

Group Planning 2017

~ March ~

Sun	Mon	Tue	Wed	Thu	Fri	Sat
				1 St David's day (Wales) Holi (Hindu)	2 World Book Day (global)	3
4	5	6	7	8	9	10
11 Mothering Sunday (UK)	12 British science week (UK)	13	14	15	16	17 St Patrick's day (Ireland)
18	19	20 World oral health day 1 st day of spring	21 World poetry day (global)	22 World water day	23 Red Nose Day (UK) – most likely date	24
25	26	27	28	29	30 Good Friday (BH) (Christian)	31 Silly Sock Day for autism (UK)

Themes of the week –

Week 1- Mothering Sunday

Week 2- St Patrick's day

Week 3- World Book Day (global) + Red Nose Day

Week 4 - Easter

Theme of the week – Mothering Sunday

We are teaching the children about –
Mothering Sunday

Background – Mothering Sunday is always the 4th Sunday of Lent (3 weeks before Easter). It is a special day for children to say 'thank you' to their mothers or significant females in their life.



Focus for under 2s – I love my mummy

Focus for over 2s – making cards and a booklet for mum (week-long project)

What do you want the children to learn?

Under 2s – babies and young children will...

- ☐ Interact with the resources
- ☐ Look at displays and books and learn that they share information
- ☐ Make crafts which their parents praise / value / put up on the wall

Over 2s – experience all of the above and...

- ☐ Learn ways of expressing how much they love someone
- ☐ Talk about appropriate love in relationships
- ☐ Explore sensory shapes and learn to describe how they feel

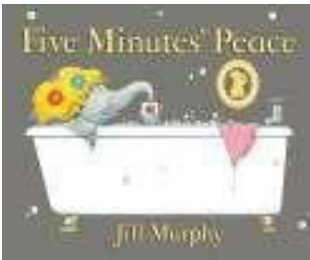
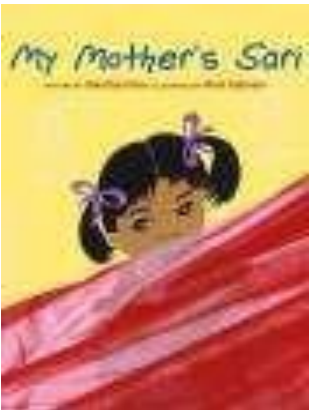
Link planning to British values - *democracy, individual liberty, rule of law, mutual respect and tolerance of those with different faiths and beliefs.*

- Ensuring children have a choice of activities (democracy) so they can follow their own interests and learning styles.

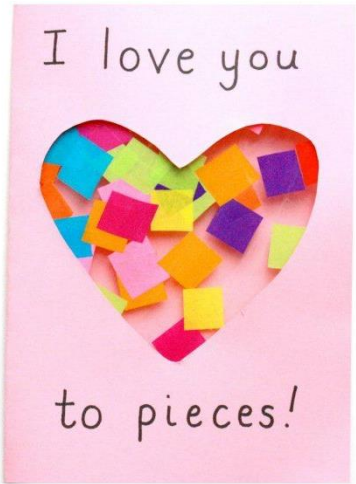
Link planning to the characteristics of effective learning – *link planning to playing and exploring (engagement), active learning (motivation) and creating and thinking critically (thinking).*

- Offering a range of quality open ended resources to promote children's engagement and motivation to join in and create.

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 –</p> <p>What do the children call their mum – mom – mother – first name etc? Reminding children that we are all different and teach respect for others (British values).</p> <p>All children – about my mum - Making a little booklet with the children which talks about their mum – what she likes doing, her favourite colours, where she works, what she wears, her interests in the family home, her eye and hair colour etc.</p>	<p>Under 2s – collage</p> <p>Cutting out pictures and glue them to make a collage of different female faces. Including their mum's picture as well.</p> <p>Over 2s – drawing mum</p> <p>Providing different media so the child can draw, chalk or paint their mum.</p>	<p>Under 2s – mum is special</p> <p>Talking to the children about all the ways in which their mum is special – making a list and decorate it to go in their booklet about their mum.</p> <p>Over 2s – feelings - When we are reading books, singing songs or talking about mothers and their children, asking the children to think about how their mothers make them feel. Writing down their vocabulary – special, safe, happy, excited etc and add it to their booklet about their mum.</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>All children – making buns</p> <p>Printing and illustrating a recipe which the children can follow independently (depending on age).</p> <p>Talking about the time it takes for the buns to bake – using a clock or watch to time them.</p> <p>Decorate the buns with different patterns.</p>	<p>Under 2s – mum plays with me</p> <p>Talking about all the special things the children do with their mothers.</p> <p>Over 2s – around the world</p> <p>Learning about how Mothers Day is marked around the world.</p>	<p>All children – make cards and crafts</p> <p>Providing resources and letting the children creating</p>

More activities -



b

Theme of the week – St Patrick's Day



Focus under 2s – the colour green

Focus Over 2s – learn about Ireland and St Patrick's Day

What do we want the children to learn?

Under 2s – babies and young children will...

Explore the colour green. Learn more about St Patrick's Day through extension activities. Listen to stories and extend their vocabulary

Over 2s – all of the above and... Be involved in arts and crafts which will help them learn about this special day

Read – 'Hooray for St Patrick's Day' by Joan Holub

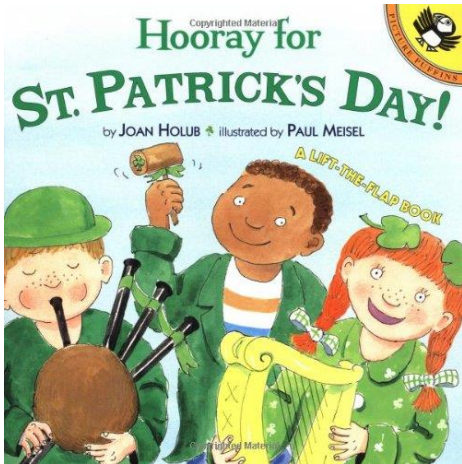



Watch – learn about Ireland and the Irish with this short YouTube film from Failte Ireland TV - <https://www.youtube.com/watch?v=9wmIZEI1nSo>.

Song and dance – listen to an Irish jig and do some dancing

Outside – collect green leaves and clover to make some outside art pictures.

Putting together resources and information / books etc for children to use their interests and support their individual learning characteristics.

- **Playing and exploring** – sensory exploration for St Patrick's Day might include a tray of green coloured rice and pasta, some pictures of shamrocks, cups, spoons and scoops.
- **Active learning** – to develop children's personal satisfaction and pride in their achievements, decorate a wall with green paper and encourage them to display their St Patrick's Day artwork and photos of their crafts.
- **Creating and thinking critically** – to support problem solving provide children with challenges eg making a handprint shamrock, using the right colours to draw a rainbow etc.

Communication & language Listening & attention, understanding, speaking	Physical development Moving, handling, health & self- care	PSED Self-confidence & awareness, feelings & behaviour, relationships
<p>Telling the story about the pot of gold at the end of the rainbow – using props such as a rainbow, leprechaun and pot full of gold coins during the storytelling to bring it to life.</p> <p>Book of the week -</p> 	<p>Making a leprechaun hat and beard for each child.</p>  <p>Making a paper plate shamrock</p> 	<p>Suggesting the children to make a gift for their parents – they might weave a St Patrick's day table mat or design a rainbow sun catcher which can be displayed on the window.</p> 



Literacy Reading, writing	Maths Numbers, shape, space & measures	Art & design Media & materials, imagination
<p>Writing a recipe for a traditional Irish dish such as colcannon – go shopping for the ingredients – cooking the food together, referring to the recipe.</p>	<p>Looking at the shape of a shamrock – describe it and helping the children to make it in different media. Counting shamrocks</p>	<p>Focusing on green with the little ones – green in nature and green as part of St Patrick's Day. Collecting green toys and natural resources to make a green interactive display.</p>

Focus Red nose day

Activities ideas -

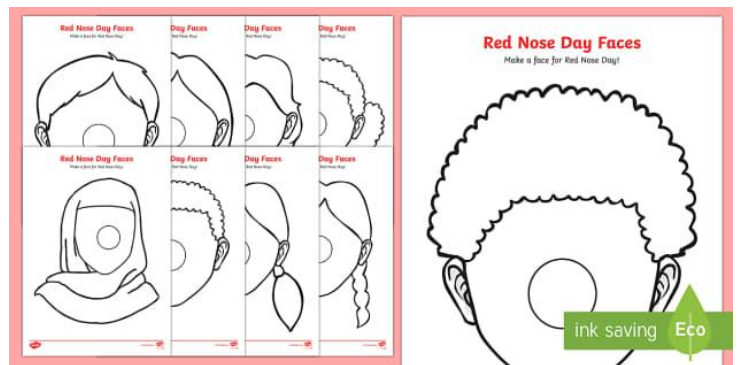
Visiting the local shop to buy red noses. – (PSED, UW)

The children might like to make buns to sell to their family members – they could then use the money they have raised to donate to the Red Nose Day cause. (PSED, UW)

Talking to the children about children in the world who do not have the benefits in life that they have (C&L)

RED NOSE DAY

Downloading some of the colouring sheets from the website for the children to use – (A&D, PD)



Face painting



Theme of the week - Easter

We are teaching the children about – Easter

Why? – the children have seen Easter eggs in the shops and are interested to learn more about the story of Easter – why is it happening?

Background – Easter is celebrated by Christians around the world. In 2017 it is celebrated on April 16th (the date changes every year). In shops, children will typically see

eggs, chicks and rabbits (Easter bunny) – we can also introduce them to the Easter story through books role play and storytelling.



Focus for under 2s – Easter eggs

Focus for over 2s – Easter story

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

- By teaching children about a range of festivals from around the world such as Easter (Christian) we are helping them to develop mutual respect and tolerance of the faiths others.

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 will use their thinking skills as they link the story of Easter with the images they see in the shops (creating and thinking critically).

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

- Dear parents, we are finding out about the Christian festival of Easter this week. The older children will be making an Easter garden to follow on from our gardening activities last week. Please can you see if you have any old plant pots or spare bulbs we can use? Thankyou!

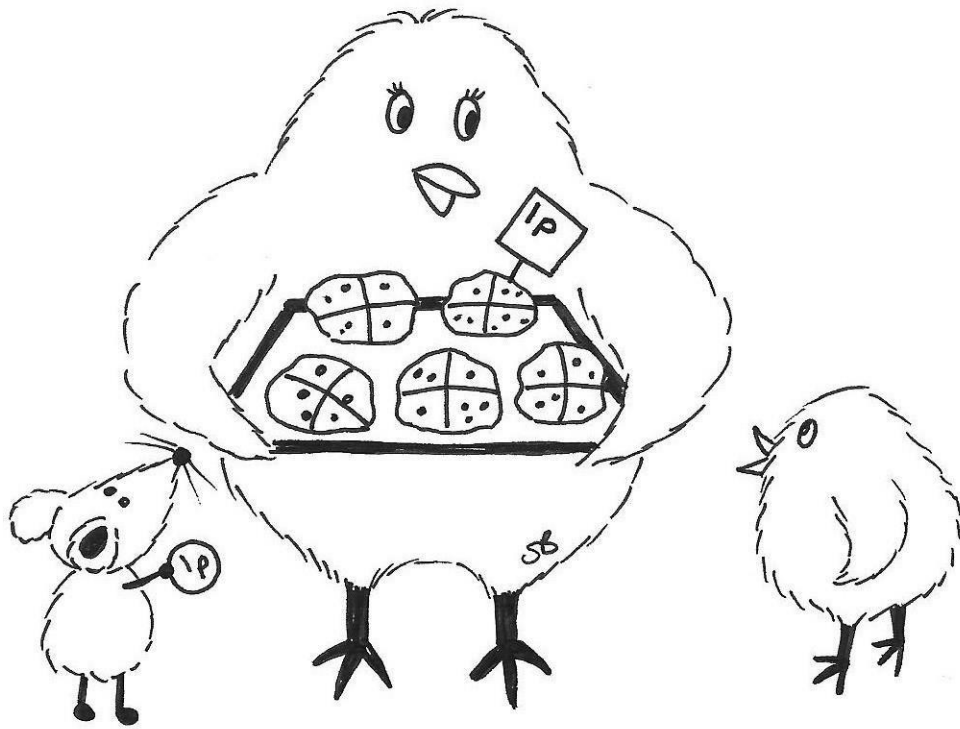
Communication & language <i>Listening & attention; understanding; speaking</i>	Physical development <i>Moving & handling; health & self-care</i>	Personal, social & emotional <i>Self-confidence & awareness; feelings & behaviour; relationships</i>
<p>Key vocabulary – Our vocabulary selection will depend on what focus we are using with the children. Here we will talk about the Easter story (Jesus, garden, cross etc) and Easter eggs (rabbit, chick, basket etc) depending on the ages of the children.</p> <p>All children – word search Making a word search for the older children – and a picture search for the little ones.!</p>	<p>All children – Easter garden Designing and making an Easter board on display – including some spring flowers such as daffodils or tulips.</p>	<p>All children – holidays Talking to the children about the upcoming holidays – what are they going to do with their families?</p>

Literacy Reading; writing	Mathematics Number; shape, space & measures	Understanding the World People & communities; the world; technology	Expressive arts & design Media & materials; imagination
<p>Book selection Reading books about Flowers and spring</p>	<p>All children - maths language</p> <p>Planning an Easter egg hunt in the garden for all the children. Making directional clues which everyone has the opportunity to solve and including counting (take 5 steps) and speed (go as slowly as you can to the next clue) etc.</p>	<p>Under 2s – outing Taking the children to the shops to look at the Easter egg displays. Talking about favourite characters and which ones they would like to receive.</p> <p>Over 2s – computer Finding an online Easter story to read with the children.</p>	<p>All children – visit a card shop</p> <p>Looking at the Easter cards together and talking about the different designs. What are the similarities and differences?</p>

More activities -



Hot cross buns



**Hot cross
buns! Hot
cross buns!**

One a penny, two a
penny Hot cross buns!

If you have no
daughters Give them to
your sons One a penny,
two a penny Hot cross
buns!

March week 1

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

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 – 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 <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>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>

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.

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.

March week 2

We are teaching the children about – World Storytelling Day

Why? – This international day offers the opportunity to explore stories from around the world.

Background – World Storytelling Day is a global celebration of the art of oral storytelling

Focus for under 2s – communication and language – listening and attention

Focus for over 2s – telling stories

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 – title, author, start, middle, end, what happened next etc?</p> <p>All children – open-ended questions</p> <p>Asking the children –</p> <ul style="list-style-type: none">• What do you think?• What do you imagine?• Why do you think?• How did that happen?• Who do you think did that?• Where is the story based?	<p>Under 2s – practice sitting</p> <p>It is quite a skill to be able to sit through a story without rolling around or disturbing others when you are small! Engaging the little ones so they are interested and happy to sit and listen for a short time.</p> <p>Over 2s – puppets</p> <p>Making puppets using different resources – on sticks, as hand puppets or face masks.</p>	<p>Under 2s – it's about me</p> <p>Young children listen best when the stories are about them – either as the main character or involved in the story in some way.</p> <p>Over 2s – visualise a story</p> <p>Teaching the children how to make up a story, thinking it through first and then telling it. What props do they need to bring it to life?</p>

Extension activity – making a storytelling 'mini me'!

Taking a photo of each child, print it and cut it out – laminate for longer

life. Fixing the photo to a sturdy block which the child can handle.

Using the 'mini me' in our storytelling – the children might like to make up stories about themselves and their friends or add the 'mini me' block to stories about, for example, animals.

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 Choosing stories the children enjoy reading – and some new ones - We will focus on Different story each day.	Under 2s – time Building up children’s concentration skills through the week, thinking about how long they can sit and listen and what stories engage them best. Over 2s – opposites Encouraging the children to use opposites words when they are storytelling.	All children – the local area Printing pictures of our local park, shop, library and help the children to make a story using the pictures. Extension – for the older children, explaining how to start and end stories to make them interesting to the listener.	All children – Puppet theatre Making puppets using natural finds in the garden. Using the puppets to make a story

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

- Encouraging the children to listen to each other to develop mutual respect and tolerance.

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

- Oral storytelling promotes children’s thinking skills by encouraging them to consider ‘what happened next?’ in a context where there aren’t any right or wrong answers. Observing how well the children cope with this challenge – some children do not enjoy open-ended stories, estimating or guessing what might happen.

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

- Suggesting parents tell their children oral stories rather than reading books... they might like to tell stories about their lives or talk about what they did when they were younger.

Theme of the week – International Children's book day

We are teaching the children about – International Children's Book Day

Why? – Follow-up World Storytelling Day by focusing on reading books – helping children make the distinction between making up a story (when everyone is involved) and reading a story (when we sit quietly and listen to the person who is speaking).

Background – celebrated on 2nd April every year (Hans Christian Anderson's birthday), International Children's Book Day aims to inspire a love of reading.



Focus for under 2s – we love books

Focus for over 2s – communication and language – focus on listening and understanding.

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

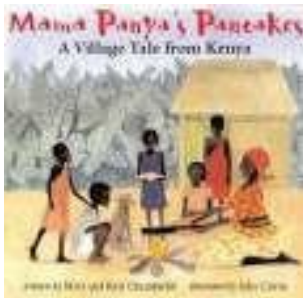
- Teaching children the '5 rules of story time' (rule of law) to help prepare them for school – ears listening, eyes on me, mouth closed, hands in lap and legscrossed.

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

- When children are engaged they are concentrating on what is happening around them. Encouraging the children to sit quietly and listen to the stories all the way through before asking questions or chipping in with their thoughts.

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

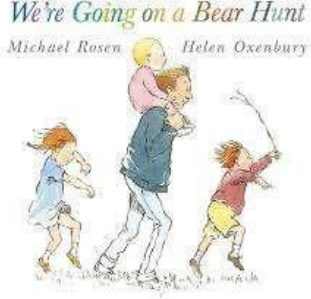
- Talking to parents about the ways we engage their child in story time and ask them to share details about their child's favourite books from home.
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Literacy <i>Reading; writing</i>	Mathematics <i>Number; shape, space & measures</i>	Understanding the World <i>People & communities; the world; technology</i>	Expressive arts & design <i>Media & materials; imagination</i>
All children Read some poems and rhymes – make up your own	All children -  Learn about money, sharing, pancake making and friendship with Mama Panya and her son.	All children – stories from around the world Visiting the library to borrow books which tell stories about communities the children do not come into contact with every day. Reading the stories to teach them about the wider world in which they live.	All children – making puppets Making some puppets to use alongside the books the children have chosen to read. We make puppets using pictures on craft sticks.


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 – <ul style="list-style-type: none"> Ears listening Eyes on me Mouth closed Hands in lap Legs crossed All children – bringing the stories alive Including a small world toys when we read the book.	All children – handling books carefully Talking to the children about the importance of being respectful when they take books from the shelf to read. Reminding them to put books back when they have finished and to turn the pages carefully so they do not tear.	Under 2s – being kind Reading the 'Ugly Duckling' and talk about how the duckling felt when nobody was playing with him... link to children's play. Over 2s – self-awareness Reading the story of the 'Princess and the Pea' to the children – talk about how the princess could not sleep because the pea was disturbing her.

Supporting home learning – a week of reading ideas

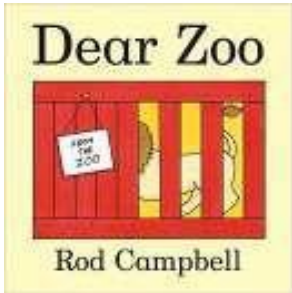
Monday

	Activity ideas	Main EYFS links
	<p>Read - 'We're going on a bear hunt' by Michael Rosen</p> <p>Plan – invite the bears to a tea party. Make invitations and set up the tea cups. Draw some buns for the party.</p> <p>ICT – watch the story on YouTube.</p> <p>Extension – make honey cakes.</p> <p>Planning focus / learning outcome – mark making.</p>	<p>PSED – relationships</p> <p>Art and design - imagination</p> <p>PD - handling</p>

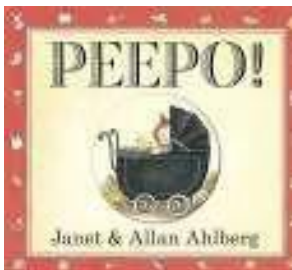
Tuesday

	<p>Read - 'The very hungry caterpillar' by Eric Carle</p> <p>Plan – paint or colour some clean egg boxes (risk assess) green and join them together to make a counting caterpillar for each child. Support the children to count and add number stickers to the caterpillar body parts.</p> <p>Extension – make counting lines with the fruit and other food in the story.</p> <p>Planning focus / learning outcome – numbers / counting.</p>	<p>Art and design – using colour</p> <p>Maths - numbers</p>
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Wednesday

 <p>The book cover for 'Dear Zoo' by Rod Campbell features a yellow background with a red border. In the center is a red and yellow striped cage with a small white sign that says 'Dear Zoo'. The title 'Dear Zoo' is written in a large, black, serif font at the top, and the author's name 'Rod Campbell' is at the bottom.</p>	<p>Read - 'Dear Zoo' by Rod Campbell</p> <p>Plan – set up a role play zoo scene with animals, Lego or block animal houses, sawdust flooring etc. if you have small boxes of resources it is easy to grab a few before you sit down to read the story – and turn them over to the children later for role play.</p> <p>Planning focus / learning outcome – pretend play</p>	<p>Art and design – imagination</p> <p>Understanding the world – world animals</p>
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Thursday

 <p>The book cover for 'Peepo!' by Janet & Allan Ahlberg has a red border with a pattern of small white stars. The title 'PEEPO!' is in large, bold, black letters. Below the title is a black and white illustration of a child in a stroller. The authors' names 'Janet & Allan Ahlberg' are at the bottom.</p>	<p>Read - 'Peepo' by Janet Ahlberg</p> <p>Plan – make some peepo picture books with the children using stickers to tell the story. Use stickers linked closely to each child's current interests eg train stickers for a train mad child – this will help to extend their concentration</p> <p>Planning focus / learning outcome – telling stories.</p>	<p>Literacy – reading</p> <p>Communication and language – telling stories; listening</p>
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Friday

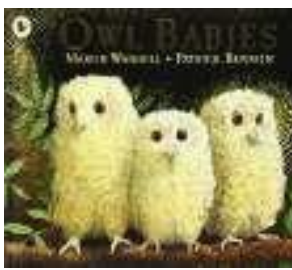
 <p>The book cover for 'Owl Babies' by Martin Waddell shows three fluffy yellow owl chicks standing on a dark, textured surface. The title 'OWL BABIES' is at the top in a bold, black font, with the author's name 'Martin Waddell' below it.</p>	<p>Read - 'Owl Babies' by Martin Waddell</p> <p>Plan – make paper plate owls, adding feathers and big round eyes. If children prefer playing with the glue to making the owl masks, give them feathers to experiment with – they can be washed later.</p> <p>Extension – discuss how the children feel when they are on their own and support.</p> <p>Planning focus / learning outcome – shapes.</p>	<p>Art and design – media and materials</p> <p>PSED – talking about times when children are frightened.</p>
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Photo to promote conversation...



Ask open questions to promote conversation

What are the children doing?

What do you think the story is about?

Where are the children?

Who is reading the story to the children?

What is your favourite story – and why?

Links to the EYFS – literacy – reading; communication and language – all
