**Shanklea Out of School Club Weekly Short Term Planning Overview and Play Scheme Dates: 5th June 2017**

**Age Range: 3-11 yrs Week 1 Theme: Pirates and mermaids**

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| **Characteristics of Effective Learning : Creating and Thinking Critically** |
| **A Unique Child*** **Thinking of new ideas**
* **Finding ways to solve problems**
* **Finding new ways to do things**
* **Making links and noticing patterns in their experience**
* **Planning, making decisions about how to approach a task, solve a problem and reach a goal**
* **Checking how well their activities are going**
* **Changing strategy as needed**
* **Reviewing how well the approach worked**
 | **Positive Relationships*** **Use the language of thinking and learning: think, know, forget, idea, make sense, plan, learn, find out, confused, figure out, trying to do.**
* **Model being as thinker, showing that you don’t always know, are curious and sometimes puzzled and can think and find out.**
* **Encourage open-ended thinking by not settling on first ideas: What else is possible?**
* **Always respect children’s efforts and ideas, so they feel safe to take a risk and new idea.**
* **Talking aloud helps children to think and control what they do. Model self-talk, describing your actions in play.**
* **Give children time to talk and think.**
* **Model the creative process, showing your thinking about some of the many possible ways forward.**
* **Sustained shared thinking helps children to explore ideas and make links. Follow children’s lead in conversation, and think about things together.**
 | **Enabling Environments*** **In planning activities, ask yourself: Is this an opportunity for children to find their own ways to represent and develop their own ideas? Avoid children just reproducing someone else’s ideas.**
* **Play is a key opportunity for children to think creatively and flexibly, solve problems and link ideas. Establish the enabling conditions for rich play: space, time, flexible resources, choice, control, warm and supportive relationships.**
* **Plan linked experiences that follow the ideas children are really thinking about.**
 |
| **Prime Areas** | **Monday** | **Tuesday** | **Wednesday** | **Thursday** | **Friday** |
| **Pirates and mermaids** | **Pirates and mermaids** | **Pirates and mermaids** | **Pirates and mermaids** | **Pirates and mermaids** |
| **Personal, Social and Emotional Development – *Making Relationships*** ***Self Confidence and Self awareness******Managing feelings and behaviour***  |  | Lettuce boats  |  |  |  |
| EYFS – Knowledge and understanding of numbers and basic colours. | Knowledge and understanding of numbers 1-10 and basic colours.Taking turns and sharing.  | An understanding that fine motor skills can help with pencil control. | Knowledge and understanding of movement, direction and parts of the body. | Knowledge and understanding of body parts and where things go on the body. |
| KS1 – Understanding of numerical patterns and colours. | Knowledge of 10x table and sequencing. | Knowledge and understanding of basic co-ordinates and direction. | Knowledge and understading of description, adjectives, body parts and behaviour. | Knowledge and understanding ways of communication. |
| KS2 - Knowledge and understanding of appropriate research techniques. | Understanding of co-ordinates, probability, managing their behaviour/feelings and taking turns. | Knowledge and understanding of similies and rhyme. | Knowledge and understading of sequence pattern and times tables. | Knowledge and understanding of specifictiations, shape, materials, planning and design. |
| **Indoor activities** | **Staffing** | **Staffing** | **Staffing** | **Staffing** | **Staffing** |
| **Outdoor activities** | **Staffing** | **Staffing** | **Staffing** | **Staffing** | **Staffing** |
| **Physical Development** ***Moving and Handling*** ***Health and self- care***  | * Fine motor skills
* Cognitive development
 | * Fine and gross motor skills
* Cognitive development
* Hand-eye co-ordination
 | * Fine motor skills
* Cognitive development
* Hand-eye co-ordination
 | * Gross motor skills
* Fine motor skills
 | * Hand-eye co-ordination
* Gross motor skills
* Fine motor skills
 |
| **Indoor activities** | **Staffing** | **Staffing** | **Staffing** | **Staffing** | **Staffing** |
| **Outdoor activities** | **Staffing**  | **Staffing** | **Staffing** | **Staffing** | **Staffing** |
| **Communication and Language** ***Speaking*** ***Listening and attention******Understanding***  | * Listening to and understanding instructions
 | * Listening to and understanding instructions
* Speaking and listening skills
 | * Listening to and understanding instructions
* Speaking and listening skills
 | * Listening to and understanding instructions
* Speaking and listening skills
 | * Listening to and understanding instructions
 |
| **Indoor Activities** | **Staffing** | **Staffing** | **Staffing** | **Staffing** | **Staffing** |
| **Outdoor Activities**  | **Staffing** | **Staffing** | **Staffing** | **Staffing** | **Staffing** |
| **Literacy** ***Reading*** ***Writing*** ***Role play*** | * Recognising and reading numbers
* Note taking
 | * Recognising and reading numbers
 | * Recognising and reading numbers
 | * Recognising and reading numbers
* Describing
 | * Annotating
 |
| **Indoor Activities**  | **Staffing** | **Staffing** | **Staffing** | **Staffing** | **Staffing** |
| **Outdoor Activities**  | **Staffing** | **Staffing** | **Staffing** | **Staffing** | **Staffing** |
| **Numeracy*****Numbers*** ***Space and Shape***  | * Number bonds to 10
* Chronological ordering
 | * Addition skills
* Number bonds
* Coordinates, graphs, axis
 | * Coordinates
* Direction, area
 | * Money
* Number bonds
* Sequencing
* Times tables
 | * Numbers 1-90
* Dates
* Dimensions, measurements
 |
| **Indoor Activities**  | **Staffing** | **Staffing** | **Staffing** | **Staffing** | **Staffing** |
| **Outdoor Activities**  | **Staffing** | **Staffing** | **Staffing** | **Staffing** | **Staffing** |
| **Exploration and Investigation** **\**Cross curricular links***  | Maths, literacy, history, art,  | Maths, literacy, history, art, | Maths, literacy, history, art, | Maths, literacy, history, art, | Maths, literacy, history, art, |
| **Indoor Activities**  | **Staffing** | **Staffing** | **Staffing** | **Staffing** | **Staffing** |
| **Outdoor Activities**  | **Staffing** | **Staffing** | **Staffing** | **Staffing** | **Staffing** |
| **Understanding The World** ***Small World******Construction*** ***Technology******Sand*** ***Water***  |  |  |  | **Joining construction with materials** | **Construction and technology** |
| **Expressive Arts and Design** ***Exploring and using media and materials***  | Ipads/computer Previous workColouring | **Colouring** | *Designing*  | **Designing and colouring** | **Design and construct** |
| **Indoor Activities**  | **Staffing** | **Staffing** | **Staffing** | **Staffing** | **Staffing** |
| **Outdoor Activities**  | **Staffing** | **Staffing** | **Staffing** | **Staffing** | **Staffing** |
|  |  |  |  |  |  |
| **Being Imaginative** ***Creative*** ***Malleable*** ***Music***  | *Using colours for a purpose* |  | Developing creativity and design skills | *Being creative in their wanted poster design* | Developing creativity and design skills |
| **Indoor Activities**  | **Staffing** | **Staffing** | **Staffing** | **Staffing** | **Staffing** |
| **Outdoor Activities**  | **Staffing** | **Staffing** | **Staffing** | **Staffing** | **Staffing** |
| **Evaluation** |
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**☺Blue Initials/commentary are child’s interests. Please make notes when children have comments on activities or have suggestions of activities themselves.**

**Shanklea Out of School Club Weekly Short Term Planning Overview and Play Scheme Dates: 12th June 2017**

**Age Range: 3-11 yrs Week 2 Theme: Pirates and mermaids**

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| **Characteristics of Effective Learning : Creating and Thinking Critically** |
| **A Unique Child*** **Thinking of new ideas**
* **Finding ways to solve problems**
* **Finding new ways to do things**
* **Making links and noticing patterns in their experience**
* **Planning, making decisions about how to approach a task, solve a problem and reach a goal**
* **Checking how well their activities are going**
* **Changing strategy as needed**
* **Reviewing how well the approach worked**
 | **Positive Relationships*** **Use the language of thinking and learning: think, know, forget, idea, make sense, plan, learn, find out, confused, figure out, trying to do.**
* **Model being as thinker, showing that you don’t always know, are curious and sometimes puzzled and can think and find out.**
* **Encourage open-ended thinking by not settling on first ideas: What else is possible?**
* **Always respect children’s efforts and ideas, so they feel safe to take a risk and new idea.**
* **Talking aloud helps children to think and control what they do. Model self-talk, describing your actions in play.**
* **Give children time to talk and think.**
* **Model the creative process, showing your thinking about some of the many possible ways forward.**
* **Sustained shared thinking helps children to explore ideas and make links. Follow children’s lead in conversation, and think about things together.**
 | **Enabling Environments*** **In planning activities, ask yourself: Is this an opportunity for children to find their own ways to represent and develop their own ideas? Avoid children just reproducing someone else’s ideas.**
* **Play is a key opportunity for children to think creatively and flexibly, solve problems and link ideas. Establish the enabling conditions for rich play: space, time, flexible resources, choice, control, warm and supportive relationships.**
* **Plan linked experiences that follow the ideas children are really thinking about.**
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| **Prime Areas** | **Monday** | **Tuesday** | **Wednesday** | **Thursday** | **Friday** |
| **Pirates and mermaids** | **Pirates and mermaids** | **Pirates and mermaids** | **Pirates and mermaids** | **Pirates and mermaids** |
| **Personal, Social and Emotional Development – *Making Relationships*** ***Self Confidence and Self awareness******Managing feelings and behaviour***  |  | Tuna sandwiches  |  |  |  |
| EYFS – Knowledge and understanding of fine motor skills. | Knowledge and understanding of numbers 1-10 and basic colours.Taking turns and sharing.  | Knowledge and understanding of how working together in a group, taking turns can enhance creativity producing art work. | Knowledge and understanding of sharing ideas, using their imagination can create a photo story. | Knowledge and understanding of how using their imagination and knowledge of colours and patterns can create a colourful mermaid. |
| KS1 – Knowledge and understanding of order and sequencing. | Knowledge and understanding of observation skills to recognise patterns and differences.  | Knowledge and understanding of how team work can enhance their chances in completing a task. | Knowledge and understading of how a flag can represent family, culture, religions and countries. | Knowledge and understanding of how using their imagination and knowledge of colours and patterns can create a colourful mermaid. |
| KS2 - Knowledge and understanding of shape, colours and patterns. | Knowledge and understanding of fine and gross motor skills, how a story can come to life through creativity with materials. | Knowledge and understanding of how materials can change form through a variety of processes. | Knowledge and understading of how working together and being vreative they can produce a under the sea story for younger children. | Knowledge and understanding of how words can be found diagonally, horizontally or vertically. |
| **Indoor activities** | **Staffing** | **Staffing** | **Staffing** | **Staffing** | **Staffing** |
| **Outdoor activities** | **Staffing** | **Staffing** | **Staffing** | **Staffing** | **Staffing** |
| **Physical Development** ***Moving and Handling*** ***Health and self- care***  | * Fine and gross motor skills
* Cognitive development
* Hand-eye co-ordination
 | * Fine and gross motor skills
* Cognitive development
* Hand-eye co-ordination
* Personal hygiene
* Health and safety
 | * Fine and gross motor skills
* Cognitive development
* Hand-eye co-ordination
 | * Fine and gross motor skills
* Hand-eye co-ordination
* Cognitive development
 | * Hand-eye co-ordination
* Gross motor skills
* Fine motor skills
* Cognitive development
 |
| **Indoor activities** | **Staffing** | **Staffing** | **Staffing** | **Staffing** | **Staffing** |
| **Outdoor activities** | **Staffing**  | **Staffing** | **Staffing** | **Staffing** | **Staffing** |
| **Communication and Language** ***Speaking*** ***Listening and attention******Understanding***  | * Listening to and understanding instructions
* Speaking and listening skills
 | * Listening to and understanding instructions
* Speaking and listening skills
 | * Listening to and understanding instructions
* Speaking and listening skills
 | * Listening to and understanding instructions
* Speaking and listening skills
 | * Listening to and understanding instructions
* Speaking and listening skills
 |
| **Indoor Activities** | **Staffing** | **Staffing** | **Staffing** | **Staffing** | **Staffing** |
| **Outdoor Activities**  | **Staffing** | **Staffing** | **Staffing** | **Staffing** | **Staffing** |
| **Literacy** ***Reading*** ***Writing*** ***Role play*** |  |  |  | * Reading a variety of extracts from traditional pirate tales.
 | * Identifying groups of letters which form words.
 |
| **Indoor Activities**  | **Staffing** | **Staffing** | **Staffing** | **Staffing** | **Staffing** |
| **Outdoor Activities**  | **Staffing** | **Staffing** | **Staffing** | **Staffing** | **Staffing** |
| **Numeracy*****Numbers*** ***Space and Shape***  | * Sequencing
 | * Addition skills
* Number bonds
* *Recognising 3D shapes*
 | * Shape
* Size
* Diameter
 | * Shape
* Angles
 | * Line dimensions
 |
| **Indoor Activities**  | **Staffing** | **Staffing** | **Staffing** | **Staffing** | **Staffing** |
| **Outdoor Activities**  | **Staffing** | **Staffing** | **Staffing** | **Staffing** | **Staffing** |
| **Exploration and Investigation** **\**Cross curricular links***  | Literacy, art, maths, DT  | Maths, literacy, art, history | Maths, literacy, science, art, DT | Maths, literacy, history, art, geography | Maths, literacy, art |
| **Indoor Activities**  | **Staffing** | **Staffing** | **Staffing** | **Staffing** | **Staffing** |
| **Outdoor Activities**  | **Staffing** | **Staffing** | **Staffing** | **Staffing** | **Staffing** |
| **Understanding The World** ***Small World******Construction*** ***Technology******Sand*** ***Water***  | **Design and construct a tail.** | **Design a 3D mermaid** | **Design and construction** | **Design** |  |
| **Expressive Arts and Design** ***Exploring and using media and materials***  | IPads, storybooks, picture cards | **Smartboard** | *Designing, IPads, craft books* | **Photographs, books and IPads** |  |
| **Indoor Activities**  | **Staffing** | **Staffing** | **Staffing** | **Staffing** | **Staffing** |
| **Outdoor Activities**  | **Staffing** | **Staffing** | **Staffing** | **Staffing** | **Staffing** |
|  |  |  |  |  |  |
| **Being Imaginative** ***Creative*** ***Malleable*** ***Music***  | *Using their imagination to design and create a product.* | *Using their imagination to design and create a product.* | Clay (malleable)*Using their imagination to design and create a product.* | *Using their imagination to design and create a product.* |  |
| **Indoor Activities**  | **Staffing** | **Staffing** | **Staffing** | **Staffing** | **Staffing** |
| **Outdoor Activities**  | **Staffing** | **Staffing** | **Staffing** | **Staffing** | **Staffing** |
| **Evaluation** |
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**Shanklea Out of School Club Weekly Short Term Planning Overview and Play Scheme Dates: 19th June 2017**

**Age Range: 3-11 yrs Week 3 Theme: Under the sea**

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| **Characteristics of Effective Learning : Creating and Thinking Critically** |
| **A Unique Child*** **Thinking of new ideas**
* **Finding ways to solve problems**
* **Finding new ways to do things**
* **Making links and noticing patterns in their experience**
* **Planning, making decisions about how to approach a task, solve a problem and reach a goal**
* **Checking how well their activities are going**
* **Changing strategy as needed**
* **Reviewing how well the approach worked**
 | **Positive Relationships*** **Use the language of thinking and learning: think, know, forget, idea, make sense, plan, learn, find out, confused, figure out, trying to do.**
* **Model being as thinker, showing that you don’t always know, are curious and sometimes puzzled and can think and find out.**
* **Encourage open-ended thinking by not settling on first ideas: What else is possible?**
* **Always respect children’s efforts and ideas, so they feel safe to take a risk and new idea.**
* **Talking aloud helps children to think and control what they do. Model self-talk, describing your actions in play.**
* **Give children time to talk and think.**
* **Model the creative process, showing your thinking about some of the many possible ways forward.**
* **Sustained shared thinking helps children to explore ideas and make links. Follow children’s lead in conversation, and think about things together.**
 | **Enabling Environments*** **In planning activities, ask yourself: Is this an opportunity for children to find their own ways to represent and develop their own ideas? Avoid children just reproducing someone else’s ideas.**
* **Play is a key opportunity for children to think creatively and flexibly, solve problems and link ideas. Establish the enabling conditions for rich play: space, time, flexible resources, choice, control, warm and supportive relationships.**
* **Plan linked experiences that follow the ideas children are really thinking about.**
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| **Prime Areas** | **Monday** | **Tuesday** | **Wednesday** | **Thursday** | **Friday** |
| **Under the sea** | **Under the sea** | **Under the sea** | **Under the sea** | **Pirates and mermaids** |
| **Personal, Social and Emotional Development – *Making Relationships*** ***Self Confidence and Self awareness******Managing feelings and behaviour***  |  | Ice cream float  |  |  |  |
| EYFS – Knowledge and understanding of fine motor skills and using a variety of materials can enhance the outcome of their art work. | Knowledge and understanding of taking turns and sharing and numbers. | Knowledge and understanding of everyday materials can be adapted to create a piece of art. | Knowledge and understanding of shaping the clay in a particular way can represent a creature from the sea.  | Knowledge and understanding of sequenicing, numbers 1-20. |
| KS1 – Knowledge and understanding of fine motor skills and using a variety of materials can enhance the outcome of their art work. | Knowledge and understanding of Knowledge and understanding of taking turns and sharing and numbers and addition. | Knowledge and understanding of everyday materials can be adapted to create a piece of art. | Knowledge and understanding of shaping the clay in a particular way can represent a creature from the sea. | Knowledge and understanding of sequenicing, numbers 1-20. |
| KS2 - Knowledge and understanding of 3D shapes. | Knowledge and understanding of how solving a riddle they can advance to a new level. | Knowledge and understanding of everyday materials can be adapted to create a piece of art. | Knowledge and understading of how everyday materials can be adapted to recreate a piece of art. | Knowledge and understanding of using their observational skills they can identify differences. |
| **Indoor activities** | **Staffing** | **Staffing** | **Staffing** | **Staffing** | **Staffing** |
| **Outdoor activities** | **Staffing** | **Staffing** | **Staffing** | **Staffing** | **Staffing** |
| **Physical Development** ***Moving and Handling*** ***Health and self- care***  | * Fine and gross motor skills
* Cognitive development
* Hand-eye co-ordination
 | * Fine and gross motor skills
* Cognitive development
* Hand-eye co-ordination
* Personal hygiene
* Health and safety
 | * Fine and gross motor skills
* Cognitive development
* Hand-eye co-ordination
 | * Fine and gross motor skills
* Hand-eye co-ordination
* Cognitive development
 | * Hand-eye co-ordination
* Gross motor skills
* Fine motor skills
* Cognitive development
 |
| **Indoor activities** | **Staffing** | **Staffing** | **Staffing** | **Staffing** | **Staffing** |
| **Outdoor activities** | **Staffing**  | **Staffing** | **Staffing** | **Staffing** | **Staffing** |
| **Communication and Language** ***Speaking*** ***Listening and attention******Understanding***  | * Listening to and understanding instructions
* Speaking and listening skills
 | * Listening to and understanding instructions
* Speaking and listening skills
 | * Listening to and understanding instructions
* Speaking and listening skills
 | * Listening to and understanding instructions
* Speaking and listening skills
 | * Listening to and understanding instructions
* Speaking and listening skills
 |
| **Indoor Activities** | **Staffing** | **Staffing** | **Staffing** | **Staffing** | **Staffing** |
| **Outdoor Activities**  | **Staffing** | **Staffing** | **Staffing** | **Staffing** | **Staffing** |
| **Literacy** ***Reading*** ***Writing*** ***Role play*** |  | * Reading riddles and instructions.
 | * Reading instructions, recording notes
 | * Reading instructions
 | * Reading instructions
 |
| **Indoor Activities**  | **Staffing** | **Staffing** | **Staffing** | **Staffing** | **Staffing** |
| **Outdoor Activities**  | **Staffing** | **Staffing** | **Staffing** | **Staffing** | **Staffing** |
| **Numeracy*****Numbers*** ***Space and Shape***  | * 3D shapes
 | * Recognising numbers 1-20
 | * Shape
 | * Shape
 | * Size, shape and order
 |
| **Indoor Activities**  | **Staffing** | **Staffing** | **Staffing** | **Staffing** | **Staffing** |
| **Outdoor Activities**  | **Staffing** | **Staffing** | **Staffing** | **Staffing** | **Staffing** |
| **Exploration and Investigation** **\**Cross curricular links***  | Literacy, art, maths, DT | Maths, literacy, art | Maths, literacy, art, DT | Maths, literacy, art, DT | Maths, literacy |
| **Indoor Activities**  | **Staffing** | **Staffing** | **Staffing** | **Staffing** | **Staffing** |
| **Outdoor Activities**  | **Staffing** | **Staffing** | **Staffing** | **Staffing** | **Staffing** |
| **Understanding The World** ***Small World******Construction*** ***Technology******Sand*** ***Water***  | **Design and construct a textured rainbow fish.****Design and construct a 3D sea model**  |  | **Design and construct a crab from a paper plate and a sea creature**  | **Design, construct and mould sea creatures** |  |
| **Expressive Arts and Design** ***Exploring and using media and materials***  | IPads, storybooks, picture cards | **Smartboard** | *Designing, IPads, craft books* | **Photographs, books and IPads** |  |
| **Indoor Activities**  | **Staffing** | **Staffing** | **Staffing** | **Staffing** | **Staffing** |
| **Outdoor Activities**  | **Staffing** | **Staffing** | **Staffing** | **Staffing** | **Staffing** |
|  |  |  |  |  |  |
| **Being Imaginative** ***Creative*** ***Malleable*** ***Music***  | Being creative and using their imagination to design a construct a sea model with recycled materials. |  | Creating a sea creature with salt dough. | *Moulding sea creatures (salt dough)* |  |
| **Indoor Activities**  | **Staffing** | **Staffing** | **Staffing** | **Staffing** | **Staffing** |
| **Outdoor Activities**  | **Staffing** | **Staffing** | **Staffing** | **Staffing** | **Staffing** |
| **Evaluation** |
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**Shanklea Out of School Club Weekly Short Term Planning Overview and Play Scheme Dates: 25th June 2017**

**Age Range: 3-11 yrs Week 4 Theme: All the fun at the fair**

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| **Characteristics of Effective Learning : Creating and Thinking Critically** |
| **A Unique Child*** **Thinking of new ideas**
* **Finding ways to solve problems**
* **Finding new ways to do things**
* **Making links and noticing patterns in their experience**
* **Planning, making decisions about how to approach a task, solve a problem and reach a goal**
* **Checking how well their activities are going**
* **Changing strategy as needed**
* **Reviewing how well the approach worked**
 | **Positive Relationships*** **Use the language of thinking and learning: think, know, forget, idea, make sense, plan, learn, find out, confused, figure out, trying to do.**
* **Model being as thinker, showing that you don’t always know, are curious and sometimes puzzled and can think and find out.**
* **Encourage open-ended thinking by not settling on first ideas: What else is possible?**
* **Always respect children’s efforts and ideas, so they feel safe to take a risk and new idea.**
* **Talking aloud helps children to think and control what they do. Model self-talk, describing your actions in play.**
* **Give children time to talk and think.**
* **Model the creative process, showing your thinking about some of the many possible ways forward.**
* **Sustained shared thinking helps children to explore ideas and make links. Follow children’s lead in conversation, and think about things together.**
 | **Enabling Environments*** **In planning activities, ask yourself: Is this an opportunity for children to find their own ways to represent and develop their own ideas? Avoid children just reproducing someone else’s ideas.**
* **Play is a key opportunity for children to think creatively and flexibly, solve problems and link ideas. Establish the enabling conditions for rich play: space, time, flexible resources, choice, control, warm and supportive relationships.**
* **Plan linked experiences that follow the ideas children are really thinking about.**
 |
| **Prime Areas** | **Monday** | **Tuesday** | **Wednesday** | **Thursday** | **Friday** |
| **construction** | **construction** | **construction** | **construction** | **Construction** |
| **Personal, Social and Emotional Development – *Making Relationships*** ***Self Confidence and Self awareness******Managing feelings and behaviour***  | Fairgrounds | FairgroundsHot dogs | Fairgrounds | Fairgrounds | Fairgrounds |
| EYFS – Knowledge and understanding of construction: balancing, position.  | EYFS – Knowledge and understanding of construction: balancing, position. | EYFS – Knowledge and understanding of construction: balancing, position. | EYFS – Knowledge and understanding of construction: balancing, position, movement. | EYFS – Knowledge and understanding of construction: balancing, position, movement. |
| KS1 – Knowledge and understanding of fine motor skills and using a variety of materials to construct a ferris wheel | KS1 – Knowledge and understanding of fine motor skills and using a variety of materials to construct a carousel | KS1 – Knowledge and understanding of fine motor skills and using a variety of materials to construct a pirate ship. | KS1 – Knowledge and understanding of fine motor skills and using a variety of materials to construct a helter skelter | KS1 – Knowledge and understanding of fine motor skills and using a variety of materials to construct a ghost train |
| KS2 - Knowledge and understanding of construction , shape, durability, building to a specification or from instructions a fun fair ride/show. | KS2 - Knowledge and understanding of construction , shape, durability, building to a specification or from instructions a fun fair ride/show. | KS2 - Knowledge and understanding of construction , shape, durability, building to a specification or from instructions a fun fair ride/show. | KS2 - Knowledge and understanding of construction , shape, durability, building to a specification or from instructions a fun fair ride/show. | KS2 - Knowledge and understanding of construction , shape, durability, building to a specification or from instructions a fun fair ride/show. |
| **Indoor activities** | **Staffing** | **Staffing** | **Staffing** | **Staffing** | **Staffing** |
| **Outdoor activities** | **Staffing** | **Staffing** | **Staffing** | **Staffing** | **Staffing** |
| **Physical Development** ***Moving and Handling*** ***Health and self- care***  | * Fine and gross motor skills
* Cognitive development
* Hand-eye co-ordination
 | * Fine and gross motor skills
* Cognitive development
* Hand-eye co-ordination
* Personal hygiene
* Health and safety
 | * Fine and gross motor skills
* Cognitive development
* Hand-eye co-ordination
 | * Fine and gross motor skills
* Hand-eye co-ordination
* Cognitive development
 | * Hand-eye co-ordination
* Gross motor skills
* Fine motor skills
* Cognitive development
 |
| **Indoor activities** | **Staffing** | **Staffing** | **Staffing** | **Staffing** | **Staffing** |
| **Outdoor activities** | **Staffing**  | **Staffing** | **Staffing** | **Staffing** | **Staffing** |
| **Communication and Language** ***Speaking*** ***Listening and attention******Understanding***  | * Listening to and understanding instructions
* Speaking and listening skills
 | * Listening to and understanding instructions
* Speaking and listening skills
 | * Listening to and understanding instructions
* Speaking and listening skills
 | * Listening to and understanding instructions
* Speaking and listening skills
 | * Listening to and understanding instructions
* Speaking and listening skills
 |
| **Indoor Activities** | **Staffing** | **Staffing** | **Staffing** | **Staffing** | **Staffing** |
| **Outdoor Activities**  | **Staffing** | **Staffing** | **Staffing** | **Staffing** | **Staffing** |
| **Literacy** ***Reading*** ***Writing*** ***Role play*** | •Reading instructions | * Reading instructions
 | * Reading instructions
 | * Reading instructions
 | * Reading instructions
 |
| **Indoor Activities**  | **Staffing** | **Staffing** | **Staffing** | **Staffing** | **Staffing** |
| **Outdoor Activities**  | **Staffing** | **Staffing** | **Staffing** | **Staffing** | **Staffing** |
| **Numeracy*****Numbers*** ***Space and Shape***  | * 3D Shape, dimensions, mass, velocity
 | * 3D Shape, dimensions, mass, velocity
 | 3 D Shape, dimensions, mass, velocity | 3 DShape, dimensions, mass, velocity | 3 DShape, dimensions, mass, velocity |
| **Indoor Activities**  | **Staffing** | **Staffing** | **Staffing** | **Staffing** | **Staffing** |
| **Outdoor Activities**  | **Staffing** | **Staffing** | **Staffing** | **Staffing** | **Staffing** |
| **Exploration and Investigation** **\**Cross curricular links***  | Literacy, art, maths, DT | Maths, literacy, art and DT | Maths, literacy, art, DT | Maths, literacy, art, DT | Maths, literacy and DT |
| **Indoor Activities**  | **Staffing** | **Staffing** | **Staffing** | **Staffing** | **Staffing** |
| **Outdoor Activities**  | **Staffing** | **Staffing** | **Staffing** | **Staffing** | **Staffing** |
| **Understanding The World** ***Small World******Construction*** ***Technology******Sand*** ***Water***  | **Design and construct a popular ride found in a theme park.** | **Design and construct a popular ride found in a theme park.** | **Design and construct a popular ride found in a theme park.** | Design and construct a popular ride found in a theme park. | **Design and construct a popular ride found in a theme park.** |
| **Expressive Arts and Design** ***Exploring and using media and materials***  | IPads, picture cards, **Smartboard, photos** | **IPads, picture cards, Smartboard, photos** | **IPads, picture cards, Smartboard, photos** | **IPads, picture cards, Smartboard, photos** | **IPads, picture cards, Smartboard, photos** |
| **Indoor Activities**  | **Staffing** | **Staffing** | **Staffing** | **Staffing** | **Staffing** |
| **Outdoor Activities**  | **Staffing** | **Staffing** | **Staffing** | **Staffing** | **Staffing** |
|  |  |  |  |  |  |
| **Being Imaginative** ***Creative*** ***Malleable*** ***Music***  | Being creative and using their imagination to design and construct  | Being creative and using their imagination to design and construct | Being creative and using their imagination to design and construct | *Being creative and using their imagination to design and construct* | Being creative and using their imagination to design and construct |
| **Indoor Activities**  | **Staffing** | **Staffing** | **Staffing** | **Staffing** | **Staffing** |
| **Outdoor Activities**  | **Staffing** | **Staffing** | **Staffing** | **Staffing** | **Staffing** |
| **Evaluation** |
|  |

**☺Blue Initials/commentary are child’s interests. Please make notes when children have comments on activities or have suggestions of activities themselves.**

**Shanklea Out of School Club Weekly Short Term Planning Overview and Play Scheme Dates: 26thth June 2017**

**Age Range: 3-11 yrs Week 5 Theme: The Circus comes to town**

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| **Characteristics of Effective Learning : Creating and Thinking Critically** |
| **A Unique Child*** **Thinking of new ideas**
* **Finding ways to solve problems**
* **Finding new ways to do things**
* **Making links and noticing patterns in their experience**
* **Planning, making decisions about how to approach a task, solve a problem and reach a goal**
* **Checking how well their activities are going**
* **Changing strategy as needed**
* **Reviewing how well the approach worked**
 | **Positive Relationships*** **Use the language of thinking and learning: think, know, forget, idea, make sense, plan, learn, find out, confused, figure out, trying to do.**
* **Model being as thinker, showing that you don’t always know, are curious and sometimes puzzled and can think and find out.**
* **Encourage open-ended thinking by not settling on first ideas: What else is possible?**
* **Always respect children’s efforts and ideas, so they feel safe to take a risk and new idea.**
* **Talking aloud helps children to think and control what they do. Model self-talk, describing your actions in play.**
* **Give children time to talk and think.**
* **Model the creative process, showing your thinking about some of the many possible ways forward.**
* **Sustained shared thinking helps children to explore ideas and make links. Follow children’s lead in conversation, and think about things together.**
 | **Enabling Environments*** **In planning activities, ask yourself: Is this an opportunity for children to find their own ways to represent and develop their own ideas? Avoid children just reproducing someone else’s ideas.**
* **Play is a key opportunity for children to think creatively and flexibly, solve problems and link ideas. Establish the enabling conditions for rich play: space, time, flexible resources, choice, control, warm and supportive relationships.**
* **Plan linked experiences that follow the ideas children are really thinking about.**
 |
| **Prime Areas** | **Monday** | **Tuesday** | **Wednesday** | **Thursday** | **Friday** |
| **Trraditional clown acts** | **Trraditional clown acts** | **Trraditional clown acts** | **Trraditional clown acts** | **Trraditional clown acts** |
| **Personal, Social and Emotional Development – *Making Relationships*** ***Self Confidence and Self awareness******Managing feelings and behaviour***  | Juggling | Hula hoop tricksPizza slice | Water balloons and pistols at the ready | Balancing tricks | Plate spinning |
| EYFS – Knowledge and understanding of gross motor skills, hand – eye coordination, throwing and catching abilities.  | EYFS – Knowledge and understanding of gross motor skills, balance, hand, eye coordination. | EYFS – Knowledge and understanding of gross motor skills, hand eye coordination, direction, aim, action, sharing and turn taking, team work. | EYFS – Knowledge and understanding of balancing, position, movement. | EYFS – Knowledge and understanding of hand eye coordination: balancing, position, movement. |
| KS1 – Knowledge and understanding of gross motor skills and hand – eye coordination, throwing and catching abilities. | KS1 – Knowledge and understanding of gross motor skills, balance, hand, eye coordination. | KS1 – Knowledge and understanding of gross motor skills, hand eye coordination, direction, aim, action, sharing and turn taking, team work. | KS1 – Knowledge and understanding of balancing, position, movement. | KS1 – Knowledge and understanding of , hand eye coordination, balancing, movement, position. |
| KS2 - Knowledge and understanding of gross motor skillshand – eye coordination, throwing and catching abilities. | KS2 - Knowledge and understanding of gross motor skills, balance, hand, eye coordination. | KS2 - Knowledge and understanding of gross motor skills, hand eye coordination, direction, aim, action, sharing and turn taking, team work. | KS2 - Knowledge and understanding of balancing, position, movement. | KS2 - Knowledge and understanding of hand eye coordination: balancing, position, movement. |
| **Indoor activities** | **Staffing** | **Staffing** | **Staffing** | **Staffing** | **Staffing** |
| **Outdoor activities** | **Staffing** | **Staffing** | **Staffing** | **Staffing** | **Staffing** |
| **Physical Development** ***Moving and Handling*** ***Health and self- care***  | * Fine and gross motor skills
* Cognitive development
* Hand-eye co-ordination
 | * Fine and gross motor skills
* Cognitive development
* Hand-eye co-ordination
* Personal hygiene
* Health and safety
 | * Cognitive development
* Hand-eye co-ordination
 | * Hand-eye co-ordination
* Cognitive development
 | * Hand-eye co-ordination
* Gross motor skills
* Cognitive development
 |
| **Indoor activities** | **Staffing** | **Staffing** | **Staffing** | **Staffing** | **Staffing** |
| **Outdoor activities** | **Staffing**  | **Staffing** | **Staffing** | **Staffing** | **Staffing** |
| **Communication and Language** ***Speaking*** ***Listening and attention******Understanding***  | * Listening to and understanding instructions
* Speaking and listening skills
 | * Listening to and understanding instructions
* Speaking and listening skills
 | * Listening to and understanding instructions
* Speaking and listening skills
 | * Listening to and understanding instructions
* Speaking and listening skills
 | * Listening to and understanding instructions
* Speaking and listening skills
 |
| **Indoor Activities** | **Staffing** | **Staffing** | **Staffing** | **Staffing** | **Staffing** |
| **Outdoor Activities**  | **Staffing** | **Staffing** | **Staffing** | **Staffing** | **Staffing** |
| **Literacy** ***Reading*** ***Writing*** ***Role play*** | * Role play – clown training
 | * Role play – clown training
 | * Role play – clown training
 | * Role play – clown training
 | * Role play – clown training
 |
| **Indoor Activities**  | **Staffing** | **Staffing** | **Staffing** | **Staffing** | **Staffing** |
| **Outdoor Activities**  | **Staffing** | **Staffing** | **Staffing** | **Staffing** | **Staffing** |
| **Numeracy*****Numbers*** ***Space and Shape***  | * Space, shape, numbers
 | * *Space, shape, numbers*
 | • Space, shape, numbers | •Space, shape, numbers | •Space, shape, numbers |
| **Indoor Activities**  | **Staffing** | **Staffing** | **Staffing** | **Staffing** | **Staffing** |
| **Outdoor Activities**  | **Staffing** | **Staffing** | **Staffing** | **Staffing** | **Staffing** |
| **Exploration and Investigation** **\**Cross curricular links***  | PE, history, maths, Literacy | *PE, history, maths, Literacy* | PE, history, maths, Literacy | PE, history, maths, Literacy | PE, history, maths, Literacy |
| **Indoor Activities**  | **Staffing** | **Staffing** | **Staffing** | **Staffing** | **Staffing** |
| **Outdoor Activities**  | **Staffing** | **Staffing** | **Staffing** | **Staffing** | **Staffing** |
| **Understanding The World** ***Small World******Construction*** ***Technology******Sand*** ***Water***  |  |  | **Using water to create an amusing atmosphere to make their audience laugh.** |  |  |
| **Expressive Arts and Design** ***Exploring and using media and materials***  | IPads, picture cards, **Smartboard, photos** | **IPads, picture cards, Smartboard, photos** | **IPads, picture cards, Smartboard, photos** | **IPads, picture cards, Smartboard, photos** | **IPads, picture cards, Smartboard, photos** |
| **Indoor Activities**  | **Staffing** | **Staffing** | **Staffing** | **Staffing** | **Staffing** |
| **Outdoor Activities**  | **Staffing** | **Staffing** | **Staffing** | **Staffing** | **Staffing** |
|  |  |  |  |  |  |
| **Being Imaginative** ***Creative*** ***Malleable*** ***Music***  | Circus music  | Circus music | Circus music | *Circus music* | Circus music |
| **Indoor Activities**  | **Staffing** | **Staffing** | **Staffing** | **Staffing** | **Staffing** |
| **Outdoor Activities**  | **Staffing** | **Staffing** | **Staffing** | **Staffing** | **Staffing** |
| **Evaluation** |
|  |

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**Shanklea Out of School Club Weekly Short Term Planning Overview and Play Scheme Dates: 3rd July 2017**

**Age Range: 3-11 yrs Week 6 Theme: Summer fun**

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| **Characteristics of Effective Learning : Creating and Thinking Critically** |
| **A Unique Child*** **Thinking of new ideas**
* **Finding ways to solve problems**
* **Finding new ways to do things**
* **Making links and noticing patterns in their experience**
* **Planning, making decisions about how to approach a task, solve a problem and reach a goal**
* **Checking how well their activities are going**
* **Changing strategy as needed**
* **Reviewing how well the approach worked**
 | **Positive Relationships*** **Use the language of thinking and learning: think, know, forget, idea, make sense, plan, learn, find out, confused, figure out, trying to do.**
* **Model being as thinker, showing that you don’t always know, are curious and sometimes puzzled and can think and find out.**
* **Encourage open-ended thinking by not settling on first ideas: What else is possible?**
* **Always respect children’s efforts and ideas, so they feel safe to take a risk and new idea.**
* **Talking aloud helps children to think and control what they do. Model self-talk, describing your actions in play.**
* **Give children time to talk and think.**
* **Model the creative process, showing your thinking about some of the many possible ways forward.**
* **Sustained shared thinking helps children to explore ideas and make links. Follow children’s lead in conversation, and think about things together.**
 | **Enabling Environments*** **In planning activities, ask yourself: Is this an opportunity for children to find their own ways to represent and develop their own ideas? Avoid children just reproducing someone else’s ideas.**
* **Play is a key opportunity for children to think creatively and flexibly, solve problems and link ideas. Establish the enabling conditions for rich play: space, time, flexible resources, choice, control, warm and supportive relationships.**
* **Plan linked experiences that follow the ideas children are really thinking about.**
 |
| **Prime Areas** | **Monday** | **Tuesday** | **Wednesday** | **Thursday** | **Friday** |
| **Outdoor adventures** | **Outdoor adventures** | **Outdoor adventures** | **Outdoor adventures** | **Outdoor adventures** |
| **Personal, Social and Emotional Development – *Making Relationships*** ***Self Confidence and Self awareness******Managing feelings and behaviour***  | **Hide and seek** | **Islands** Ice Cream | **Ships ahoy** | **sandcastles** | **golf** |
| EYFS – Knowledge and understanding of gross motor skills, managing feelings and behaviour when caught, team building – working together to find others.  | EYFS – Knowledge and understanding of gross motor skills, managing feelings and behaviour when caught, team building – working together to get on an island | EYFS – Knowledge and understanding of gross motor skills, hand eye coordination, direction, aim, action, sharing and turn taking, team work. | EYFS – Knowledge and understanding of balancing, position, movement. | EYFS – Knowledge and understanding of hand eye coordination: distance, movement speed, position, special awareness |
| KS1 – Knowledge and understanding of gross motor skills, managing feelings and behaviour when caught, team building – working together to find others. | KS1 – Knowledge and understanding of gross motor skills, managing feelings and behaviour when caught, team building – working together to get on an Island | KS1 – Knowledge and understanding of gross motor skills, hand eye coordination, direction, aim, action, sharing and turn taking, team work. | KS1 – Knowledge and understanding of balancing, position, movement. | KS1 – Knowledge and understanding of hand eye coordination: distance, movement speed, position, special awareness |
| KS2 - Knowledge and understanding of gross motor skills, managing feelings and behaviour when caught, team building – working together to find others. | KS2 - Knowledge and understanding of gross motor skills, managing feelings and behaviour when caught, team building – working together to get on an Island | KS2 - Knowledge and understanding of gross motor skills, hand eye coordination, direction, aim, action, sharing and turn taking, team work. | KS2 - Knowledge and understanding of balancing, position, movement. | KS2 - Knowledge and understanding of hand eye coordination: distance, movement speed, position, special awareness |
| **Indoor activities** | **Staffing** | **Staffing** | **Staffing** | **Staffing** | **Staffing** |
| **Outdoor activities** | **Staffing** | **Staffing** | **Staffing** | **Staffing** | **Staffing** |
| **Physical Development** ***Moving and Handling*** ***Health and self- care***  | * Cognitive development
* Hand-eye co-ordination
* Direction
* Special awareness
 | * Fine and gross motor skills
* Cognitive development
* Hand-eye co-ordination
* Personal hygiene
* Health and safety
 | * Hand-eye co-ordination
 | * Hand-eye co-ordination
* balance
 | * Hand-eye co-ordination
* Gross motor skills
 |
| **Indoor activities** | **Staffing** | **Staffing** | **Staffing** | **Staffing** | **Staffing** |
| **Outdoor activities** | **Staffing**  | **Staffing** | **Staffing** | **Staffing** | **Staffing** |
| **Communication and Language** ***Speaking*** ***Listening and attention******Understanding***  | * Listening to and understanding instructions
* Speaking and listening skills
 | * Listening to and understanding instructions
* Speaking and listening skills
 | * Listening to and understanding instructions
* Speaking and listening skills
 | * Listening to and understanding instructions
* Speaking and listening skills
 | * Listening to and understanding instructions
* Speaking and listening skills
 |
| **Indoor Activities** | **Staffing** | **Staffing** | **Staffing** | **Staffing** | **Staffing** |
| **Outdoor Activities**  | **Staffing** | **Staffing** | **Staffing** | **Staffing** | **Staffing** |
| **Literacy** ***Reading*** ***Writing*** ***Role play*** | Reading rules of play |  |  |  |  |
| **Indoor Activities**  | **Staffing** | **Staffing** | **Staffing** | **Staffing** | **Staffing** |
| **Outdoor Activities**  | **Staffing** | **Staffing** | **Staffing** | **Staffing** | **Staffing** |
| **Numeracy*****Numbers*** ***Space and Shape***  | * Space, shape, numbers
 | * *Space, shape, numbers*
 | • Space, shape, numbers | •Space, shape, numbers | •Space, shape, numbers |
| **Indoor Activities**  | **Staffing** | **Staffing** | **Staffing** | **Staffing** | **Staffing** |
| **Outdoor Activities**  | **Staffing** | **Staffing** | **Staffing** | **Staffing** | **Staffing** |
| **Exploration and Investigation** **\**Cross curricular links***  | PE, maths, Literacy | *PE, maths, Literacy* | PE, maths, Literacy | PE, maths, Literacy | PE, maths, Literacy |
| **Indoor Activities**  | **Staffing** | **Staffing** | **Staffing** | **Staffing** | **Staffing** |
| **Outdoor Activities**  | **Staffing** | **Staffing** | **Staffing** | **Staffing** | **Staffing** |
| **Understanding The World** ***Small World******Construction*** ***Technology******Sand*** ***Water***  |  |  |  | Using moulds and buckets to build a sandcastle |  |
| **Expressive Arts and Design** ***Exploring and using media and materials***  | IPads, picture cards, **Smartboard, photos** | **IPads, picture cards, Smartboard, photos** | **IPads, picture cards, Smartboard, photos** | **IPads, picture cards, Smartboard, photos** | **IPads, picture cards, Smartboard, photos** |
| **Indoor Activities**  | **Staffing** | **Staffing** | **Staffing** | **Staffing** | **Staffing** |
| **Outdoor Activities**  | **Staffing** | **Staffing** | **Staffing** | **Staffing** | **Staffing** |
|  |  |  |  |  |  |
| **Being Imaginative** ***Creative*** ***Malleable*** ***Music***  |  |  | Pirate songs – A Pirates life | *Being creative in their design* |  |
| **Indoor Activities**  | **Staffing** | **Staffing** | **Staffing** | **Staffing** | **Staffing** |
| **Outdoor Activities**  | **Staffing** | **Staffing** | **Staffing** | **Staffing** | **Staffing** |
| **Evaluation** |
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**Shanklea Out of School Club Weekly Short Term Planning Overview and Play Scheme Dates: 10th July 2017**

**Age Range: 3-11 yrs Week 7 Theme: Outdoor adventures**

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| **Characteristics of Effective Learning : Creating and Thinking Critically** |
| **A Unique Child*** **Thinking of new ideas**
* **Finding ways to solve problems**
* **Finding new ways to do things**
* **Making links and noticing patterns in their experience**
* **Planning, making decisions about how to approach a task, solve a problem and reach a goal**
* **Checking how well their activities are going**
* **Changing strategy as needed**
* **Reviewing how well the approach worked**
 | **Positive Relationships*** **Use the language of thinking and learning: think, know, forget, idea, make sense, plan, learn, find out, confused, figure out, trying to do.**
* **Model being as thinker, showing that you don’t always know, are curious and sometimes puzzled and can think and find out.**
* **Encourage open-ended thinking by not settling on first ideas: What else is possible?**
* **Always respect children’s efforts and ideas, so they feel safe to take a risk and new idea.**
* **Talking aloud helps children to think and control what they do. Model self-talk, describing your actions in play.**
* **Give children time to talk and think.**
* **Model the creative process, showing your thinking about some of the many possible ways forward.**
* **Sustained shared thinking helps children to explore ideas and make links. Follow children’s lead in conversation, and think about things together.**
 | **Enabling Environments*** **In planning activities, ask yourself: Is this an opportunity for children to find their own ways to represent and develop their own ideas? Avoid children just reproducing someone else’s ideas.**
* **Play is a key opportunity for children to think creatively and flexibly, solve problems and link ideas. Establish the enabling conditions for rich play: space, time, flexible resources, choice, control, warm and supportive relationships.**
* **Plan linked experiences that follow the ideas children are really thinking about.**
 |
| **Prime Areas** | **Monday** | **Tuesday** | **Wednesday** | **Thursday** | **Friday** |
| **Outdoor adventures** | **Outdoor adventures** | **Outdoor adventures** | **Outdoor adventures** | **Outdoor adventures** |
| **Personal, Social and Emotional Development – *Making Relationships*** ***Self Confidence and Self awareness******Managing feelings and behaviour***  | **Tag Hide and seek** | **rounders**BBQ | **Mother may I …** | **sandcastles** | **cricket** |
| EYFS – Knowledge and understanding of gross motor skills, managing feelings and behaviour when caught, team building – working together to find others.  | EYFS – Knowledge and understanding of gross motor skills, managing feelings and behaviour when caught, team building – working together to score points | EYFS – Knowledge and understanding of gross motor skills, hand eye coordination, direction, aim, action, sharing and turn taking, team work. | EYFS – Knowledge and understanding of balancing, position, movement. | EYFS – Knowledge and understanding of hand eye coordination: distance, movement speed, position, special awareness |
| KS1 – Knowledge and understanding of gross motor skills, managing feelings and behaviour when caught, team building – working together to find others. | KS1 – Knowledge and understanding of gross motor skills, managing feelings and behaviour when caught, team building – working together to score points | KS1 – Knowledge and understanding of gross motor skills, hand eye coordination, direction, aim, action, sharing and turn taking, team work. | KS1 – Knowledge and understanding of balancing, position, movement. | KS1 – Knowledge and understanding of hand eye coordination: distance, movement speed, position, special awareness |
| KS2 - Knowledge and understanding of gross motor skills, managing feelings and behaviour when caught, team building – working together to find others. | KS2 - Knowledge and understanding of gross motor skills, managing feelings and behaviour when caught, team building – working together to score points | KS2 - Knowledge and understanding of gross motor skills, hand eye coordination, direction, aim, action, sharing and turn taking, team work. | KS2 - Knowledge and understanding of balancing, position, movement. | KS2 - Knowledge and understanding of hand eye coordination: distance, movement speed, position, special awareness |
| **Indoor activities** | **Staffing** | **Staffing** | **Staffing** | **Staffing** | **Staffing** |
| **Outdoor activities** | **Staffing** | **Staffing** | **Staffing** | **Staffing** | **Staffing** |
| **Physical Development** ***Moving and Handling*** ***Health and self- care***  | * Cognitive development
* Hand-eye co-ordination
* Direction
* Special awareness
 | * Fine and gross motor skills
* Cognitive development
* Hand-eye co-ordination
* Personal hygiene
* Health and safety
 | * Hand-eye co-ordination
 | * Hand-eye co-ordination
* balance
 | * Hand-eye co-ordination
* Gross motor skills
 |
| **Indoor activities** | **Staffing** | **Staffing** | **Staffing** | **Staffing** | **Staffing** |
| **Outdoor activities** | **Staffing**  | **Staffing** | **Staffing** | **Staffing** | **Staffing** |
| **Communication and Language** ***Speaking*** ***Listening and attention******Understanding***  | * Listening to and understanding instructions
* Speaking and listening skills
 | * Listening to and understanding instructions
* Speaking and listening skills
 | * Listening to and understanding instructions
* Speaking and listening skills
 | * Listening to and understanding instructions
* Speaking and listening skills
 | * Listening to and understanding instructions
* Speaking and listening skills
 |
| **Indoor Activities** | **Staffing** | **Staffing** | **Staffing** | **Staffing** | **Staffing** |
| **Outdoor Activities**  | **Staffing** | **Staffing** | **Staffing** | **Staffing** | **Staffing** |
| **Literacy** ***Reading*** ***Writing*** ***Role play*** | Reading rules of play |  |  |  |  |
| **Indoor Activities**  | **Staffing** | **Staffing** | **Staffing** | **Staffing** | **Staffing** |
| **Outdoor Activities**  | **Staffing** | **Staffing** | **Staffing** | **Staffing** | **Staffing** |
| **Numeracy*****Numbers*** ***Space and Shape***  | * Space, shape, numbers
 | * *Space, shape, numbers*
 | • Space, shape, numbers | •Space, shape, numbers | •Space, shape, numbers |
| **Indoor Activities**  | **Staffing** | **Staffing** | **Staffing** | **Staffing** | **Staffing** |
| **Outdoor Activities**  | **Staffing** | **Staffing** | **Staffing** | **Staffing** | **Staffing** |
| **Exploration and Investigation** **\**Cross curricular links***  | PE, maths, Literacy | *PE, maths, Literacy* | PE, maths, Literacy | PE, maths, Literacy | PE, maths, Literacy |
| **Indoor Activities**  | **Staffing** | **Staffing** | **Staffing** | **Staffing** | **Staffing** |
| **Outdoor Activities**  | **Staffing** | **Staffing** | **Staffing** | **Staffing** | **Staffing** |
| **Understanding The World** ***Small World******Construction*** ***Technology******Sand*** ***Water***  |  |  |  | Using moulds and buckets to build a sandcastle |  |
| **Expressive Arts and Design** ***Exploring and using media and materials***  | IPads, picture cards, **Smartboard, photos** | **IPads, picture cards, Smartboard, photos** | **IPads, picture cards, Smartboard, photos** | **IPads, picture cards, Smartboard, photos** | **IPads, picture cards, Smartboard, photos** |
| **Indoor Activities**  | **Staffing** | **Staffing** | **Staffing** | **Staffing** | **Staffing** |
| **Outdoor Activities**  | **Staffing** | **Staffing** | **Staffing** | **Staffing** | **Staffing** |
|  |  |  |  |  |  |
| **Being Imaginative** ***Creative*** ***Malleable*** ***Music***  |  |  | Pirate songs – A Pirates life | *Being creative in their design* |  |
| **Indoor Activities**  | **Staffing** | **Staffing** | **Staffing** | **Staffing** | **Staffing** |
| **Outdoor Activities**  | **Staffing** | **Staffing** | **Staffing** | **Staffing** | **Staffing** |
| **Evaluation** |
|  |

**☺Blue Initials/commentary are child’s interests. Please make notes when children have comments on activities or have suggestions of activities themselves.**