

## MORNING CLUB

Week Commencing: 5<sup>th</sup> October 2020

**DAILY:** Welcome, introduce activities and story or group time. Continuous provision for child-initiated learning.

**MINDFULNESS:** Emotion Stones

**WEEKLY STORY:** Elmer and the Hippos by David McKee

Reading stories to children helps them to develop an interest in books, develop a love of reading and through stories Care and Play will enrich your child's vocabulary.

**FINGER GYM:** This week the task is to race the cars inside the lines

**MATHS:** This week the task is to make comparisons between 1 and 2 (visual – numbers on the floor using masking tape).

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| <b>MONDAY</b>    | STORY: Elmer and the Hippos (sharing and turn taking)<br>Tune into blending (robot arms) | Water exploration<br>Finding out which objects sink and which objects float.                                 |
| <b>TUESDAY</b>   | STORY: Elmer and the Hippos (sharing and turn taking)<br>Tune into blending (robot arms) | Role play car wash<br>Washing cars of different sizes and introducing the language of size (big and little). |
| <b>WEDNESDAY</b> | STORY: Elmer and the Hippos (sharing and turn taking)<br>Tune into blending (robot arms) | Making and creating an Elmer using different shapes.   |
| <b>THURSDAY</b>  | STORY: Elmer and the Hippos (sharing and turn taking)<br>Tune into blending (robot arms) | Correctly sorting objects by placing them onto the right coloured segment on the table.                      |

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| <b>FRIDAY</b>                        | STORY: Elmer and the Hippos (sharing and turn taking)<br>Tune into blending (robot arms)   | Role play tea party<br>Introduce lots of questioning. |
| <b>LEARNING AREAS AND OBJECTIVES</b> | <p><b>Personal, Social and Emotional Development: Making Relationships</b><br/> 16-26: Plays alongside others.<br/> 22-36: Interested in others' play and starting to join in. Seeks out others to share experiences. May form a special friendship with another child.<br/> 30-50: Keeps play going by responding to what others are saying or doing. Demonstrates friendly behaviour.</p> <p><b>Communication and Language: Listening and Attention</b><br/> 16-26: Listens to and enjoys rhythmic patterns in rhymes and stories.<br/> 22-36: Listens with interest to the noises adults make when they read stories.<br/> 30-50: Listens to stories with increasing attention and recall.</p> <p><b>Communication and Language: Understanding</b><br/> 16-26: Understands simple sentences.<br/> 22-36: Understands who, what and where in simple questions. Developing understanding of simple concepts (big, little).<br/> 30-50: Beginning to understand why and how questions.</p> <p><b>Literacy: Reading</b><br/> 16-26: Interested in books and rhymes and may have favourites.<br/> 22-36: Repeats words or phrases from familiar stories.<br/> 30-50: Listens to and joins in with stories and poems, one to one and also in small groups. Listens to stories with increasing attention and recall.</p> <p><b>Mathematics: Shape, Space and Measure</b><br/> 16-26: Uses blocks to create their own simple structures and arrangements. Enjoys filling and emptying containers.<br/> 22-36: Notices simple shapes and patterns in pictures. Beginning to categorise objects according to properties such as shape or size. Beginning to use the language of size.<br/> 30-50: Shows interest in shape by sustained construction activity or by talking about shapes or arrangements. Uses shapes appropriately for tasks.</p> |   |

## AFTERNOON CLUB

### Focus: People who help us

Week Commencing: 5<sup>th</sup> October 2020

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| <b>DAILY</b>              | <b>Welcome, introduce activities and story or group time. Continuous provision for child-initiated learning.</b>  |
| <b>MINDFULNESS</b>        | Emotion stones.   |
| <b>LETTERS AND SOUNDS</b> | 'S' Letter formation.<br>Tune into blending – robot arms (children wait until 'blending hands')   |
| <b>WEEKLY STORY:</b>      | <b>Elmer and the Hippos by David McKee</b><br><br><b>Reading stories to children helps them to develop an interest in books, develop a love of reading and through stories Care and Play will enrich your child's vocabulary.</b> |

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| <b>MONDAY</b>    | Daily walk (physical development and mindfulness)<br>STORY: Elmer and the Hippos (sharing and turn taking)<br>Letter formation – paint. Tune into blending.                       | Role play – tea shop.<br><br>Can you make a Fire Engine using the shapes provided?  |
| <b>TUESDAY</b>   | Daily walk (physical development and mindfulness)<br>STORY: Elmer and the Hippos (sharing and turn taking)<br>Letter formation – drawing. Tune into blending.                     | Doctors Surgery role play. Dressing up outfits.<br><br>Can you make an Ambulance using the shapes provided?                                   |
| <b>WEDNESDAY</b> | Daily walk (physical development and mindfulness)<br>STORY: Elmer and the Hippos (sharing and turn taking)<br>Letter formation – moving cars over the letter. Tune into blending. | Can you make a Fire Engine using the shapes provided?<br><br>Number and Shape Game (can you go to number 1; can you stand on the circle etc.) |
| <b>THURSDAY</b>  | Daily walk (physical development and mindfulness)<br>STORY: Elmer and the Hippos (sharing and turn taking)<br>Letter formation – gluing and sticking. Tune into blending.         | Daily walk to incorporate lots of open questioning.<br><br>Can you make an Ambulance using the shapes provided?                               |

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| <b>FRIDAY</b>                        | Daily walk (physical development and mindfulness)<br>STORY: Elmer and the Hippos (sharing and turn taking)<br>Letter formation – paint. Tune into blending.   | Can you make a Fire Engine using the shapes provided?<br><br>Number and Shape Game (can you go to number 1; can you stand on the circle etc.) |
| <b>LEARNING AREAS AND OBJECTIVES</b> | <p><b>Personal, Social and Emotional Development: Making Relationships</b><br/>         16-26: Plays alongside others.<br/>         22-36: Interested in others’ play and starting to join in. Seeks out others to share experiences. May form a special friendship with another child.<br/>         30-50: Keeps play going by responding to what others are saying or doing. Demonstrates friendly behaviour.</p> <p><b>Communication and Language: Listening and Attention</b><br/>         16-26: Listens to and enjoys rhythmic patterns in rhymes and stories.<br/>         22-36: Listens with interest to the noises adults make when they read stories.<br/>         30-50: Listens to stories with increasing attention and recall.</p> <p><b>Communication and Language: Understanding</b><br/>         16-26: Understands simple sentences.<br/>         22-36: Understands who, what and where in simple questions. Developing understanding of simple concepts (big, little).<br/>         30-50: Beginning to understand why and how questions.</p> <p><b>Literacy: Reading</b><br/>         16-26: Interested in books and rhymes and may have favourites.<br/>         22-36: Repeats words or phrases from familiar stories.<br/>         30-50: Listens to and joins in with stories and poems, one to one and also in small groups. Listens to stories with increasing attention and recall.</p> <p><b>Mathematics: Shape, Space and Measure</b><br/>         16-26: Uses blocks to create their own simple structures and arrangements. Enjoys filling and emptying containers.<br/>         22-36: Notices simple shapes and patterns in pictures. Beginning to categorise objects according to properties such as shape or size. Beginning to use the language of size.<br/>         30-50: Shows interest in shape by sustained construction activity or by talking about shapes or arrangements. Uses shapes appropriately for tasks.</p> <p><b>Expressive Arts and Design: Being Imaginative</b><br/>         16-26: Pretends that one object represents another, especially when objects have characteristics in common.<br/>         22-36: Beginning to make believe by pretending.<br/>         30-50: Engages in imaginative role play based on own first-hand experiences. Uses available resources to create props to support role play.</p> |   |

