

# Group Planning 2018

~ July ~

Sun	Mon	Tue	Wed	Thu	Fri	Sat
1	2 World UFO day	3	4 American Independence Day	5	6 Children's art day (global)	7 Tanabata (Japan)
8	9	10 Teddy bears picnic day	11	12	13	14
15 St Swithin's Day (global)	16 National ice cream day	17	18	19	20	21
22	23	24	25	26 Solar eclipse	27	28 Beatrix Potter's birthday (UK author)
29	30 Intl day of friendship	31				

## Themes of the week –

Week 1 – Tanabata

Week 2 – Summer sun

Week 3 – Holidays & places around the world

Week 4 – All about me

Week 5 – All about my family

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# Theme of the week – Summer Sun

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**We are teaching the children about** – summer sun

**Why?** – We want to raise awareness of the dangers of the sun and learn how it helps plants and animals to live.

**Background** – the children need to wear sun cream and some are not keen!



**Focus for under 2s** – staying safe in the sunshine

**Focus for over 2s** – the sun allows us to...

**Read** - books about summer

**Watch** - child friendly film about the sea / ocean eg 'Sponge Bob Square Pants'.

**Poem** - learn 'she sells sea shells on the sea shore'.

**Song and dance** - Oh I do like to be beside the seaside.

**Outside** - make a water and sand scape 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 respect their bodies and recognize when they are getting hot and need, for example, more water or a rest in the shade.

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

- Motivating learning by linking it to an activity that children enjoy such as pretending to play at the beach with sand and water.


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

- Dear Parents, you might like to sing 'Oh I do like to be beside the seaside' with your child at home and make a big circle with your fingers to represent the sun.

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<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>Key vocabulary –</p> <ul style="list-style-type: none"> <li>• Sun</li> <li>• Hot</li> <li>• Shine</li> <li>• Hat</li> <li>• T-shirt</li> <li>• Sun cream</li> </ul> <p>Speaking - talk about happy times at the beach with the children. Asking parents for photos of their child on holiday and display them so the children can talk about them</p>	<p><b>Under 2s – sun safety</b></p> <p>Put on a t-shirt – wear sun cream – hat on head! Making a poster with the older children which you display by the door and repeat – over and over again! Encourage parents to give out the same message at home...</p> <p><b>Over 2s – sing and dance</b></p> <p>Teaching the children, the song 'the sun has got his hat on' and dance around the garden to the music. Introducing musical instruments for the children to use.</p>	<p><b>Under 2s – garden games</b></p> <p>Setting out some sunny day games in the garden, that encourage turn taking and sharing such as hopscotch, obstacle courses and tic-tac-toe with big painted stones.</p> <p><b>Over 2s – feelings</b></p> <p>How does the sun makes you feel when you are inside and outside? Do you feel happier when you don't have to put on a coat to go outside – or does it make you feel hot and uncomfortable? Talking to the children about how the different weather conditions make them feel.</p>

<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>Reading books and talking about being safe in the sun.</p>	<p><b>Under 2s – shapes in the sun</b></p> <p>We will place shape blocks on a piece of black paper in the sunshine – when we remove the blocks we will try to recognize the shapes with the children.</p> <p><b>Over 2s – sun clock</b></p> <p>We will watch the sun move across the garden by making a simple sun dial with sticks and paper.</p>	<p><b>All children – night and day</b></p> <p>We will make comparisons between night and day – sunshine and darkness in the same sky. Where does the sun go when the moon appears? Little ones might enjoy exploring black and yellow; the older children might like to watch 'star size comparison' on YouTube.</p>	<p><b>All children –</b></p> <p>We will make sunflower</p> 

More activities -



# Summer Interactive Books

A collection of four interactive book pages. "Summer Fun!" shows a boy with a water bucket. "Water Fun!" shows a girl with a water gun. "Which Shoes Do You See?" shows various shoes. "Let's Go Camping" shows a tent and camping gear.

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SCHOLASTIC

## Stay safe in the sun

wear a sunhat

wear sunglasses

wear sun cream

drink water

play in the shade

Nursery EDUCATION

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# Theme of the week – Tanabata

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**Focus** - Tanabata

**Under 2s** - stars are in the sky - we can see them at night

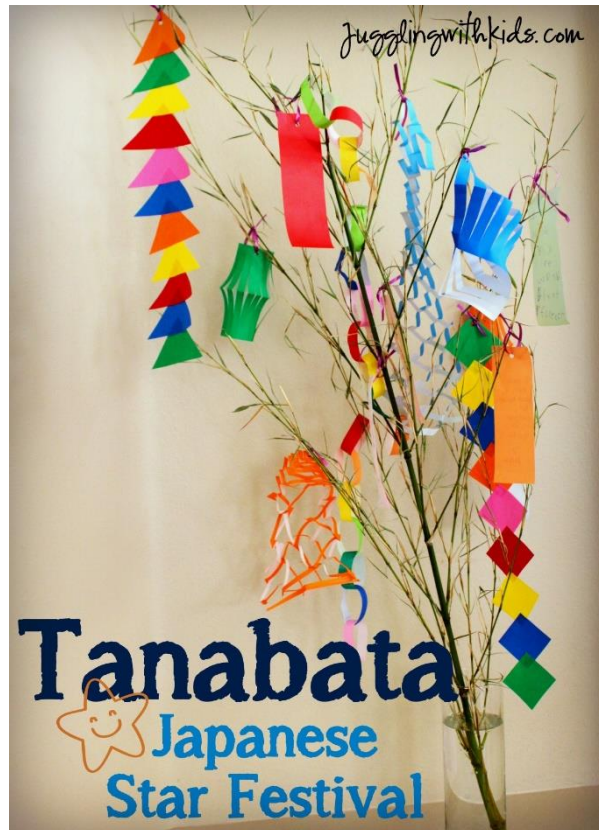
**Over 2s** – a star is...?

**Read** - find out more about stars with non-fiction books from the library

**Poem** -twinkle, twinkle little star

**Song and dance** - when you wish upon a star / catch a falling star and put it in your pocket...

**Outside** - making a telescope so the children can go stargazing at home.



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

- Teaching children about tolerance of others by celebrating and learning about different festivals around the world

## **Ideas for home learning**

We are talking about the Japanese star festival of Tanabata this week. We will be making wishes on stars - the children will write their wish and we will hang it from a tree for the stars to collect.

Please talk to your child about your wish - what would you wish for? This will help them to make links in their learning here and at home.

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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
Vocabulary – Collecting day and night words to display. Rhymes- which words rhyme with star? Rhyming - can the children make up a poem using the rhyming words they have found related to star, sun, moon, sky, night, day etc?	Moving – pretending to be a star moving around the sky. Some stars are fast (shooting stars) and some seem to twinkle in the same place ...the sun is a big star which gives us warmth to make the flowers grow. Handling - use glitter pens on black paper to draw stars and planets.	Self-awareness - in countries where Tanabata is celebrated, the children make a wish on a star. They write their wish on a colourful piece of paper and they hang it from a piece of bamboo. Feelings- when watching the stars what do you feel? I feel very small in the universe!

<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
Reading - promoting children's love of books and stories by writing our own Tanabata book which they can come back to choose from the bookshelf through the months	<b>Under 2s – Shapes and Numbers</b> - making stars using triangles ... Making some counting stars for the children to order by size and numeral. <b>Over 2s - Distance</b> – talking about the distance between the earth and stars	<b>The world</b> - looking at the stars through a telescope. <b>Technology</b> - watch 'Star Size Comparison' on YouTube - the children will see how big our earth is compared to different stars and suns.	Media & materials - providing a range of different types of paper and card and some child-safe scissors. Little ones can snip - older children can be challenged to cut a star - they might like to draw the star first using a template or freehand and then cut round it. Imagination- making a rocket to take us to the stars!

**Younger children** - making a den (cave) with the older children and add some sparkly stars to the roof. The little ones might enjoy sitting in the cave and looking up at the stars while the older children can use the cave as a home for a bear linked to stories we have read

(encourage imaginative play).

## More activities -



## Theme of the week - outings - holidays

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**We are teaching the children about** – outings - holidays

**Why?** – The children are likely to be going on holiday over the summer break.

**All children** – travelling Ted the holiday bear! Putting together a small suitcase with a bear, a diary and a pencil case for the children to take away on holiday. If a family is not going on holiday, we will suggest parents take travelling Ted over the weekend if they have some exciting adventures planned for their children.

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

- Teaching children to respect different countries, teaching them about the lives, cultures, religions, food etc of the children who live there.

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

- We will check children's levels of involvement through the week and we will change our activities based on their current interests and observed schemas and learning styles.

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

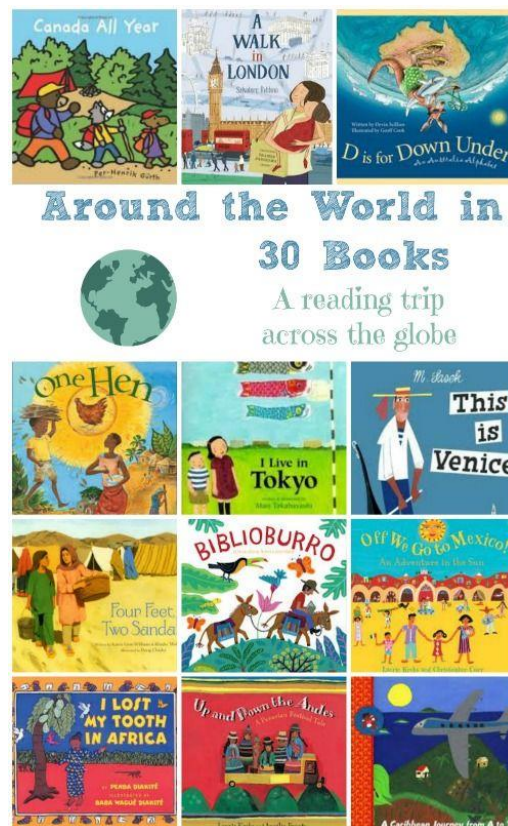
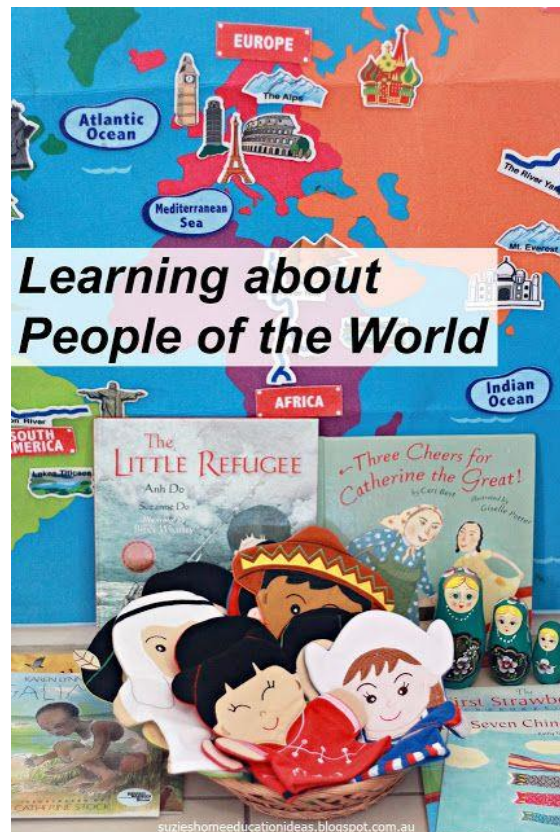
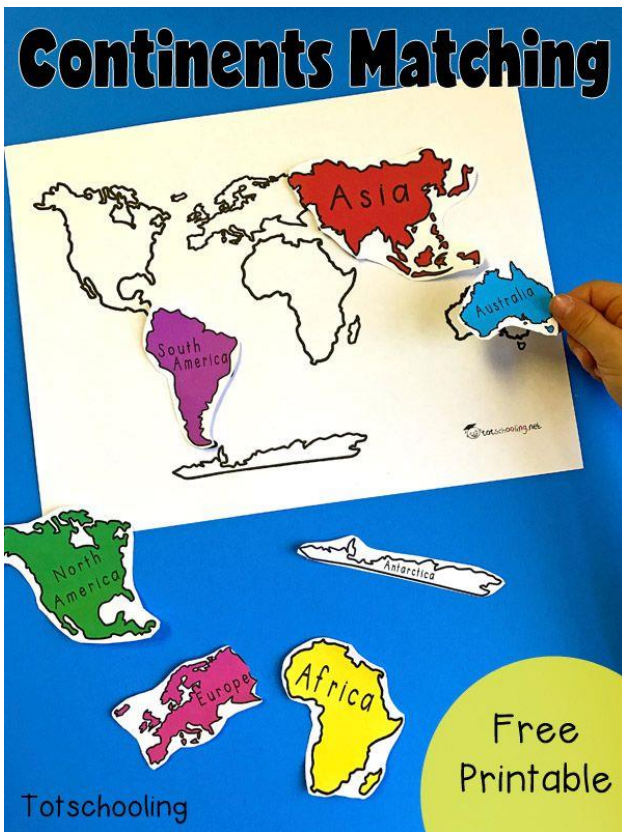
- Sharing our activities with parents through photos and encouraging them to tell stories about family holidays to their children at home.
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<p><b>Where should we go?</b> Which countries do the children want to visit with Travelling Ted? Talking about the options – where have they been on holiday? What did they do – can they remember holidays by the seaside – journeys on planes or boats etc?</p> <p>Planning an outing for Ted each day to a different country and find out about the way children in that country live – their food, clothes, music and culture can all be explored. Completing a diary for Ted talking about his adventures and recording the children’s learning through the week. The children can add photos and notes...</p>	<p><b>Under 2s – being gentle</b> Ted needs a lot of care – his needs brushing and his teeth need cleaning regularly. Teaching the children how to look after Ted and show him respect(British values).</p> <p><b>Over 2s – Ted is tired – hungry – thirsty...</b> Using Ted to help the children learn about self-care. Reminding them that Ted does not want to play all the time – he also needs to rest or eat. Learning about what teddies eat and where they sleep – and what they get up to when we are not watching. Reading Books about bears together and doing some storytelling.</p>	<p><b>Under 2s – world explorers</b> Planning activities which will allow the little ones to explore the world in which they live, based on prior experiences.</p> <p><b>Over 2s – involved and concentrating?</b> Observing continued levels of involvement and concentration through the week – do the children arrive full of excitement about where Ted is visiting today? Are they enthusiastic to join in with pizza making in Italy and learning how to sing new songs in French? ... Thinking about how we can change things to ensure they are all carried along through the week.</p>

<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>Reading</b> Setting up a display or box of bear books and books about different places around the world. Adding an atlas or globe and enhance depending on children’s interests.</p> <p><b>Writing</b> Making a passport for Ted and encouraging the children to add stamps as he visits different countries.</p>	<p><b>Under 2s – size and shape</b> Bears come in all sorts of sizes and shapes – discussing...</p> <p><b>Over 2s – distance and speed</b> How long does it take to travel to different countries we are visiting? Looking up flight times on the internet and use Google Maps.</p>	<p><b>Under 2s – our local community</b> Encouraging the children to take Ted on outings and to add photos of his adventures to his diary. Using technology such as computers and apps to find out more about the world in which we live.</p>	<p><b>Under 2s – being imaginative</b> Providing dressing up clothes so the children can explore the local community through their imaginations.</p> <p><b>Over 2s – media and materials</b> Learning about bears through crafts - drawing, painting, collage making, finger painting etc...</p>

# More activities -



# Theme of the week – All about me

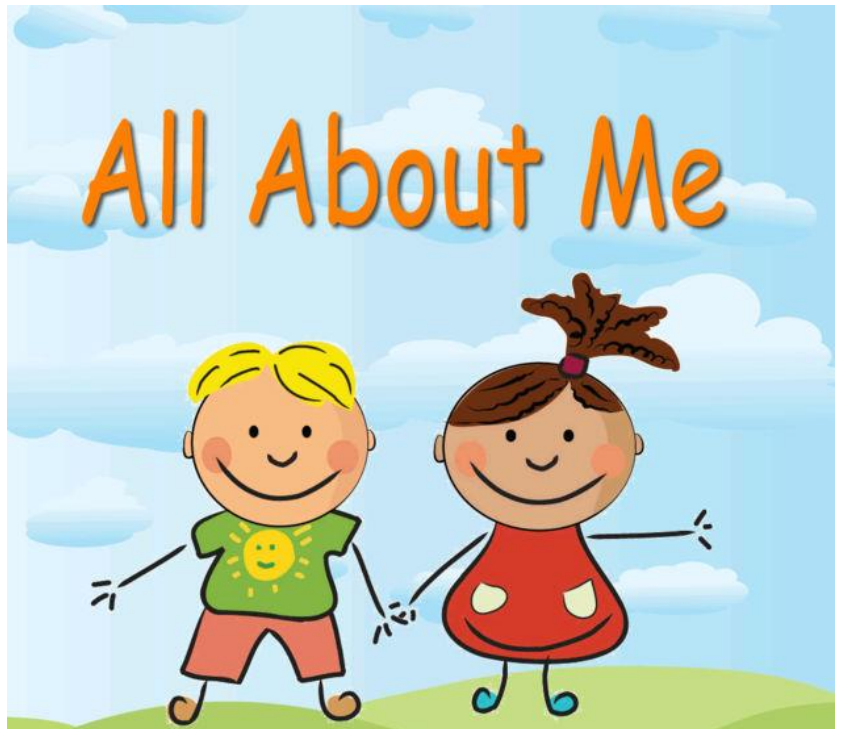
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**We are teaching the children about** – ourselves – all about me

**Why?** – the start of learning about the world around us is learning about themselves first – then their family – then their local community – then the wider world. We always encourage the children to know themselves – their likes, dislikes and interests.

**Focus for under 2s** – I am special

**Focus for over 2s** – making comparisons between friends



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

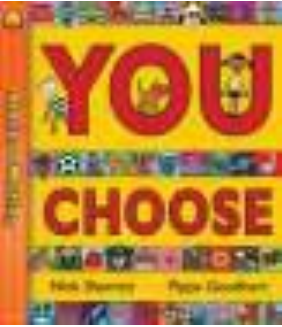
- Focusing on individual liberty – we are all different and have our own likes, dislikes, interests, learning styles and ways of learning.

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

- Positively engaging the children by getting them to think about themselves - using mirrors and photos to find out more.

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

- Teach the children songs which help them to learn about their bodies such as 'I blew a little bubble' which we have sent to you and 'head, shoulders, knees and toes'.
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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>Book selection</b>            We are all the same – we are all different – we are all special.</p>  <p><b>Extension – make an 'all about me' book</b>            Make a book with each child – include photos from home.</p>	<p><b>Under 2s – size</b>            Drawing round each child in chalk on the patio and make comparisons between big and small.</p> <p><b>Over 2s – shape</b>            Looking at the shapes of different body parts –</p>	<p><b>All children – me and my family</b>            The planning leads on to 'all about my family' activities next week – Looking at the pictures which parents have provided and talking about similarities and differences and make comparisons.</p>	<p><b>All children – self Portraits</b>            Using mirrors and showing the children how to paint or draw themselves.</p> <p><b>Over 2s – comparing Colours</b>            Looking closely at different eye, skin and hair colours – reading books about children from countries around the world and discussing their special colours – we are all the same.</p>

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<p><b>Key vocabulary –</b>            Focus on words which describe the children such as –            Eye colour and shape            Hair colour and length            Face – skin colour            Height – small – tall - grow</p> <p>Note – buy some skin colour pencils or crayons which the children can use for artwork.</p> <p><b>Extend learning</b> by reading stories about other children from around the world.</p>	<p><b>Under 2s – body parts</b>            Using the rhyme 'I blew a little bubble' (to follow) to teach the children about different parts of their bodies. Starting with the ones they already know such as nose and ears and extend to include ankles and knees... laminate the rhyme to share with parents so they can play the game with their children at home.</p> <p><b>Over 2s – body parts</b>            Looking at poster about parts of the body</p>	<p><b>All children - all about me</b>            Printing pictures of the children and encourage them to talk about themselves their home and family life, likes, dislikes, interests, favourite things to do etc.</p>

## **I blew a little bubble**

I blew a little bubble and it landed on my... nose!

POP!

I blew a little bubble and it landed on my... toes!

POP!



I blew a little bubble and it landed on my... knee!

POP!

I blew a little bubble and it landed on my... ankle!

POP!

Parents, this rhyme is more fun if you play alongside your child so they copy the different parts of the body when they see you touch them!

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## Picture to promote conversation



### Ask open questions to promote conversation

What is the girl doing?

What is the girl thinking? What do you think her name might be?

What do you think the girl can see?

What colour are the girl's eyes – what colour are your eyes – what colour are your friend's eyes?

Where can you find mirrors in the house – what about the garden?

**Extension activity idea** – draw a self-portrait looking in a mirror.

### Links to the EYFS

**Understanding the world** – people and communities – learning about others

**Art and design** – media and materials – using different media to make pictures and artwork

**PSED** – personal development – talking about ourselves.

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# Theme of the week – All about my family

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**We are teaching the children about** – ourselves – all about my family

**Why?** – it's natural to follow on from 'all about me' to learn about the child's home and family life.

**Focus for under 2s** – my family and I

**Focus for over 2s** – my wider family

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

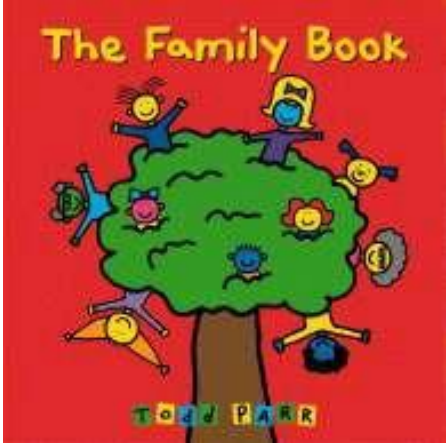
- Teaching the children to have tolerance of those with different faiths and beliefs or those with no faith
  - talking about the children's home and family lives – listen and respect what everyone is saying.

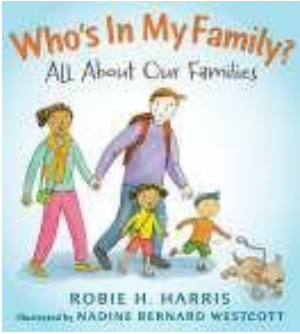

**Link planning to the characteristics of effective learning** – *link planning to playing and exploring (engagement), active learning (motivation) and creating and thinking critically (thinking).*

- Children are normally motivated when the subject interests them – they will enjoy looking at home photos and talking about the important people, places and pets in their lives.

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

- Dear Parents you can sit and go through family photo albums with your child.
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<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 – family groups</b></p> <p>Mother – father – mum – dad</p> <p>Aunt – uncle – cousin</p> <p>Grandma – granddad</p> 	<p><b>All children– handprints</b></p> <p>Asking parents and older siblings to provide us with their handprint – showing the children how to paint and print their own hands – using them to make a family handprint display (great for comparing and maths language).</p>	<p><b>Under 2s – our family is special</b></p> <p>Reminding the children of the importance of family during our activities.</p> <p><b>Over 2s – my mum / dad is special</b></p> <p>Asking the children what makes their parents – relatives – siblings etc special and making a list.</p>

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<p><b>Poster selection</b></p>  	<p><b>Under 2s – size</b></p> <p>All families are different sizes – how many family members do the children have in this country?</p> <p><b>Over 2s – age</b></p> <p>Family members are different ages – helping the children to find out the ages of their parents and grandparents – uncles and cousins etc to make a chart and compare.</p>	<p><b>Under 2s – my family</b></p> <p>Displaying photos of the children’s family on the iPad or tablet so the children can scroll through them and spot themselves.</p> <p><b>Over 2s - pictures</b></p> <p>Drawing some pictures using Microsoft Paint of each child and their family members</p> <p>Showing the children how to print.</p>	<p><b>All children – my family portraits</b></p> <p>Making some big portraits of family members – showing the children professional artwork first to help them understand the concept. Displaying the portraits for parents to see.</p> <p>Encouraging the children to think about size, age, colours and everything we have Covered.</p>



## Summer pictures to promote conversation

### Flip flops in the sand



Do you know what these are?

Where are they?

Have you been to the seaside?

What did you do when you were there?

Let's read a book about the seaside...

### Ladybird on a sunflower



What is your favourite minibeast?

Can you count the spots on the ladybird?

Do you know what the flower is called?

Have you tried sunflower seeds?

Let's draw some sunflowers...

### A hammock in the sun



Do you know what this is called?

Where do you think it is?

Would you like to go there?

What would you do if you visited?

Let's go to the park and take a picnic...

### Summer food



Have you ever tried a kebab?

Should we make one?

What would you like to eat?

What is your favourite salad / fruit?

Here are some fruits to slide onto the stick...

