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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
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| 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
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| 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
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| 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?
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| **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?
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| 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.
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| 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.
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| **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.
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| 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.
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| 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.
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| **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?
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| 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.
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| 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!
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