

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 circus music or clip clop of horses
Listening to rhythmic patterns and stories such as "When the circus comes to town"
Joining in with actions or words. Making up own phrases which fit in
Responding to range of sensory stimuli related to topic such as shiny silky material for clown's clothing, fur for tiger, sawdust for circus floor and smell of popcorn or candy floss (RFL)
Responding to own name (RFL)
Responding to simple words and instructions in context and linking to object eg ("Throw the ball" "Where's the horse?")
Understanding basic concepts such as colour, size and positional vocabulary
Using crying, sounds, facial expressions, eye pointing, words, simple phrases, objects or symbols to communicate meaning eg "I want a bounce" or "I see an acrobat"

Literacy Specific Area

Sharing topic books with an adult such as "Circus shapes" by S J Murphy
Showing interest in rhymes, songs and jingles .Joining in with actions, sounds or words. Filling in missing words such as "When the circus comes to town I love to see the ..."
Reading own name and familiar topic words or symbols
Looking at books independently, reading some words accurately.
Recognising and saying initial sounds in words such as "A for acrobat"
Making marks in a variety of media such as sand, sawdust or foam
Writing topic words such as "Big Top", "circus" or "trapeze"

Personal Social and Emotional Development Prime Area

Being close to a favourite adult. Copying facial expressions (a happy clown face) or looking at what an adult is looking at (REACH)
Showing awareness of the activities of others eg another child on the trampoline
Cooperate with adult to play simple game such as Hoopla. Supported turn taking (RFL)
Initiating interaction with another child using a gesture, word or symbol (REACH) for example asking to play with water spray
Awareness of on self as different and separate from others eg painting their nose red as part of a clown's make up
Making choices through words, facial expressions, vocalisations, objects or symbols such as choosing the colour of an acrobat's costume to wear. Requesting "more" or "no more" of a stimuli (RFL)
Calming when rocked and with help from adult (REACH) Recognition of different emotions and using gesture, facial expression and verbalisations to express emotions (REACH)
Using pretend play to explore themes dealing with emotions such as anger/curiosity/fear etc (REACH)
Awareness of danger and keeping safe. Why is it not safe to climb to the top of a circus tent without a harness?
Awareness of right and wrong. Responding to boundaries of behaviour

Physical Development Prime Area

Stilling, smiling, turning head or reaching out in response to topic sounds, sights or textures such as a clown 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
"Flying" in a hoist sling
Sitting on blanket (horizontal movement) or swinging high (vertical movement). "Ready Steady...Whoosh!" (fill in a turn – REACH)
Rebound-Bounce on the bed on feet, hands or lying down supported by cushions
Picking up objects in pincer grip between thumb and fingers to make a collage or bricks to make a tower for a clown to knock over
Holding pen or paintbrush in whole hand (palmer grip) or with three fingers (tripod grip) to paint a circus tent picture
Using one handed tools such as scissors or glue stick with some control

Circus

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 making sounds using instruments or recycled materials such as coconut shells for horse's hooves
Visit of travelling circus show "Kevin's Community Circus "to watch and experience
Using simple construction toys to create a model eg Popoids to make a funny clown
Role play- dressing up as a clown, juggler, acrobat or circus animal.
Imitating the movements and sounds they make

Mathematics Specific Area

Experience number rhymes such as "Five tall clowns standing in a row" ("Ten Green Bottles" tune)
Object Permanence – where has the toy gone even though it is out of sight? (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 as bouncing on a big then small ball
Noticing shapes and patterns-a clown's suit
One to one correspondence – giving each child some candy floss
Playing simple board games such as "Match a balloon"
Sorting balls according to size or colour.
Positional language such as through, on, off or next to

Understanding the World Specific Area

Looking at pictures of themselves dressed up as circus characters including a photo book about "Look what I can do!"
Watch video clips of people performing circus tricks including those from other backgrounds and cultures
Responding to a favourite toy such as a soft clown puppet. Following a moving toy with eyes.
Showing a brief memory for a previously presented toy (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 shiny top hat
Small world play- making a Circus ring and involving characters within it
ICT- exploring toys with buttons, flaps or lights.
Using a switch to turn circus music on/off. Using torches in a "dark" circus tent
Operating simple programs on the computer using touch screen or mouse such as "Splat the clowns" and "Coconut Shy" games from "Helpkidzlearn"