



Communication and Language Prime Area

Listening / responding to special adult's voice and different topic sounds eg Batman theme tune, (RFL). Focusing on favourite activities for short / extended period of time.

Demonstrating understanding of language-responding to name (RFL) / understanding single words such as "teddy" / understanding more complex sentences and concepts such as big / small. Following instructions – how to make a spider.

Demonstrating expressive language-imitating mouth movements and sounds (REACH), using eye pointing, sound, gestures or single / more complex words. Asking and answering questions – "Who is it?"

Listening to / responding / joining in with topic stories, rhymes and songs. Making up own words which fit in. Using Big Macs for repetitive phrases such as "he huffed and he puffed".

Personal Social and Emotional Development Prime Area

Being close to a favourite adult. Respond to scent or voice of familiar staff member or parent. Turning head to sound of voice (REACH).

Recognition of different emotions and using gesture, facial expression and verbalisations to express emotions REACH).

Interact with adult or peer to play a game (eg simple board game or chasing game running away from the "wolf").

Expressing likes / dislikes and communicating "more" or "no more" (RFL).

Responding to boundaries of behaviour.

Physical Development Prime Area

Trying to move in different ways-crawl walk, roll or jump. Fast or slow. "Flying" in a hoist sling.

Sitting on blanket (horizontal movement) or swinging high (vertical movement). "Ready Steady...Whoosh!" (fill in a turn-REACH).

Experiencing changing colours and lights under a parachute as it moves up and down.

Fine motor skills- sensory exploration of the immediate environment (RFL), holding a toy, mark making or imitating drawn shapes. Using tools eg spreading, mixing, stirring, painting. Manipulating and playing with small world toys.

Self help – dressing and undressing in costumes a turn – REACH). Talking about healthy foods which Superheroes eat. Seeing effect of exercise on body.

FANTASY

Literacy Specific Area

Sharing topic books such as "Eliot Midnight Superhero" by Anne Cottinger, "George saves the World by Lunchtime" by Dr Jo Redman, "One Bear at Bedtime" by Mick Inkpen, "Goldilocks and the 3 Bears" or "The 3 Little Pigs". Reading some words independently.

Discussing content / predicting what may happen next. Making own "Story Maps" (see Pie Corbett).

Showing interest in rhymes, songs and jingles. Using familiar stories to create own "Call and Response" stories such as "The 3 Billy Goats Gruff".

Phonics (Phase 1): Sound discrimination
Listening to sounds: environmental / body / instrumental sounds Rhyme and Rhythm.
Listening to rhymes such as "Round and Round the Garden". Copying a beat tapped out on drum / body. **Phase 2** – initial sounds and blending sounds.

Writing Making marks in a variety of media such as jelly or rice. Writing own name or short caption such as a "letter" to the wolf.

Expressive Arts and Design Specific Area

Exploring materials with whole bodies- fur fabric, shiny foil or rough card. Using tools such as paint brushes and sponges to create collages or tactile pictures – use magical or shimmery colours.

Cooking – making cakes for Red Riding Hood or sandwiches for Teddy Bears picnic.

Creating music and dance – responding to familiar rhymes and songs with whole bodies. Using Resonance Board or Giant Drum to lie on.

Making own topic sounds (eg "Whoosh" or "Weeee" sound) using simple instruments or Soundbeam.

Making large 3D houses for Little Pigs from cardboard boxes or giant Lego. Hiding inside.

Role play – dressing up as a Superhero and pretending to "fly" or "rescue" a friend / putting on a party dress to go to Cinderella's ball.

Mathematics Specific Area

Object Permanence – following a toy with eyes as it goes out of sight. Showing a brief memory through movement, facial expression or vocalisation when it is re-presented (RFL).

Number rhymes "One Elephant went out to Play". Counting verbally forwards and backwards to 10. Counting toys, characters in the story or teddies at a Teddy Bears picnic and matching to numeral.

Playing simple board games such as "Incy Wincy Spider".

Sorting Compare Bears according to size or colour.

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

Recognising, copying and creating pattern on clothes or toys.

Understanding the World Specific Area

Responding to a favourite toy with movement, facial expressions or vocalisations. Following a moving stimulus with eyes. Showing response to familiar environment (the classroom) and visually scanning or responding to a new event (RFL).

Exploring appropriate topic objects such as a furry teddy bear or water. Linking together different approaches such as touching, tasting or pulling.

Small world play – dolls house, trains / farm.

Going on an "adventure" in the woods with "Forest School". Looking at the natural world. Making a photo book and looking at pictures of themselves / peers. Collecting photos from home of themselves and family members going on an "adventure"

Sensory Studio / ICT – Focusing on / tracking moving lights in dark area and projector patterns in white area.

Walk up steps in Sensory Room to jump like a Superhero into the ball pool. Finding teddies hidden around the Sensory Studio (REACH Joint Reference). Use of switches to turn on / off Superhero theme tunes.

Watching "Tree Fu Tom" or "Elves and the Shoe maker" – Cbeebies.