

Communication and Language **Prime Area**

Listening to voice of familiar staff member, parent or responding to specific scent (RFL) Turning head to listen to topic sounds such as whistling wind, jungle sounds or roar of dinosaurs

Listening to rhythmic patterns and stories such as “Walking through the Jungle” by Julie Lacome. Joining in with actions or words. Making up own phrases which fit in.

Responding to range of sensory stimuli related to topic such as cold ice for North Pole or warm “gloop” for jungles (RFL)

Responding to simple words and instructions in context and linking to object e.g (“Where’s the polar bear?”)

Understanding basic concepts such as colour, size and positional vocabulary such as “Under the iceberg”

Using crying, sounds, facial expressions, eye pointing, words, simple phrases, objects or symbols to communicate meaning e.g “I want a” or “I see a dinosaur”

Asking questions and begin to use connectives in sentences such as “and” or “because”.

Literacy **Specific Area**

Sharing topic books with an adult such as “Polar Bear Polar Bear what do you hear?” by Eric Carle or “The Dance of the Dinosaurs” by Colin and Jacqui Hawkins.

Showing interest in rhymes, songs and jingles. Joining in with actions, sounds or words. Show awareness of rhyme and alliteration.

Reading own name ,familiar topic words or symbols.

Looking at books independently, reading some words accurately.

Phonics(Phase 1 and 2): Going on a sound hunt to listen for African Drums, listening /copying sound patterns, sound games using a snake hand puppet, listening/ identifying initial sounds in words “S is for seal”, listening to animal sounds-which animal is it? Nursery Rhymes such as “Dr Foster” or Hey Diddle Diddle

Making marks in a variety of media such as sand, foam. Writing name/topic words such as “Penguin”.

Personal Social and Emotional Development **Prime Area**

Being close to a favourite adult. Copying facial expressions (a happy explorer, a sad dinosaur) or looking at what an adult is looking at (REACH)

Showing awareness of the activities of others e.g another child on the trampoline.

Cooperate with adult to play simple game such as Peekaboo in a cave. Supported turn taking (RFL)

Initiating interaction with another child or adult using a gesture, word or “Play with me” symbol (REACH) for example asking to play with water spray

Awareness of on self as different and separate from others e.g putting on a polar bear mask and looking in a mirror!

Making choices through words, facial expressions, vocalisations, objects or symbols such as choosing an item of clothing for an “expedition”. Requesting “more” or “no more” of a stimuli (RFL)

Calming when rocked and with help from adult (REACH) Recognition of different emotions using gesture, facial expression or verbalisations to express emotions (REACH)

Using pretend play to explore themes dealing with emotions such as anger/curiosity/fear (REACH)

Awareness of danger and keeping safe. Why is it not safe to climb to the top of a very tall tree without a harness?

Awareness of right and wrong. Responding to boundaries of behaviour.

SMSC FOCUS “Cultural” strand: Willingness to participate in, and respond to cultural opportunities (for example artistic, musical, technological and scientific).

Physical Development **Prime Area**

Stilling, smiling, turning head or reaching out in response to topic sounds, sights or textures such as a polar bear dancing or bright colours under a parachute. Looking after a disappearing object such as a pop up toy (RFL)

Moving in different ways-crawl, roll, walk .Moving “up” or “down” with feet, in chairs or in a hoist as if climbing a hill. Jumping off a step. “Ready Steady Go!” (fill in a turn-REACH)

Travel confidently over, under, through balancing and climbing equipment.

Picking up objects in pincer grip between thumb and fingers to make a collage or bricks to make a giant dinosaur

Holding pen or paintbrush in whole hand (palmer grip) or with three fingers(tripod grip) to paint a cold picture. Copying circular patterns in mud or sand.

Using one handed tools such as scissors or glue stick with some control.

Explore

Expressive Arts and Design **Specific Area**

Exploring materials with whole bodies-fur fabric, shiny foil or rough card

Responding to topic songs and music with whole bodies. Using Resonance Board or Giant Drum to lie on.

Joining in with songs and creating sounds using instruments or recycled materials such a cardboard tube for the roar of a lion.

Visit to “Living Rainforest” to smell, see and listen to plants and animals of a real forest Using simple construction toys to create a model e.g a papier mache mountain

Role play- a dinosaur, an Arctic explorer. Imitating the movements and sounds they make .

Mathematics **Specific Area**

Experience number rhymes such as “5 green dinosaurs standing in a row” (10 Green Bottles tune)

Object Permanence- where has the toy gone even though it is out of sight? (RFL)

Concentrating on specific topic toy e.g soft snake-if adult makes it disappear, showing brief memory when re-presented (RFL)

Number -counting toys, characters in the story or rhyme or elephants in a row. Saying some number names randomly/in sequence.

Experiencing and/or understanding differences in size such packing a big/small rucksack

Noticing and naming shapes and patterns-e.g on an explorer’s tent

One to one correspondence-giving each child a hat. Playing simple board games with a dice such as “Snakes and Ladders”.

Sorting balls according to size or colour.

Positional language such as through, on, off, next to.

Understanding the World **Specific Area**

Looking at pictures of themselves dressed up as topic characters including a photo book about “Look what I can do!”

Watch video clips of people going on an expedition/ river trip/ mountain climb

Responding to a favourite toy such as a soft penguin. Following a moving toy with eyes. RFL) Exploring cause and effect toys such as a Jack in the box or ball tower.

Exploring objects by different approaches-looking, feeling and shaking a filled container Small world play- making a dinosaur landscape and involving characters within it.

Sensory Studio/ICT- exploring toys with buttons, flaps or lights. Using a switch to turn Arabian or African music on/off. Using torches in a “dark” den. Operating the wind machine with a switch. Following lights and projector patterns in white area.

Operating simple programs on the computer using touch screen or mouse such as “Priory Woods” or Big Bang patterns.