**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 work  Colouring | **Colouring** | *Designing* | **Designing and colouring** | **Design and construct** | |
| **Indoor Activities** | **Staffing** | **Staffing** | **Staffing** | **Staffing** | **Staffing** | |
| **Outdoor Activities** | **Staffing** | **Staffing** | **Staffing** | **Staffing** | **Staffing** | |
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| **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 | Fairgrounds  Hot 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** | | | | | | | |
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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: 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 tricks  Pizza 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**

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **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**

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **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.**