

Skeletons

Medium Term Planning WB 1.11.21 Development Matters 3 to 4 yrs & Reception (Bold)

Personal, Social and Emotional Development	Communication and Language	Physical Development
<p>Build constructive and respectful relationships. Express their feelings and consider the feelings of others. Show resilience and perseverance in the face of challenge. Talk with others to solve conflicts. Talk about their feelings using words like 'happy', 'sad', 'angry' or 'worried'. Understand gradually how others might be feeling. Use large and small motor skills to do things independently,</p> <p>Activities: Listen to others in the group explaining what they would like to learn about bones and skeletons. Explain their thinking and understanding about why we have bones and how they work. Role-play a story about a child being x-rayed at hospital Show children the skeleton from the Science lab Talk about how the skeletons were feeling.</p>	<p>Learn new vocabulary. Use new vocabulary through the day. Ask questions to find out more and to check they understand what has been said to them. Articulate their ideas and thoughts in well-formed sentences. Connect one idea or action to another using a range of connectives. Describe events in some detail. Listen to and talk about stories to build familiarity and understanding. Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.</p> <p>Activities: Listen to others during discussion time. Learn vocabulary related to bones and skeletons, e.g. skull, ribs, spine. Act out the story of Funnybones. Imagine other scenarios for the skeletons in the story and act it out. Act out hospital story Sequence & retell story using pictures Look at information books about skeletons.</p>	<p>Know and talk about the different factors that support their overall health and wellbeing: regular physical Develop their small motor skills so that they can use a range of tools competently, safely and confidently. Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons. Develop overall body-strength, balance, co-ordination and agility. Develop the foundations of a handwriting style which is fast, accurate and efficient.</p> <p>Activities: Perform the skeleton dance. Make a skeleton using art straws, cutting and placing them carefully. Pretend to be the skeletons in the story, moving, hiding and jumping out to scare people. Cut out the parts of a skeleton and create a skeleton jigsaw. Cut out skeleton puppets Discuss how we can keep our bones healthy & what job our bones do.</p>

The Specific areas of learning

Literacy	Mathematics	Understanding the World	Expressive Arts and Design
<p>Read individual letters by saying the sounds for them. Blend sounds into words, so that they can read short words made up of known letter-sound correspondences. Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words. Form lower-case and capital letters correctly. Spell words by identifying the sounds and then writing the sound with letter/s. Re-read what they have written to check that it makes sense.</p>	<p>Count objects, actions and sounds. Subitise. Link the number symbol (numeral) with its cardinal number value. Count beyond ten. Compare numbers. Understand the 'one more than/one less than' relationship between consecutive numbers. Explore the composition of numbers to 10. Compare length, weight and capacity. Describe a familiar route. Discuss routes and locations, using words like 'in front of' and 'behind'. Begin to describe a sequence of events, real or fictional, using words such as 'first', 'then...'</p> <p>Activities:</p>	<p>Compare and contrast characters from stories, including figures from the past. Draw information from a simple map. Use all their senses in hands-on exploration of natural materials. Explore collections of materials with similar and/or different properties.</p>	<p>Develop storylines in their pretend play. Explore and engage in music making and dance, performing solo or in groups. Create collaboratively, sharing ideas, resources and skills. Show different emotions in their drawings and paintings, like happiness, sadness, fear etc. Create closed shapes with continuous lines, and begin to use these shapes to represent objects. Draw with increasing complexity and detail, such as representing a face with a circle and including details. Create their own songs or improvise a song around one they know.</p> <p>Activities:</p>

<p>The names of the different parts of a book count or clap syllables in a word Recognise words with the same initial Write some letters accurately.</p> <p>Activities: Writing & reading labels for the skeletons, naming some of the bones. Read simple captions about the skeletons to match to pictures. Read clues to find out where in the classroom 'Sid the Skeleton' hid Write a short caption to explain where the skeleton can hide next time. Make words from 'Funnybones' story with magnetic letters. Read tricky words on skeleton figures.</p>	<p>Order the skeletons by height. Use string to measure objects which can't be moved. Order and sequence skeleton numbers to 20 Calculate how many ribs the skeleton will need: 1 more than and 1 less than. Describe where the skeletons hid using positional language. Describe a route the skeleton is going to walk along. Count along number line using skeleton figure to jump along</p>	<p>Talk about what they see, using a wide vocabulary.</p> <p>Activities: Look at a range of animal skeletons and guess which animal they are. Play 'guess the skeleton'. Investigate the skeleton in the Science Lab and talk about what he feels like/looks like. Draw a map of the skeleton's route.</p>	<p>Create representations of skeletons using chalk outside, or art straws on black paper. Act out the story of Funny Bones. Do the skeleton dance & song. Change the song or add on a new verse. Make night time scene using coloured paper on a black background to create a spooky street. Paint/draw scenes from the Funnybones story</p>
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