



Foundation Stage 1 & 2: Outdoor Play

WB: 26/9/11 Giraffes Can't Dance

<u>Area/Activity</u>	<u>An Emergent Learner</u> <u>2-3</u>	<u>An Expected Learner</u> <u>3-4</u>	<u>An Exceeding Learner</u> <u>4-5 plus</u>	<u>Extensions to the Profile</u>
<p><u>Social & Emotional development</u> Continue the strict focus on tag time & plan, do and review. Look through the name tags, count the letters, look at initial sounds, focus on second names, give the tags out for children to guess whose tag they have. – outdoors shaving foam should be out there for children to explore name writing – plus chalks .</p> <p>Review needs to be a verbal discovery too and please set more challenges for the older children. Ask the children why they decided to complete an activity. Challenge the children to complete different activities in the afternoon or move their learning forwards. Use questions like I challenge you... Can you do... Key Workers to choose one sentence this week and model recording it on a whiteboard ending with a full stop.</p> <p>Think about book of the week. Can you dance? What is your favourite dance? Gerald was proud that he learnt to dance. What are you proud of? Can you dance?</p>	<p>Encourage the children to engage in choosing where in the setting they would like to go through verbal and non-verbal communication. Encourage the children to say different words like the days of the week, their friends in the group. As handy helper its vital they communicate with the other the children and eye contact must be encouraged as well.</p>	<p>During plan, do and review, encourage and support the children to have the confidence to speak within a group and to form clear simple sentences in their discussions.</p> <p>Through the theme of birthdays think about emotions and how they can express them – does anyone have difficulty expressing emotions?</p> <p>It's essential in review that they are given opportunities to communicate and encourages to do so clearly.</p>	<p>Focus these children on tasks they would like to do, ask for a reason why and encourage sentences. Challenge the same old same old crew to do something different. Talk about emotions and how different things make us feel. How does this child feel? What might have happened to make them feel like this?</p> <p>During review in the afternoon these children will be encouraged to focus on putting their verbal sentences into writing by the adult modelling on wipe board focusing on I.</p>	<p>Set these children a challenge to create something. Support them to adapt and change their creations. Ask them how they can adapt their creation, what can they do to make it better?</p>



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<p><u>Language for thinking & linking sounds to letters</u> BOOK OF THE WEEK: Giraffes Can't Dance Read the story to the children. Point out the Author, the illustrator, the blurb. Ask the children questions about the book - Who? What? Where? When? Why? Once the children are getting the hang of the book just show key pages and get the children to recall the story or activities on that page. Move to children recalling and retelling the story.</p> <p>Batty Basics, letters n, m r, b, p, k, v and w Activities outside in the Land of Batty Basics. There will always be a squiggling table, sand tray, foam and malleable activities.</p>	<p>Encourage children to join in with write dance and explore scrambling in a variety of ways. Through whole unit scramble the children will be encouraged by peers to take part in the scrambling.</p>	<p>Encourage these children to write dance and for them to do the movements in the correct way. Link them during the whole class session with an older child so they can observe and be scaffolded during the session. They will be encouraged to practice and reinforce outside.</p>	<p>Play the alphabet matching game and use the alphabet cushions to recall the letters used within Batty Basics. Can these children locate the corresponding letter tile around the room and match it to their cushion. Encourage them to move correctly in write dance.</p>	<p>Encourage children to use a magic pencil or give them ribbon to use as streamers to write the letters in the air. Can the children think of any other names/objects/animals etc that share an initial phoneme.</p>



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<p>Reading & Writing These should be outside daily. Encourage children to write in a variety of different ways, paint, sand, chalk, crayons and shaving foam on different surfaces. Let them explore the movement pattern of the letters as they use the mediums. Have a large version of the letter to model to children and staff how to write the letter correctly. Children should be being taught the lead in and lead outs on the letters to</p> <p style="text-align: center; font-size: 2em;">h</p> <p>aid their handwriting. E.g.</p> <p>Use the 'squiggling' approach to make vertical and horizontal movements with children's arms and hands. 'Squiggle' on table tops using paint, foam and crayons.</p> <ul style="list-style-type: none"> ○ Foam in the shape of the letters ch. are learning ○ Card tied to fence and on table top for ch. to squiggle and start forming letters. ○ Chalks for ch. to start forming letters. ○ Magnetic letters for the children to use 	<p>Encourage these children to be interested in the Write Dance music, actions and movements.</p> <p>Encourage children to squiggle using the different mark making mediums.</p> <p>Encourage name recognition by pointing to their photograph and name and saying 'this is how your name is written'</p> <p>Share the floor book creations with these children and let them join in with discussions/activities surrounding the floor book.</p> <p>Its important to encourage these children to be aware of the difference between speaking and the other skill listening. Praise good speaking and encourage it. Praise those children who are listening to be role models. Watch for children who struggle to listen as they made need hearing tests.</p>	<p>Engage children within the Write Dance scribbling activities. Encourage these children to take listen carefully to the music and begin to move with more control. Support children to begin to describe their squiggling movements.</p> <p>These children to recognise their names and say the initial sound.</p> <p>Encourage children to join in with the floor book activities, mark making and discussions.</p> <p>Adults to scribe children's creations for the child.</p>	<p>Think about the Batty Basics letter sounds and encourage children to attempt to mark make the letters onto a variety of different mediums. Using the Batty Basics boogie music. Encourage the children outdoors to recreate letters and express sounds.</p> <p>Talk about the formation of each letter.</p> <p>Encourage these children to explore Write Dance within their free play and write their names for labels for plan, do, review.</p> <p>Begin to scribe their name on their own creations and photographs surrounding floor book work.</p>	<p>During the cushion game, these children can look for an item in the setting that starts with the same sound. Using a variety of mark making tools, encourage very clear letter formation. Support the children to describe to another child how they are forming the letters.</p> <p>During mark-making activities such as review time, encourage children to end their sentences with a full stop.</p> <p>Encourage children to think carefully about their sentences and the letter sounds they are using to make up their sentences. Children can read their sentences to their peers and point to letters they have used and name their sounds.</p>

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<p>Physical development</p> <p>Set the children mini challenges to encourage the children to become more active and physical</p> <ul style="list-style-type: none">• Can you stand and maintain balance on one leg for 8 seconds?• Can you hop on one foot?• Can you jump two feet to two feet?• Can you run around the country road 5 times? • Can you dance? Would you like to have a go at dancing? Are you like Gerald?• How would you like to dance? To pop, rock and roll, waltz, tango or opera music? Provide the children with the different genres of music.• Children to create a dance for their favourite music.• Set up a dance zone and stage area where children can perform their dances.• Animal bop book outside in the Dance Zone to link with the topic. CD for book to be available.• Move like different animals. How would a lion move, how would an elephant move, how would a giraffe move, etc.• Can we creep through the jungle, can we crawl, can we tiptoe so we don't wake the lion, can we run fast when the tiger is chasing us, can we stomp like elephants etc.	<p>Movement is an essential part of children's development. Encourage quality movements. These children should play alongside older children to join in with their movements and be aware of their body parts. Encourage children to stop with control. Look for these children to challenge them physically.</p>	<p>Support all children in a variety of movements. As before, experienced learners will support the less experienced learners to encourage more complex movements and spark imagination. Children to focus upon moving their bodies with increasing control and around the available space around them.</p>	<p>Encourage the children to move the different body parts and encourage them to think about different ways to move. Assessment of four years olds draw a person</p> <p>There are lots of children who can't hop on one leg so during our outdoor sessions we need to work on balance – use beams on climbing frame and for more wobbly climb the tyres and jump off with two feet. Balance bikes need to be out for those none bike riders – <u>Remember that by 5 a child should have enough balance to ride two wheeler bike</u></p>	<p>Encourage these children to take part in physical challenge. All our full time children need paint a person as their body maps are still out of sink.</p>
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<p><u>Creative</u></p> <p>Make animal masks Look at animal prints. Make tiger, zebra, leopard and giraffe prints. Create paintings whilst listening to the different types of music. Paint as you dance to the music. Play the instruments. Think of what sounds the lion, the elephant, the monkeys, the warthogs and the giraffe will make. Can we make music that will sound like them? Paint camouflage – what would it look like, why does it look that way?</p> <p><u>Roleplay</u></p> <p>Go on a jungle walk. What would we see, what would we hear? Be the different animals from the jungle Create a jungle area with green and camouflage material/netting.</p>	<p>These children need the freedom to experience anything sensory. They need to explore free painting/gluing and be encouraged to follow the process of paint and mark make with different items to make patterns. Encourage them to work within the water tray , sand etc</p>	<p>Encourage and support these children to describe what they see, feel and smell within their creative experiences. Engage in their play and communicate with them about their creative endeavours. Begin to manipulate the mark-making tools with more control and begin to make creations using their imagination. Encourage children to share their creations.</p>	<p>These children can verbalise their sensory experiences provided by the stimulus. What can they see, touch, hear, and smell? What's different? What do they like and dislike about each stimulus? Can they explain how they formed their letters and creations? Manipulate the mark-making tools with control and use their imagination to create different effects with different tools</p>	<p>Encourage unusual design. Encourage their own independent work with different items. Get them to verbalise their experience and highlight the letter words that they use. Evaluate their work with their peers and adults.. Can they explain to their peers how they made their creation so that they can make the same?</p>



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<p><u>Knowledge & understanding of the world</u></p> <p>Introduce the puppet to the children. Look inside the suitcase and discuss the props that are inside. Question the children - Where do you think the puppet has been? What makes you think that? Why? Establish that she is a Jungle Explorer. Introduce to the children the question: What would we ask a jungle explorer? Record some of the questions the children want to ask on the class board with a big ?</p> <p>Look at Africa. Provide the children with maps and globes. Where is Africa? What is the weather like there? Do you know anyone from Africa? What sorts of animals would we find in Africa? Hot air balloon safari. Children will go on safari and will think about all the animals they will see when they are flying in a hot air balloon over the jungle. Introduce to the children the finger puppets of the safari animals and the hot air balloon with bear puppet. Children to use to further develop understanding of what they will see. Children to make a hot air balloon in between the trees along the country road Monkey's in the trees Other animals pictures about the jungle. Record the names of the animals on the animals to introduce the words for the names to the children.</p> <p>Child led activities will occur from this and will be added to the planning as we progress through the topic.</p> <p>Introduce Leon the class bear and his diary. Children to have opportunity to take him home for the night and record in his diary what he gets up to.</p>		<p>Explore the instruments that are in the sound area. Show them how to use the instruments correctly and get them exploring the sound wall.</p> <p>Expression of likes and dislikes of sound can be explored.</p>		



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<p><u>CLIC</u> Focus is on counting to 10 and extension for FS2, counting to 20.</p> <p>Look at the number of animals in the book. How many giraffes, how many warthogs, how many rhinos etc. Can we get in animal groups? If you are a baboon how many do you need in your group etc.</p> <p><u>Talking CLIC</u> Counting animals. How many of each animal? How many animals altogether? How many of each animal in the book? Doubling the number of animals Adding one more to the animals CROW the number of animals.</p> <p><u>SLIC</u> Size of animals/Location of animals Measuring each other's heights tallest/smallest - animals/children in class Height order & chart of class Lifting heavy and light objects - Elephant challenges Repeating patterns Use of positional language; size language; weight language Boxes available in different sizes - Capacity Who can lift this object? - Weight Which animals will fit in this box? How about this box? - Capacity</p>	<p>These children will just engage in the activity exploring the Numeracy table.</p> <p>If the child chooses to engage in the table laying then lots of counting out of the items – will need to be adult chanted.</p>	<p>Encourage these children to match, sort and count to 5 or beyond. Use the number floor tiles to recognise 1 - 5 or beyond.</p> <p>Talk to the children as they access resources, how many have you got? How many do you need? Count out, use fingers to count the items on the table. If unable assist them to lay the table then count the items with the child.</p>	<p>Number exploration to 10 writing, ordering and rote counting.</p>	