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|  | **Topic – Getting to Know You - Family and Friends**    **These activities are for a guide only. Staff can use and adapt activities to go with the children’s interests. Activities are designed to cover several weeks, if needed.** | | |
| **Communication and Language** | Listening and Attention | Engage in storytimes.  Retell the story, once they have developed a deep familiarity with the text, some as exact repetition and some in their own words. | * ‘The Rainbow Fish’ by Marcus Pfister * ‘Owl Babies’ by Martin Waddell * ‘We are Family’ by Patricia Hegarty * ‘Monkey Puzzle’ by Julia Donaldson * ‘My Mum and Dad make me Laugh’ by Nick Sharratt * ‘The Smeds and the Smoos’ by Julia Donaldson |
| Speaking | Learn new vocabulary.  Use new vocabulary throughout the day. | * Children will be introduced to the following vocabulary during this project. * Family, Mum, Dad, Grandparents, Brother, Sister * Friends, sharing, collaboration |
| Speaking | Articulate their ideas in well formed sentences.  Understand how to listen carefully and why listening is important | * Ask the children to bring in photographs of their families. * Look at these pictures together. * Encourage each child to talk about the members of their family. * Children to take turns and listen to each other. * Read the Book ‘We are Family’ by Patricia Heggarty – look at how many different types of family you can have |
| Listening and Attention | Retell the story, once they have developed a deep familiarity with the text, some as exact repetition and some in their own words. | * Read the story Owl Babies by Martin Waddell * Can they re-tell the story together? * Look at picture sequence cards from the story. * Can they sequence the story using the pictures? * Can they use the picture cards to discus the story? |
| **Personal, Social and Emotional Development** | Managing Self | See themselves as a valuable individual. | * In the book ‘The Smeds and the Smoos’ the two families are very different. * They like different foods, music games etc. * All families are unique and like doing different things together. * What do they like to do with their family? |
| Express their feelings and consider the feelings of others. | * In the Smeds and The Smoos the two grops weren’t allowed to play together. I know another story about a fish that struggles with friendship. * Read the story of ‘The Rainbow Fish’ by Marcus Pfister and discuss the book. * Was the Rainbow Fish happy on his own with his sparkles? * How did he feel at the end when he shared his scales? * It is important to share, to make sure everyone is happy. * I will have a sheet of stickers and give them all to 1 child. How does that make everyone else feel? Is it fair? * How could I make it fair? How would everyone feel if I gave them all a sticker? * Sharing is important – Can we think of any other classroom rules? * Devise a list of classroom rules – for our classroom. |
| Gross Motor Skills | Progress towards a more fluent style of moving with developing control and grace. | * Sing together the song ‘You’ve Got a Friend in Me’ * Together let’s learn a dance to do with partners or small groups * Use YouTube to support teaching routines. |
| **Physical Development** |
| **Understanding the World** | Science | Talk about the things they can see | * Create a giant Rainbow Fish Collage * Add glitter and sequins to the rainbow fish picture. Discuss how he sparkles in the light. * Explain that in the sea light doesn’t always reach the fish. Does the rainbow fish still sparkle in the dark? * In PP discuss their ideas. * Close the blinds and switch off the lights. Is the fish shining now? * Shine a torch on him. How does he look now? * Together, try and discuss the fact that their needs to be light shining and reflect of the sparkles, for the rainbow fish to shine. |
| RE | Comment on images of familiar situations.  Recognise that people celebrate special times in different ways. | * In the Smed’s and the Smoos, they are so happy at the end, that the two families join together and have a big celebrations together. * What other things do people celebrate? How do they celebrate decorations, a meal etc. * Discuss Birthdays, Christening etc. Discuss celebrations they may have as a family – Sunday Lunch, Swimming Awards etc. |
| Science | Explore the natural world | * In the story ‘Owl Babies’ Mummy owl went out hunting for food at night. Why? * Why wasn’t she asleep at night like we are? * Discuss the terms nocturnal and diurnal and talk about different animals that are nocturnal.diurnal. * Discuss how they have good eye sight to help them see in the dark. * Undertake a sorting activity to see which animals they might see in the day and which they might see at night. |
| **Expressive Arts and Design** | Role Play | Develop storylines in their pretend play. | * In the role-play area can they re-enact familiar themes from home? * Can you set the table for our dinner and invite your friends to join you? |
| Music | Explore and engage in music making. | * A fantastic song about friendship if ‘You’ve Got a Friend in Me’ from Toy Story * It has a good clear beat to it. * Using the musical instruments can they play along to the song? * Make sure you pay attention and stop when asked. |
| Art | Explore, use and refine a variety of artistic effects to express their ideas and feelings. | * In colour groups, can they make posters about different nocturnal animals? * Can they draw/paint/collage the different animals * Find out facts about the animals and we will write these facts on the poster. * Share the posters with the whole group * Remember to collaborate? This is a team effort! |