

Topic - 6 week theme: How things work						
Talk for Writing text: The Three Billy Goats Gruff Hook: Farm Visit						
Talk through Stories: A Little Bit Brave - <i>Nicola Kinneer</i> , Cottonwool Colin - <i>Jeanne Willis</i> , Where The Wild Things Are - <i>Maurice Sendak</i> Core Books: One fish, two fish, red fish, blue fish – <i>Dr Seuss</i> , All aboard for the Bobo road – <i>Stephen Davies</i> Nursery Rhymes: Cobbler cobbler mend my shoe, London Bridge is falling down, One two buckle my shoe, Rub-a-dub-dub, The wheels on the bus						
Key activities:						
Communication & Language	Personal, Social & Emotional Development	Physical Development	Literacy	Maths	Understanding the World	Expressive Arts and design
Ways the adult can facilitate						
<p>Continue to promote active listening skills and exemplify clearly what good listening 'looks like'.</p> <p>Bring in a variety of objects that children can explore to see 'how they work'. Model using the associated vocabulary e.g. handle, knob, switch, twist, pull, flick, press, wind, turn, crank, wheel, cog, spring, plug, lever, pump etc.</p> <p>Model talking using relevant words and phrases in full sentences.</p> <p>Think 'out loud' modelling raising questions.</p> <p>Narrate own and children's actions in fully formed sentences.</p>	<p>Continue to take opportunities in class to highlight and showcase children's interests showing what you know about them.</p> <p>Ensure children listen to one another and that they engage in play/activities which involve sharing & cooperating with friends and other peers.</p> <p>Undertake activities which encourage talk about feelings & opinions. Think about the feelings of each of the goats and the troll in the T4W story. Explore different perspectives of the same event.</p> <p>Help children to develop problem solving skills by talking through how they or others have addressed</p>	<p>Revise and refine the fundamental movement skills they have already acquired:</p> <p style="padding-left: 40px;">rolling crawling walking jumping running hopping skipping climbing</p> <p>Use the stimulus of working out how machines work to create sequences of movement. Include moments of balance & stillness</p> <p>Develop precise vocabulary when talking about movement sequences.</p> <p>Continue to engage in physical activity through</p>	<p>Continue to develop rapid response to speed sounds.</p> <p>Play guess the word games – saying the word in sounds e.g. h-a-t, sh-o-p, s-t-a-m-p</p> <p>develop reading of words where the initial sound is a combined letter sound e.g. th-i-n-k, sh-e-d, ch-i-n, k-ee-p, n-igh-t</p> <p>develop reading of longer words e.g. himself, rabbit, jumping</p> <p>Notice words where the letters and sounds correspondence is unusual/doesn't follow the 'rules'.</p> <p>Read aloud RWInc books at their level</p>	<p>Shape and pattern talk about properties of shapes explore characteristics of everyday objects and shapes and use mathematical language to describe them</p> <p>explore characteristics of everyday objects and shapes (focusing on 2-D shapes)</p> <p>use mathematical language associated with shape</p> <p>classify and sort shapes</p> <p>recognise, create and describe patterns with shapes</p> <p>use mathematical language to describe size and position</p> <p>Solve increasingly challenging jigsaw puzzles. Try out puzzles fitting component parts into shapes – variety of</p>	<p>Focus upon roles of people who make things and introduce children/visitors where possible including those who work in the construction industry, inventors, crafts people, carpenters, electricians, plumbers, etc</p> <p>Find stories about inventors/inventions & or maritime characters to share with children including people from the past.</p> <p>Compare objects from the past with those that we use today including toys e.g. dolls, puppets, toys which make sound, toys which wind up – order them chronologically.</p> <p>Show images of familiar places in the past and</p>	<p>Provide children with a range of materials for children to construct with. Encourage them to think about and discuss what they want to make. Discuss problems and how they might be solved as they arise.</p> <p>Consider the appearance of constructions/models and use paints, fabric etc to 'finish' designs/creations</p> <p>Reflect with children on how they have achieved their aims.</p> <p>Teach children different techniques for joining materials, such as how to use adhesive tape and different sorts of glue.</p> <p>Provide a range of materials and tools and</p>

<p>Ask open questions: 'How did you make that?', 'Why does the wheel move easily?', 'What will happen if....?'</p> <p>Connect one idea or action to another using a range of connectives e.g. I can see you need to wind the handle, but what does that do?</p> <p>Describe in sequence how to put something together/how to build....</p> <p>Encourage children to talk about how to solve a problem together and generate ideas for how to solve it.</p> <p>Give children problem solving words & phrases to use in explanations;/ 'so that', 'because', 'I think it's', 'you could...', 'it might be...'</p> <p>Continue to develop social phrases & exchanges</p> <p>Timetable storytime at least once/day.</p> <p>Show parents how to share stories with children.</p> <p>Use different voices for the narrator and characters.</p> <p>Make asides about the story and additional</p>	<p>a problem. Focus upon mistakes being a necessary & positive part of learning as we have the chance to evaluate, learn, improve & try again.</p> <p>Support children in recognising when their behaviour does not comply with class rules & why it is important to respect these & behave with respect towards others.</p> <p>Continue to consider healthy and hygienic choices esp re: having a balanced diet.</p> <p>Jigsaw: Celebrating difference (see jigsaw plan)</p>	<p>which children become out of breath.</p> <p>Explore how different wheeled resources work and use this to inspire movement.</p> <p>Regularly review and refresh the equipment available which support children in developing their small motor skills. Take small structures apart and put them back together.</p> <p>Continuously check how children are holding pencils for writing, scissors, knives & forks.</p> <p>Ensure that there are sitting/working areas which are quiet, purposeful and free of distraction.</p> <p>Give regular, sensitive reminders about correct posture.</p> <p>Provide obstacle courses focussed upon a making this work theme. Set up domino chain reactions and marble runs</p> <p>Provide a wide range of equipment/resources for construction/climbing Introduce an increasing range of ball games, individually and in teams.</p>	<p>Re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment. Take books, matched the their reading fluency home to read.</p> <p>Form lower-case and capital letters correctly.</p> <p>Spell words by identifying the sounds and then writing the sound with letter/s.</p> <p>Write short sentences with words with known sound-letter correspondences using a capital letter and full stop. Hold sentences in heads before writing them down.</p> <p>Model re-reading writing to check it makes sense.</p> <p>Listening games</p>	<p>tangram puzzles/challenges</p> <p>Explore matching activities e.g. making 3D models to match 2D drawings. Building 3D structures from blocks which will fit through/into a defined space.</p> <p>Explore the different shapes which can be made by combing simple shapes</p> <p>Make patterns with a variety of repeating rules e.g. AB, ABB, ABBC – identify errors in patterns. Make necklaces with repeating patterns.</p> <p>Addition and subtraction within 20</p> <p>estimate a number of objects and check by counting up to 20</p> <p>Identify children who have had less prior experience of counting, and provide them with additional opportunities for counting practice.</p> <p>Put objects into fives frames and tens frames to build familiarity with the tens structure of the counting system.</p> <p>Encourage children to subitise first when counting up to 5 objects.</p>	<p>compare with today e.g. homes, schools & transport</p> <p>Walk to the docks & look at the cranes – look at pictures & explore what they were used for/how they worked. Investigate objects which help us to lift things.</p> <p>Look at toys/familiar objects from other countries/cultures and compare/contrast</p> <p>Explore magnetic toys</p> <p>Explore aerial images of the local area, place images of familiar buildings in place.</p> <p>Draw maps showing simple/familiar routes and imaginary places.</p> <p>Make maps for/of small world scenarios.</p> <p>Explore mechanisms through sand/water play outdoors e.g. channelling/routing sand/water flows, pouring, filling, transferring etc inc objects which float/sink</p> <p>Understand that some places are special to members of their community.</p>	<p>teach children to use them with care and precision. Promote independence, taking care not to introduce too many new things at once.</p> <p>Return to and build on their previous learning, refining ideas and developing their ability to represent them.</p> <p>Create collaboratively, sharing ideas, resources and skills.</p> <p>Listen attentively, move to and talk about music, expressing their feelings and responses.</p> <p>Compare & contrast how different instruments make sound. Listen to music from different places and match instruments to music.</p> <p>Watch and talk about dance and performance art, expressing their feelings and responses.</p> <p>Provide a range of costumes/props for children to incorporate into their pretend play including different puppets.</p> <p>Sing in a group or on their own, increasingly matching the pitch and following the melody.</p>
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<p>comments relating them to your own 'thinking out loud' e.g. I wonder if this goat will disturb the troll? How might they cross the bridge and not disturb the troll?</p> <p>Practice possible conversations between the characters.</p> <p>Identify the main characters and talk about their feelings, actions & motives.</p> <p>Retell stories with the aid of a story map.</p> <p>Introduce and highlight new vocabulary in stories exemplifying meaning by using words in different sentences.</p> <p>Pick out rhyming words in stories & rhymes.</p> <p>Learn simple songs and repeat singing them regularly.</p> <p>Share non fiction books which show how things work and look at pop up books and how they function.</p> <p>Reread some books</p> <p>Speaking: Decide on the key vocabulary linked to activities and ensure that all staff regularly model its</p>		<p>Continuously check the process of children's handwriting (pencil grip and letter formation, including directionality). Provide extra help and guidance when needed.</p> <p>Plan for regular repetition so that correct letter formation becomes automatic, efficient and fluent over time.</p> <p>Know and talk about the different factors that support their overall health and wellbeing: regular physical activity healthy eating toothbrushing sensible amounts of 'screen time' having a good sleep routine being a safe pedestrian</p> <p>Explain to children and model how to travel safely in their local environment, including: staying on the pavement, holding hands and crossing the road when walking, stopping quickly when scootering and cycling, and being sensitive to other pedestrians.</p> <p>Further develop the skills they need to manage the school day successfully: lining up and queuing mealtimes personal hygiene.</p>		<p>Play matching games where there are opportunities to match quantities of objects with number symbols</p> <p>Explore different ways of recording number/quantities e.g. keeping score in a game/sports match</p> <p>add and subtract two single-digit numbers and count on or back to find the answer</p> <p>explore the relationship between addition and subtraction</p> <p>compare quantities and objects to solve problems solve problems, including doubling, halving and sharing</p> <p>say which number is one more or one less than a given number.</p> <p>use quantities and objects to add and subtract two single-digit numbers</p> <p>Distribute items evenly between participants. Where participants receive different amounts compare quantities using the vocabulary of more than/fewer.</p> <p>Predict the 'next/previous' number in</p>	<p>Recognise that people have different beliefs and celebrate special times in different ways.</p> <p>Recognise some similarities and differences between life in this country and life in other countries.</p> <p>Explore the natural world around them.</p> <p>Describe what they see, hear and feel whilst outside.</p> <p>Recognise some environments that are different to the one in which they live.</p> <p>Understand the effect of changing seasons on the natural world around them.</p> <p>Role Play: Home corner Builders yard Joiners workshop kitchen</p>	<p>Introduce new songs and repeat regularly.</p> <p>Sing slowly so that children can listen to the words and the melody of the song.</p> <p>Listen to machine sounds and build up 'songs' by using voices to imitate sounds/rhythms and combining the sounds e.g. tick-tock, whirr-whirr-buzz etc – add actions to support children in holding a steady beat.</p> <p>Play games which involve responding to music e.g. jumping when the music becomes louder or walking tall and sinking to the ground as it becomes quieter.</p> <p>Encourage children to replicate choreographed dances, such as pop songs and traditional dances from around the world.</p> <p>Design and make Puppets/ models of creatures and their habitats – Creatures that live under bridges etc or puppets to act out The Three Billy Goats Gruff</p>
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<p>use in a range of contexts (this is a cross-curricular link) - Talking about their ideas about how they might make a pair of ear plugs/protectors and using the language of comparison to contrast different ideas/outcomes.</p> <p>Box clever • Repetitive stories • Chatterbox sessions for parents with speech and language therapist • All adults to model good grammar • Puppets and small world play provided as continuous provision • Visual prompts for adults to support language development • Sign along to be used by trained staff</p> <p>• Nicola's intervention – engaging children in stories/spirited play... • Sign cards • Colourful semantics • Story mapping • Encourage children to speak in full sentences</p>				<p>simple number sequences where the increase/decrease is constant.</p> <p>Develop automaticity re: number bonds to ten.</p> <p>Play cover up games e.g. with beans e.g. there were 7 beans in the cup. I can see 5, how many are underneath my hand?</p> <p>Money compare quantities and objects to solve problems use everyday language to talk about money, recognise coins up to 50p and their values compare the value of coins use quantities and objects to count on and back to add and subtract</p>		
<p>What the provision can offer</p>						
<p>Festivals/focus days:</p>						
<p>City Airport, DLR train station</p> <p>Calendar events:</p> <ul style="list-style-type: none"> • Earth Day 22nd April • St George's Day, Patron Saint of England 23rd April • International Dance Day April 29th • Eid-UI-Fitr – 13th May (Check as the date is variable) • Walk to school week (17th – 21st May 2021) • National Children's Gardening Week (23rd May – 30th May 2021) 						

- UNICEF Day for Change (24th May 2021)

Critical Thinking/Creativity activities:

The Three Billy Goats Gruff - suggested Critical Thinking Activities:

Can you make a bridge to help the three Billy Goats Gruff cross the river safely? What could you use to make it out of? How can you make sure that it's strong enough? Where could you start? What might make it easier? Have you seen any bridges? What do they look like?

What if..... The three Billy Goats Gruff wanted to cross together? Would it be wide enough? ... How could you make it difficult for the troll to climb up? What if you could only use these materials (paper, straws, masking tape...)?

Could you make a bridge that's strong enough for you to cross?

What if....?

Games/Challenges:

- What's the time Mr Troll?
- Snap/pelmanism
- Kim's game
- Variety of parachute games e.g. Washing machine, Cat & Mouse, Popcorn, Songs & rhymes, Fruit salad see: <http://www.earlyyearscaereers.com/eyv/learning-and-development/top-5-parachute-games-children-early-years/>

It's a mystery: <https://www.teachthought.com/critical-thinking/10-team-building-games-that-promote-critical-thinking/>

Many children (and grown-ups) enjoy a good mystery, so why not design one that must be solved cooperatively? Give each student a numbered clue or a pictorial clue on a card. In order to solve the mystery — say, 'the case of the missing mascot?' or 'How many trolls lived under the bridge' Or 'How might the trolls cross the bridge without waking up the troll?' 'Which animals might be better at crossing the bridge successfully than the goats?' — children must work together to solve the clues in order. The "case" might require them to move from one area of the room to the next, uncovering more clues.

I spy with my little eye: <https://family.co/blog/inspiration/10-simple-communication-and-language-activities/>

The activity – [10 Ways to Play 'I Spy' by Teaching Every Day](#)

Communication and language area(s) of development: Vocabulary, listening & attention

In a nutshell – 10 variations of the classic 'I Spy' game that require focus from the little ones and will help to strengthen their vocabulary. We suggest that you let the kids ask questions to encourage discussion, instead of just guessing one word at a time.

Story Stones: <https://family.co/blog/inspiration/10-simple-communication-and-language-activities/>

The activity – [Homemade Story Stones by Happy Hooligans](#)

Communication and language area(s) of development: Expressive language, vocabulary, turn-taking, attention and listening

In a nutshell – Story stones are essentially very simple prompts for narrative play. All you need to do is get some flat and smooth stones from a craft shop or a beach and decorate them with pictures of objects or animals. Choose one of the stones and start a tale based on the picture on it, then encourage your children to draw more stones and continue the story.

What you need –

- Small Stones
- Stickers or [Mod Podge](#) and Magazine Pictures Cut-Outs