**Phonics**

**Phase 1**

Rhyming pairs In a pairs game, use pictures of objects with names that rhyme. The children take it in turns to turn two cards over and keep them if the pictures are a rhyming pair. If they are not a rhyming pair, the cards are turned face down again and the other person has a turn. Start with a small core set of words that can then be extended. The children need to be familiar with the rhyming word families before they can use them in a game – spend time looking at the pictures and talking about the pairs.

**Expressive Arts and Design (EAD)**

**Objective**

* **30-50:** Explores colour and how colours can be changed. (vii)
* Uses various construction materials. (x)
* Realises tools can be used for a purpose. (xiii)

**Activity**

Exploring colours - encourage children to draw pictures of night and day (crayons and diluted paint to wash)

 Use pastels and paints to practice colour mixing

Make some of the planets using resources picked by children

Create their own space helmet

**Mathematics (M)**

**Objective**

* **30-50:** Uses some number names and number language spontaneously. (i)
* Recites numbers in order to 10. (iii)
* Sometimes matches numeral and quantity correctly. (vi)
* **Activity**
* Work in flour and sand tray, to write numbers and match quantities to numbers, picking out stars.
* Sequencing - routines of the day, the changes of the moon, puzzles
* Sorting – objects to do with day and night sorted into large hoops
* Opposites – different opposites sorted into pairs (e.g. sun and moon)
* Use timers/stop watches – e.g. at tidy up time, outside
* Time – toy clocks, alarm clocks, clock stamps, circle shapes
* Number – countdown for a rocket launch, ten in the Bed

**Understanding the World (UW)**

**Read whatever next**

**Objective**

* **30-50:** •Can talk about some of the things they have observed such as plants, animals, natural and found objects.
* Talks about why things happen and how things work
* **Activity**
* Different routines each child has for bedtime/ getting up
* Talk about the different jobs that have to be done throughout the night/ early in the morning/

In the daytime etc.

cars, helmets, cones, (bin lorry out of boxes)

* introduce the solar system and planets,
* boxes, owls, planets,

**Literacy (L)**

**Objective**

* **30-50:** Enjoys rhyming and rhythmic activities. (i)
* Shows awareness of rhyme and alliteration. (ii)
* Recognises rhythm in spoken words. (iii)
* **Activity**
* Children will join in/enjoy rhyme and rhythmic activities (matching rhyming pictures, playing silly soup)
* Writing – giving meaning to their mark making – day and night pictures, day and night animals – encourage children to draw pictures of night and day (crayons and diluted paint to wash)
* Introduce the children to ‘s’ sound – links to book eg stars, sun
* Practice name writing.
* Practice fine motor control with sand and pattern cards
* Recognition of ‘s’ sound(picking out and matching the letter to different pictures)

**Communication and Language (CL)**

**Objective**

* **30-50:** Listens to stories with increasing attention and recall. (ii)
* Is able to follow directions (if not intently focused on own choice of activity. (v)

**Activity**

Children will work on these skills within all areas of learning

**Physical Development (PD)**

**Objective**

* **30-50:** Can tell adults when hungry or tired or when they want to rest or play. (i)

**Activity**

Children will work on these skills within all areas of learning

Walking on the moon using stilt buckets/ balance.

**Personal, Social and Emotional Development (PSED)**

**Objective**

* **30-50:** Can select and use activities and resources with help. (i)
* Enjoys responsibility of carrying out small tasks. (iii)

**Activity**

Children will work on these skills within all areas of learning