

### Communication and Language Prime Area

Listening / responding to special adults voice and different topic sounds eg train tooting (RFL). Focusing on favourite activities for short / extended period of time.

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

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 in the tunnel?"

Listening to / responding / joining in with topic stories, rhymes and songs

### Personal Social and Emotional Development Prime Area

Being close to a favourite adult – hiding in a cave or tunnel. Respond to scent of familiar staff member or parent.

Hiding hands, feet or heads under dark blankets and large cloths. Try transparent thin material such as voile. Taking part in social games such as "Peekabo" (REACH)

Interact with adult or peer to play a game (e.g riding on a train or "whooshing" on a parachute through a tunnel

Expressing likes / dislikes and communicating choices – choosing light toys or snacks (Hula Hoops for "holes") using PECS, gestures, vocalisations or eye pointing.

Self Care – where does the water go when we brush our teeth? Why must we wash hands?

### Physical Development Prime Area

Moving in a variety of ways – sliding, climbing, rolling, shuffling with or without adult help. Moving fast / slow or backwards / forwards in wheelchairs and on feet. Try to move like an underground animal .

Splash-using different body parts to splash. Look what I can do in swimming!

Fine motor skills – sensory exploration of the immediate environment (RFL), holding a toy, balancing blocks to make a tower, mark making or imitating drawn shapes.

Using tools eg spreading, mixing, stirring, painting  
Self help – talk about eating healthy underground vegetables. Trying cooked / raw vegetables. Talk about hygiene practices – washing hands. Where does the water go down the plug hole?

## Underground

### Literacy Specific Area

Sharing topic books such as "Peter Rabbit" "The Bear Hunt" "Oliver's Vegetables" Reading some words independently. Discussing content / predicting what may happen next. Showing interest in rhymes, songs and jingles. Joining in with actions / sounds / words.

**Phonics (Phase 1):** Sound discrimination – Listening to sounds (such as footsteps), body sounds (stamping or clapping and 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- a recipe for soup

### Expressive Arts and Design Specific Area

Exploring materials with whole bodies- fur fabric, shiny card, rough "footprints" Move with streamers and ribbons. Make circles in the air or on the ground. Using tools such as paint brushes and sponges to create collages or tactile pictures – use dark colours

Creating music and dance-responding to music such as "Fingal's Cave" Mendelssohn. Making own sounds using simple instruments or Soundbeam Making and tasting different vegetables – cooked or raw such as potato, carrot or swede

Vegetable printing  
Making large 3D caves and tunnels from cardboard boxes or giant Lego. Hiding inside.

Role play- going on a hunt and digging for treasure. What shall we find? Packing a rucksack to take.

Role play – a train ride with chairs and boxes for carriages. Simulate "Whoosh" for going through the tunnel.

### 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 represented (RFL).

Number rhymes "One potato, 2 potato". Counting verbally forwards and backwards to 10. Counting carriages or insects found in the soil and matching to a numeral.

Ordinal number – 1<sup>st</sup>, 2<sup>nd</sup> or 3<sup>rd</sup> train in the line or snail racing – who came first?

Making long and short worms using playdough and comparing length. Rolling cars and trains down a ramp. Use vocabulary "fast" or "slow". Measuring how far they travel across the carpet using footsteps.

Filling and emptying containers with water or objects. Emptying and then filling again!  
Back and forth interaction (REACH)  
Sorting vegetables according to colour, size or above / below ground.

Prepositions such as "on" "under" or "through"

### 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 plastic spade, soft rabbit or warm water. Linking together different approaches such as touching, tasting or pulling  
Small world play – plastic insects in sterilized compost

Planting underground vegetables and watching over time. Talking about care of plants and the environment. Making a "wormery" and watching their actions.

**Sensory Studio / ICT** – Focusing on / tracking moving lights in dark area and projector patterns in white area. Walk down steps in Sensory Room to go "underground" in soft play cave. Hide in a pile of soft play shapes or under the balls in the ball pit.

Completing a simple game on the Smartboard such as Scary Spuds" (Crickweb – Early Years) or watching I can cook (CBeebies)