

MORNING CLUB Theme: Once Upon a Time Week Commencing: 20th May 2019

DAILY: Welcome, introduce activities and story or group time. Continuous provision for child-initiated learning.
MINDFULNESS: CHIME - close your eyes and listen to the music – CHIME TO END
OUTDOOR RESOURCE BOX: Put out a selection of outdoor resource boxes
FINGER GYM: This week the task is to mark make using whiteboards.
MATHS: This week the task is to put the numbers into the correct sequence.

This week is entirely made up of child-initiated ideas for learning ☺

MONDAY	Activities:	(HORSES) SMALL WORLD: My Little Pony SINGING: Horsey Horsey (learning a new song) MAKING a hobby horse
	Learning Area and Objectives:	Expressive Arts and Design: Being Imaginative (SMALL WORLD) 16-26: Expresses self through physical action and sound. 22-36: Beginning to make believe by pretending. 30-50: Uses movement to express feelings. Engages in imaginative role play based on own first hand experiences. Literacy: Reading (SINGING) 22-36: Fills in the missing words or phrase in a known rhyme, story or game. Expressive Arts and Design: Being Imaginative (SINGING) 30-50: Sings to self and makes up simple songs. Expressive Arts and Design: Exploring and using media and materials (HOBBY HORSE) 22-36: Experiments with blocks, colours and marks. 30-50: Realises tools can be used for a purpose.

TUESDAY	Activities:	<p>(RACING CARS) SINGING: Mommy Car (learning a new song) SMALL WORLD: Cars and garages MAKING a car and using in role play</p>
	Learning Area and Objectives:	<p>Literacy: Reading (SINGING) 22-36: Fills in the missing words or phrase in a known rhyme, story or game. Expressive Arts and Design: Being Imaginative (SINGING) 30-50: Sings to self and makes up simple songs. Expressive Arts and Design: Being Imaginative (SMALL WORLD) (CAR) 16-26: Expresses self through physical action and sound. 22-36: Beginning to make believe by pretending. 30-50: Uses movement to express feelings. Engages in imaginative role play based on own first hand experiences. Uses available resources to create props to support role play.</p>
WEDNESDAY	Activities:	<p>(CHARACTERS – PJ MASK, PAW PATROL, SPIDERMAN and DINOSAURS!) COLOUR in a Superhero picture MAKE a badge for the Paw Patrol rescue DRESSING UP as a character of your choice SPIDERMAN action figures DINOSAUR exploration area</p>
	Learning Area and Objectives:	<p>Physical Development: Moving and Handling (COLOURING) 16-26: Makes connections between their movement and the marks they make. 22-36: Beginning to use three fingers (tripod grip) to hold writing tools. 30-50: Holds pencil between thumb and two fingers, no longer using whole hand grasp. Expressive Arts and Design: Exploring and using media and materials (BADGE) 22-36: Experiments with blocks, colours and marks. 30-50: Realises tools can be used for a purpose. Personal, Social and Emotional Development: Making Relationships (DRESSING UP) 16-26: Plays alongside others. 22-36: Seeks out others to share experiences. May form a special friendship with another child. 30-50: Can play in a group, extending and elaborating play ideas e.g. building up a role play activity with other children. Expressive Arts and Design: Being Imaginative (ACTION FIGURES and DINOSAURS) 16-26: Expresses self through physical action and sound. 22-36: Beginning to make believe by pretending. 30-50: Uses movement to express feelings. Engages in imaginative role play based on own first hand experiences.</p>

THURSDAY	Activities:	<p>CARE AND PLAY PARENT GET TOGETHER</p> <p>OUTDOOR CLASSROOM DAY TO PROMOTE OUTDOOR SPACE AND LEARNING Den Building, Mud Kitchen and Gardening. Equipment: Hoops, Tunnels, Tents, Balls, etc.</p>
	Learning Area and Objectives:	<p>Physical Development: Moving and Handling 22-36: Runs safely on whole foot. Can kick a large ball. 30-50: Moves freely and with pleasure and confidence in a range of ways. Runs skilfully and negotiates space successfully, adjusting speed or direction to avoid obstacles. Can catch a large ball. 40-60: Experiments with different ways of moving. Negotiates space successfully when playing racing and chasing games with other children.</p> <p>Understanding the World: The world 22-36: Notices detailed features of objects in their environment. 30-50: Comments and asks questions about aspects of their familiar world such as the place where they live or the natural world. Can talk about some of the things they have observed such as plants, animals, natural and found objects. Developing an understanding of growth, decay and changes over time.</p>
FRIDAY	INSET DAY – STAFF, NO CHILDREN	

AFTERNOON CLUB Theme: Once Upon a Time Week Commencing: 13th May 2019

Welcome, introduce activities and story or group time. Continuous provision for child-initiated learning.		
This week is entirely made up of child-initiated ideas for learning 😊		
MONDAY	Activities:	<p>(FAIRY TALES) STORYTIME – selection of fairy tales MUSIC AND DANCE DRESSING UP</p>
	Learning Area and Objectives:	<p>Literacy: Reading (STORYTIME) 16-26: Interested in books and rhymes and may have favourites. 22-36: Repeats words or phrases from familiar stories. 30-50: Listens to stories with increasing attention and recall. Expressive Arts and Design: Being Imaginative (MUSIC AND DANCE) 30-50: Creates movement in response to music. Personal, Social and Emotional Development: Making Relationships (DRESSING UP) 16-26: Plays alongside others. 22-36: Seeks out others to share experiences. May form a special friendship with another child. 30-50: Can play in a group, extending and elaborating play ideas e.g. building up a role play activity with other children.</p>
TUESDAY	Activities:	<p>(SPOTTY AFTERNOON) MAKE AND DECORATE a cake with spots – how many spots? MAKE SPOTTY WALLPAPER using big and small spots and using different media</p>
	Learning Area and Objectives:	<p>Mathematics: Numbers (COUNTING SPOTS) 16-26: Says some counting words randomly. 22-36: Recites number names in sequence. 30-50: Recites numbers in order to 10. Mathematics: Shape, space and measure (SPOTTY WALLPAPER) 22-36: Begins to use the language of size.</p>

WEDNESDAY	Activities:	CHARACTER AFTERNOON: BATMAN, SPIDERMAN, PJ MASK, MARVEL and MONSTERS! COLOUR in a Superhero picture DRESSING UP as a character of your choice SPIDERMAN and BATMAN action figures MAKE PLAYDOUGH monsters PAINT a picture of a monster from outer space
	Learning Area and Objectives:	Physical Development: Moving and Handling (COLOURING) 16-26: Makes connections between their movement and the marks they make. 22-36: Beginning to use three fingers (tripod grip) to hold writing tools. 30-50: Holds pencil between thumb and two fingers, no longer using whole hand grasp. Expressive Arts and Design: Exploring and using media and materials (PLAYDOUGH) 22-36: Experiments with blocks, colours and marks. 30-50: Realises tools can be used for a purpose. Personal, Social and Emotional Development: Making Relationships (DRESSING UP) 16-26: Plays alongside others. 22-36: Seeks out others to share experiences. May form a special friendship with another child. 30-50: Can play in a group, extending and elaborating play ideas e.g. building up a role play activity with other children. Expressive Arts and Design: Being Imaginative (ACTION FIGURES) 16-26: Expresses self through physical action and sound. 22-36: Beginning to make believe by pretending. 30-50: Uses movement to express feelings. Engages in imaginative role play based on own first hand experiences.

THURSDAY	Activities:	OUTDOOR CLASSROOM DAY TO PROMOTE OUTDOOR SPACE AND LEARNING Den Building, Mud Kitchen and Gardening. Equipment: Hoops, Tunnels, Tents etc.
	Learning Area and Objectives:	<p>Physical Development: Moving and Handling 22-36: Runs safely on whole foot. Can kick a large ball. 30-50: Moves freely and with pleasure and confidence in a range of ways. Runs skilfully and negotiates space successfully, adjusting speed or direction to avoid obstacles. Can catch a large ball. 40-60: Experiments with different ways of moving. Negotiates space successfully when playing racing and chasing games with other children.</p> <p>Understanding the World: The world 22-36: Notices detailed features of objects in their environment. 30-50: Comments and asks questions about aspects of their familiar world such as the place where they live or the natural world. Can talk about some of the things they have observed such as plants, animals, natural and found objects. Developing an understanding of growth, decay and changes over time.</p>
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