

Group Planning 2018

~ May ~

| Sun | Mon | Tue | Wed | Thu | Fri | Sat |
|---------------------------------|---|---|--------------------------------------|--|-----|----------------------------|
| | | 1 May Day | 2 | 3 | 4 | 5 Space Day (global) |
| 6 Herb day (USA) | 7 May Bank Holiday (BH) | 8 No socks day (charity) | 9 | 10 Beep beep day (UK) Wesak (Buddhist) | 11 | 12 |
| 13 Intl Children's Day | 14 National Vegetarian week (UK) | 15 Deaf awareness week (UK) Ramadan starts (Muslim) | 16 | 17 | 18 | 19 |
| 20 | 21 | 22 Musical instrument day (USA) | 23 | 24 | 25 | 26 |
| 27 | 28 Spring bank holiday (BH) | 29 | 30 Water a flower day (USA) | 31 | | |

Themes of the week -

Week 1 -Space

Week 2- Minibeasts in the garden

Week 3- Healthy eating week

Week 4- Spring weather – wind and rain

Theme of the week – The space

We are teaching the children about
– Space

Why? – our children love anything to do with space, the planets and '5 little men in a flying saucer'.

Background – it is National Space Day on the first Friday in May.



Focus for under 2s – numbers in space.

Focus for over 2s – little men in flying saucers.

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

- What would the children do if a spaceman came to earth? Would they be kind and friendly to them? Talking about similarities and differences and respecting each other.

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 motivated they are more likely to engage with the activities we have set out for them so we make sure we offer lots of opportunities for the children to have

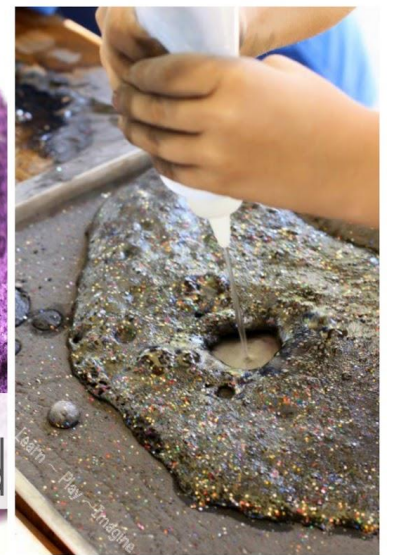
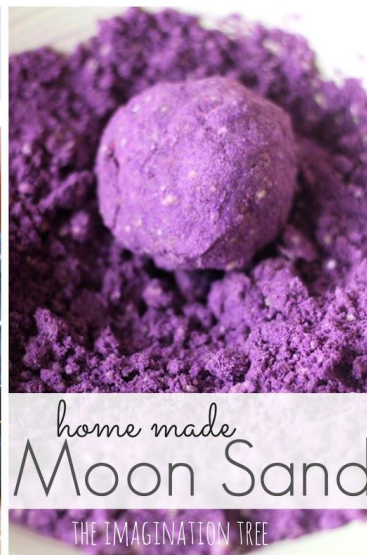
Ideas for home learning – *activities parents might like to try with their child at home.*

- Sharing the song words with parents and encourage them to sing and count with their child.
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| 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> <ul style="list-style-type: none"> • Space • Planets • Rocket • Star • Moon <p>Making illustrated word cards for the children to use in the messy tray, writing table and when reading books. As the week goes on, we'll add new words and pictures to reflect the children's learning.</p> <p>All children – 5 little men</p> <p>Using the rhyme to focus on counting and number words – count up and down with aliens and using them for sequencing and making a number line (links to maths).</p> | <p>Under 2s – alien playdough</p> <p>Making aliens from black sparkly playdough – add lots of googly eyes and letting the children's imaginations take them further – how many ears, noses, arms and legs does an alien have? How does an alien walk? What does an alien eat?</p> <p>Over 2s – space pictures</p> <p>Using black paper and chalk to make pictures of planets, stars and moons after watching the 'star size comparison' DVD with the children.</p> <p>Focusing the children's learning on size and shape – big and small circles and stars.</p> | <p>Under 2s – my rocket – your rocket</p> <p>Using children's photos to make a personalised rocket for each of them</p> <p>Using the rockets to play made up rockets to play made up games and in role play.</p> <p>Over 2s – my favourite rocket</p> <p>Extending 'mini me' rockets to take account of children's favourites – likes and dislikes. Providing a range of shapes and junk modelling boxes and letting the children design and make their own rockets.</p> |

| Literacy | Mathematics | Understanding the World | Expressive arts & design |
|--|---|---|--|
| <p>Book selection includes...</p> <p>'Q Pootle 5' by Nick Butterworth.</p> <p>'Aliens love Underpants' by Claire Freedman.</p> <p>'Man on the Moon' by Simon Bartram.</p> <p>'Whatever Next?' by Jill Murphy.</p> | <p>All children – space is huge!</p> <p>Focusing on numbers, size and distance in space.</p> <p>Encouraging children to make comparisons between the different planets – watching 'space size comparison' on YouTube and use it to inspire children's creativity and maths learning.</p> | <p>Under 2s – real vs pretend</p> <p>What is real and what is pretend? Are spacemen real? Are flying saucers real? What about planets and stars?</p> <p>Over 2s – learning about space</p> <p>Finding out what the children are interested in and extend...</p> | <p>Under 2s – make props</p> <p>Using craft materials to make 5 little men and a flying saucer – adding numbers to the men.</p> <p>Extension for older children –</p> <p>Creating a space themed messy tray with space rocks, flying saucers and glow in the dark stars.</p> |

More activities – The space



Theme of the week – Minibeasts

We are teaching the children about – minibeasts in the garden

Why? – We have been looking at birds' nests in the trees and talking about what birds eat. The children have noticed the birds tapping the ground for worms which led us to finding out about minibeasts in the garden.



Focus for under 2s – we like minibeasts

Focus for over 2s – things that fly, crawl and burrow

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 minibeasts and all life.

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

- Supporting children's critical thinking by providing them with resources to allow them to experiment with a range of minibeasts in different ways – through song, poem, dance, art, craft, construction etc.

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

- Encouraging parents to take their child on a minibeast hunt in the garden or at the park – suggesting they take photos which their child can bring to the setting and identify with their friends.

| Communication & language | Physical development | PSED |
|--|---|---|
| <p>Key vocabulary – different types of minibeasts</p> <p>Things that crawl Things that fly Things that dig in the soil Flowers and pollination Colours and patterns Shapes and sizes How minibeasts move</p> <p>All children – there is a series of minibeast Activity Guides on the Childcare.co.uk website which will help us to plan games and crafts for the children.</p> | <p>Under 2s – movement games</p> <p>Move like different types of minibeasts across the playroom floor (if it's wood it will be great for slithering) and the garden.</p> <p>Over 2s – noughts and crosses</p> <p>Paint stones as ladybirds and stripy bees and play a game of noughts and crosses – teach the children the rules of the game (British values – rule of law) and support when needed to take turns and share (PSED).</p> | <p>Under 2s – minibeasts are our friends</p> <p>Every year we find young children who are frightened of minibeasts ... we want to engage and excite them and teach them that minibeasts are interesting and essential for our world.</p> <p>Over 2s – we are gentle</p> <p>Remind the children to be gentle and kind to minibeasts and to return them to their families if they hold or find them. Read 'The Stick Man' by Julia Donaldson to remind the children why our homes and families are important to us.</p> |

| Literacy | Mathematics | Understanding the World | Expressive arts & design |
|---|--|--|---|
| <p>Book selection</p> <p>Non-fiction minibeast books (Usborne has a good range).</p> <p>The very hungry caterpillar (of course) ... and the ladybird book by the same author.</p> <p>Using puppets and pictures to re-tell favourite stories – and make up your own.</p> | <p>Under 2s – how many wings / feet?</p> <p>Using photos of minibeasts for maths explorations. The photos will help children make comparisons.</p> <p>Over 2s – comparisons</p> <p>Extending learning by talking about quantity</p> <p>– more and less; size – bigger and smaller; shape – fatter and thinner etc.</p> | <p>All children – small world scenes</p> <p>Using Pinterest to inspire different small world scenes.</p> <p>Including mark making, maths, books and messy play to bring the small world scenes alive.</p> <p>Taking learning outside</p> <p>– spot minibeasts in the garden and shake a tree at the park.</p> | <p>All children – minibeast messy play</p> <p>Setting up a messy tray with pretend minibeasts and habitats such as leaves, tubes, stones and soil.</p> <p>Extension – creating a minibeast house</p> <p>Finding a quiet part of the garden and add bark and leaves.</p> |

Photo to promote conversation...



Ask open questions to promote conversation

What is the bird doing?

Why do you think the bird is sitting on the nest?

What does the bird eat?

Should we make some bird food together?

What do birds sound like? Listen to Bird Song Radio on the computer / laptop and see if you can hear different types of bird sounds.

Extension activity idea - you can find bird food recipes on the RSPB website...

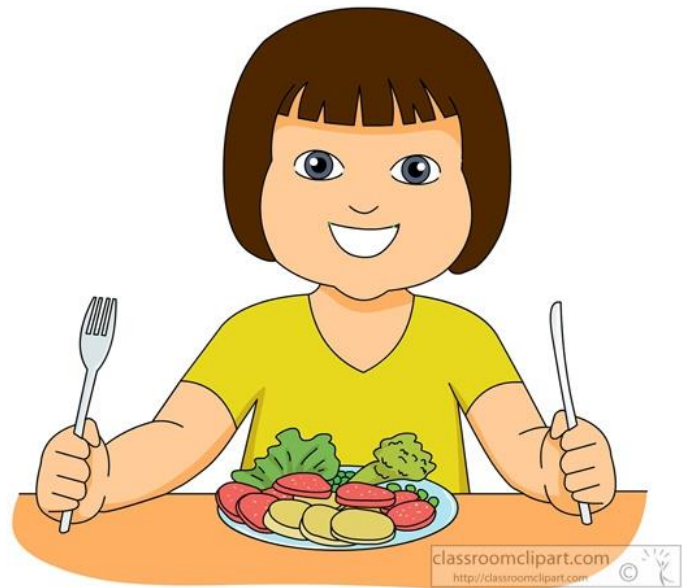
Links to the EYFS

Understanding the world – the world – learn about British birds

Theme of the week – Healthy eating

We are teaching the children about –
healthy eating week

Why? – we are marking this week a little early this year (it runs 12–16 June) because we want to involve the children in healthy eating activities regularly (we plan 3 or 4 healthy eating weeks a year in our provision). We will link our activities to National Smile Month which runs throughout June.



Background – the British Nutrition Foundation (BNF) has a website dedicated to healthy lifestyles including healthy eating information.

Focus for under 2s – learn more about food

Focus for over 2s – healthy and unhealthy food

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 what they might see and do in the café before you go.

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 respond better to role play opportunities when they have been on outings or been involved in the activity and know how it works – an outing beforehand will help them to understand how to behave and what to do in a café.

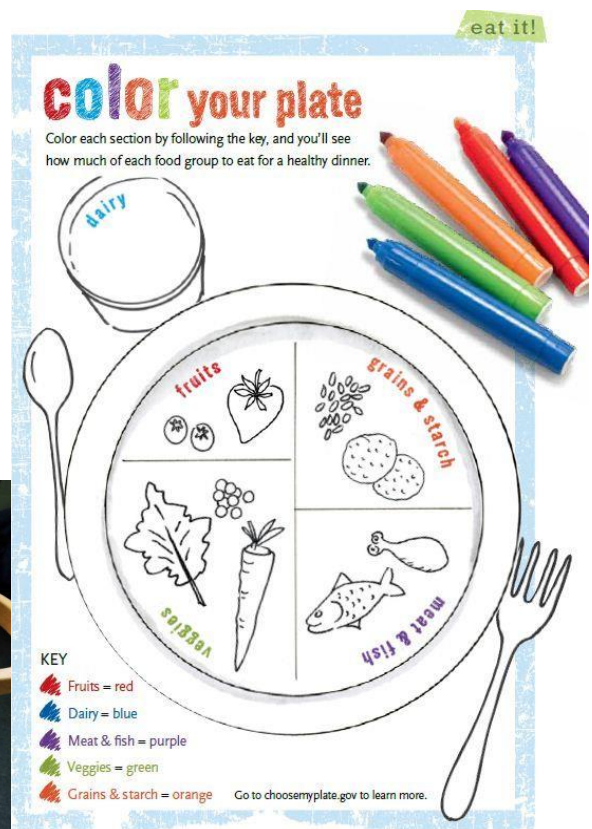
Ideas for home learning – *activities parents might like to try with their child at home.*

- Suggest parents take their children on an outing to a café...
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| 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 – Healthy - unhealthy Tasty Sweet - sour Yucky – not tasty Fat – sugar – oil</p> <p>All children – Talking to the children about healthy and unhealthy food when we are preparing and cooking together and during meal and snack times. Model how we order, prepare, cook and serve food</p> | <p>Under 2s – self-care Focusing on children’s independence during meal times – what can they do for themselves? Are you or parents helping them too much? What will enable them to do more?</p> <p>Over 2s – the food we eat Using pictures of food (and real food where possible) to set up a role play café with the children – after taking them on an outing to a real café. Making signs together and providing lots of mark making opportunities.</p> | <p>Under 2s – making choices Some children will say ‘no’ easily and make healthy choices without prompting – other children load their plates and over-eat if offered a choice. Talking about the importance of eating slowly, chewing properly and stopping when your tummy is full.</p> <p>Over 2s – likes and dislikes Finding out about children’s latest likes and dislikes – trying a new food every day to see if we like it – do it together with everyone respecting each other’s choices.</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 Reading a book about visiting a café – or making our own by taking photos during our visit!</p> <p>Over 2s – making menus Using a range of menus to inspire the children to make their own. What food do they want to sell in their role play café? What ingredients will they need? How will they cook for everyone?</p> | <p>Under 2s – there are so many maths opportunities for all ages of children when cooking and exploring food!</p> <p>Over 2s – making a graph or tally chart Finding out what the children like to eat best at home. Making a graph or tally chart of favourite foods which we can use to illustrate healthy eating through the week.</p> | <p>All children – outing to a café Taking the children on an outing to a café where they can choose what food they want to eat from a menu. Asking the children to help us do our risk assessment – what do you need to take?</p> <p>Talking to the children about making healthy choices and discussing likes and dislikes.</p> | <p>All children – signs Involving the children in making signs for the role play café. They might like to be involved in making an open and closed sign or posters for the walls. When children take ownership they are more likely to be engaged.</p> <p>Extension – plates Using paper plates and collages of meals to help children make healthy food choices.</p> |

More activities – Healthy eating



Theme of the week – spring weather – wind and rain

We are teaching the children about –
spring weather – wind and rain

Why? – We can get a lot of different types
of weather in May.

Background – over recent years we've had
days and days of quite warm sun ... but it
could just as easily be windy or rainy ... and
as we know, spring showers – summer
flowers!



Focus for under 2s – what is the weather
doing today?

Focus for over 2s – weather experiments

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

- Link weather outside to 'individual liberty' by talking to the children about the clothes they need to wear for different weather conditions... what choices do they need to make? Are they 'safe' choices – do they help protect the children from rain, wind, sun etc?

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

- Talking about the weather every day – have a weather chart to update each breakfast or snack time – when the children are in a good routine they are more likely to be engaged with what they are learning and motivated to join in.

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

- Encourage parents to talk to their child about the weather – follow up by asking what conversations they have had and what their child has said.
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| 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 a new weather chart with the children – talking about different types of weather and drawing pictures. Taking photos of the children in the garden wearing raincoats, wellies, sun hats etc for them to use when they are describing the weather.</p> <p>All children – storytelling</p> <p>Using the children’s photos to tell stories about, for example, Katy in the rain or Stanley in the sunshine - when we include the children’s names and things they know in our storytelling they are more likely to listen to engage with what we are saying.</p> | <p>Under 2s – dressing teddy</p> <p>Providing teddies and clothes and showing the children how to glue the clothes on teddy so he is dressed for the day. Making a number line of teddies through the week...</p> <p>Over 2s – clothes for the weather</p> <p>Setting out different clothes and talking about when we wear them. Giving the children choices– wellies or a sun hat in the rain? Raincoat or a fleece in the wind?</p> <p>Helping them to learn to be independent when getting dressed – practicing buttons, zips and poppers when not under pressure.</p> | <p>Under 2s – feelings</p> <p>How do different types of weather make you feel? Going outside and experience them – telling stories and sing songs about them – then talking about the effects they have on each one of us. Do we feel happier in the sunshine? Do we feel sad in the rain – or happy to splash through puddles?</p> <p>Over 2s – design a rain hat</p> <p>Giving the children a template and work with them in pairs (to promote working together) to design different rain hats. Thinking about colours, shapes, patterns etc in the designs – looking at some pictures first to encourage creativity.</p> |

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|--|---|--|--|
| <p>Book selection</p> <p>Reading books about the weather</p> <p>Poetry</p> <p>Talking about the weather outside and link it to the books – teaching the children rhymes such as ‘rain, rain go away’ and ‘red sky at night’.</p> | <p>Under 2s – raindrop shapes</p> <p>What shapes are raindrops? Doing some experiments to find out – using droppers of coloured water into a tray – watch carefully.</p> <p>Over 2s – wind speed</p> <p>How can we measure wind speed? Doing some experiments together.</p> | <p>All children – involving the children in a series of experiments to find out more about the weather –</p> <p>Wind – making windsocks and kites.</p> <p>Rain – collecting and measure rainfall.</p> <p>Sun – putting toys on black paper - see what happens when the sun shines on them.</p> | <p>All children – draw the weather</p> <p>Engaging all the children in making a big picture of different types of weather. Using books and posters as prompts. Including photos of the children taken wearing different weather attire and sharing with parents so they see what their child has been learning.</p> |

Photo to promote conversation...



Ask open questions to promote conversation

How many flowers can you see in the picture?

Where do you think the flowers are growing?

What colours are the flowers?

What are your favourite colours?

Should we go and see some spring flowers?

Extension activity idea - visit the local garden centre with the children...

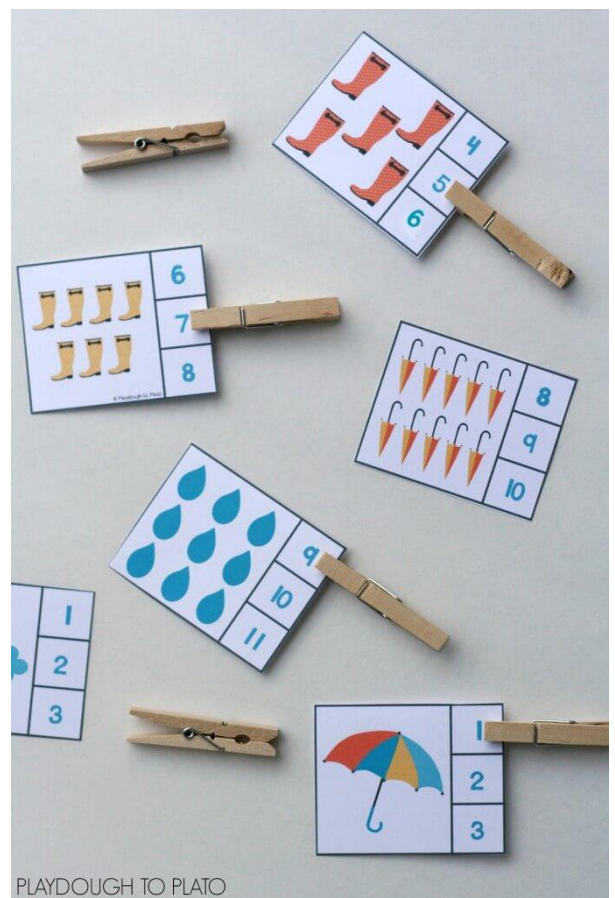
Links to the EYFS

Understanding the world – the world – learn about flowers and plants.

More activities – Weather



STEAM: WEATHER ACTIVITIES ON A BUDGET artsymomma.com



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