictures and read books and poems, dance to music, sing songs etc.</p>	<p><b>Under 2s</b> - carnival is a riot of colour! Providing lots of colours in squeeze bottles which the children can use outside to create a carnival banner.</p>
<p><b>Over 2s</b> - reading poems about carnival and then making up our own. A good poem does not have to rhyme - but we can help the children find rhyming words and have fun.</p>	<p><b>Over 2s</b> - choosing a carnival book at the library and taking the children on a 2D and 3D (depending on age) shape hunt. Oval balloons, round wheels etc... be inspired by the costumes, instruments, headaddresses etc...</p>	<p><b>Over 2s</b> - using the computer to find out information about carnival - as well as visiting the library to look at books.</p>	<p><b>Over 2s</b> - watching a carnival band on YouTube and recreating it in the setting - making instruments with the children as well as using commercially purchased ones.</p>

## More activities -



[www.CarnivalSavers.com](http://www.CarnivalSavers.com)

### Sand Art Carnival Activity



### PAPER PLATE CARNIVAL MASKS



Brazil Carnival  
Headdress



# Theme of the week - School starting soon!

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**We are teaching the children about** – changes in September – school starting soon!

**Why?** – All ages of children will have been together through the summer and the little ones might need support / the big ones might need support too!

**Focus for under 2s** – routines are going to change.

**Focus for over 2s** – school role play.

**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 about rule of law – school rules – after speaking to the reception teacher.

**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 children's engagement in the activities we plan – using characters from books and television to support their learning.

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

- Sharing photos of the children's turn taking and sharing and suggesting parents to use playing cards and simple games to support skills at home.
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Communication & language	Physical development	Personal, social & emotional
<p><b>All children – school language</b></p> <p>Introducing school words – good sitting, good looking, good listening ... school legs (sitting with crossed legs) ...</p> <p>Making posters similar to the ones teaching staff use at school so the children know what they are going to see in the classroom.</p> <p>Using children’s photos – to engage them – and add the posters to the noticeboard, using them during role play and other school-based activities.</p> <p>Reading stories about school – literacy – to support understanding.</p>	<p><b>Under 2s – movement</b></p> <p>Sitting starts with movement – we need to develop gross motor skills before children can sit for any length of time. Encouraging the little ones to be active (minimum 3 hours a day) and to sit for short periods doing things that interest them.</p> <p><b>Over 2s – more movement</b></p> <p>What makes the children tick? Whatever they enjoy – we are really into making obstacles courses in the house or garden with cushions to roll and clamber over and lengths of material for scrambling under. Where possible, we will visit the park through the summer to develop muscles.</p>	<p><b>Under 2s – taking turns</b></p> <p>Focusing on turn taking games with the little ones – we use a lot of Orchard Games and adapting them to the age / stage of the children involved. Sometimes we use the cards to play snap and other times teach simple rules.</p> <p><b>Over 2s – sharing</b></p> <p>At school the children will need to share – the teacher and staff will expect them to understand the rules. Teaching them through modelling and setting up scenarios which will help them to learn.</p>

Literacy	Mathematics	Understanding the World	Expressive arts & design
<p><b>Focus book of the week – Kissing hand</b></p> <p>Reading the book with the children and talk about the story. Using the book across all age ranges to inspire activities.</p> <p><b>Over 2s - emotions</b></p> <p>Making an emotions display to support children to talk about how they are feeling about school.</p>	<p><b>Under 2s – maps</b></p> <p>Talking about directions with the children – they will be coming on the school run so discuss what they are going to see – use photos where possible.</p> <p><b>Over 2s – time</b></p> <p>The school day can be scary for some children. Using a timeline to work through what happens and when to provide reassurance.</p>	<p><b>All children – local area / community</b></p> <p>It is really important that children are part of the local community and feel confident about their school life. Using pictures, stories, photos and books to support their understanding.</p> <p>Where possible, we will go on school runs to the school to get a feel for the journey.</p>	<p><b>All children – role play</b></p> <p>Setting up school role play – provide the resources so the children can take the play in their own directions. Modeling activities such as doing the register, signing in, following a timetable, literacy and numeracy in the morning, getting changed to take part in fun sports in the garden etc.</p>