

Phase: EYFS	THEME: SENSORY JOURNEYS	TERM: SUMMER 2	DURATION: 6 WEEKS
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COMMUNICATION AND LANGUAGE

Listening and attention: Children share and enjoy familiar stories and poems. Children accurately anticipating key events and respond to what they hear with relevant comments, questions or actions

Understanding: Children begin to follow simple instructions. They react to familiar stories, poems and events. Children answer 'how' and 'why' questions about their experiences and in response to stories or events.

Speaking: Children will use: signs, symbols, objects and ICT to join in with familiar stories. *Children develop their own narratives and explanations by connecting ideas, stories or events.*

PERSONAL SOCIAL AND EMOTIONAL DEVELOPMENT

Where I live/
Where Others Live • Provide opportunities to discuss:

- Our Country
- Other countries in the world
- Animal homes
- The countryside including farms and their produce, e.g. milk.

Looking After Places

- Develop classroom rules relating to responsibilities e.g.
- Keeping our classrooms tidy
- How can we keep our playground clean and tidy?
- Everyday opportunities for responsibility e.g. watering plants.

PHYSICAL DEVELOPMENT

Athletics – competitive games

LITERACY	MATHEMATICS	UNDERSTANDING OF THE WORLD	EXPRESSIVE ARTS AND DESIGN
<p>Stories and Poems that use the senses Make an information book about a Sensory journey outside Instructions for planting a sensory garden</p> <p>Reading: Children join in with phonics games and rhymes. They use: signs, symbols, objects and ICT to comment about familiar stories and poems. They will read for pleasure. They will track from left to right. Children read and understand simple sentences. They use phonic knowledge to decode regular words and read them aloud accurately. They also read some common irregular words. They demonstrate understanding when talking with others about what they have read.</p> <p>Writing: Children will participate in ‘Write Dance’ and other sensory, fine and gross motor activities. They will make marks and form letters using a variety of tools and materials. Children use their phonic knowledge to write words in ways which match their spoken sounds. They also write some irregular common words. They write simple sentences which can be read by themselves and others. Some words are spelt correctly and others are phonetically plausible.</p>	<p>Number –</p> <p>Pupils will explore the properties of number in a range of lessons and activities including number rhymes & songs, counting games, exploring Numicon shapes, exploring tactile numerals (squidgy numbers, sandpaper numbers etc), mark making and / or writing numerals</p> <p>Measurement</p> <p>Pupils will begin to explore the properties of size and position by interacting with resources of varying sizes, comparing objects with clear differences in size, filling and emptying containers (e.g. in sand or water play) and categorise items by size. They will follow daily routines including the use of visual timelines and / or now & next boards. They will join in with songs and rhymes about the days of the week.</p> <p>Geometry</p> <p>Pupils will join in with activities and games based on shape, exploring resources and competing activities such as jigsaws and inset puzzles, stacking and building activities and exploring 2D shapes to make arrangements, pictures or patterns.</p>	<p>Geography – Use senses to explore natural materials and their environment.</p> <p>History – People and communities Visit in the local / wider community related to our stories The train ride (train, tram, minibus) on a journey of our own choosing. Recount our sensory journeys as part of our stories (see Science below)</p> <p>R.E I Belong The Mosque, its decoration and things found there. Pilgrimage to Mecca</p> <p><u>Science</u> Materials, senses The Train Ride Bear Hunt The Magic Train Ride Walking through the Jungle</p> <p>Senses Use story rhymes to springboard sensory exploration for each experience on the journey. Children to experience on a sensory level, and then Materials maybe to choose their own sensory illustrations from a choice of similar but different effects - particularly exploring how different materials make different sounds. Environments Look at different environments</p> <p>Create a class sensory journey – match</p>	<p>Linked to Literacy books.</p> <p>Food Technology – baking/cooking using senses Design technology – junk modelling</p> <p>Music – making clip clop instruments with coconut shells. Clip clop on different surfaces. Feel and play. Make a train journey moving from slow to fast and slow – stop. Finish with a whistle. Sing the runaway train came down the hill – all children to feel the blow/breath of a whistle. Soundbeam – moving in and out of the sound</p>

	<p>Throughout teaching of the Numeracy Curriculum, teaching and learning should include the regular use of ICT including the use of plasma screen, laptops and netbooks to access number rhymes, games and activities (for example on the Education City and Espresso websites), use of iPads / iPods to mark make and play counting games</p>	<p>sensory experiences to the childrens' photos – everyone explore and discuss which materials are best to use.</p>	
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<p>CURRICULUM ENRICHMENT ACTIVITIES</p> <p>Health and P.E Week including sports day</p>	<p>KEY SKILLS</p>
<p>ADDITIONAL RESOURCES – COSTED WHERE POSSIBLE</p>	<p>INTERVENTIONS</p>

Subject	Activity	Resources	Differentiated outcomes	Performance Descriptors from Key Skills Tracker
MAIN SUBJECT: CROSS CURRICULAR:				
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