

Sky high

Use this chart for observation and assessment with activities focusing on the theme of 'Sky high'

Fantasy flights

Activity – Broomstick adventures		
Area of Learning and Development	Look, listen and note	Next steps
Personal, Social and Emotional Development Self-confidence and self-awareness	Note whether the children are confident to talk within the group situation. Are they taking turns in the conversation and showing an awareness of the listener?	Continue to provide opportunities to allow children to become increasingly confident within group situations with different groups and larger amounts of children, such as in show and tell and circle time activities.

Activity – Magic carpet		
Area of Learning and Development	Look, listen and note	Next steps
Mathematics Shape, Space and Measures	Can the children talk about the patterns on the images of the carpets? Do they recognise the shapes? Do they use the correct names?	Provide children with further opportunities to explore patterns. Encourage children to recognise and create symmetrical patterns.

Activity – Pegasus		
Area of Learning and Development	Look, listen and note	Next steps
Communication and Language Speaking	Can the children describe what they did and how they did it? Note how they are using tools and joining resources.	Provide further opportunities for the children to make models and use them in their small world play to create imaginary scenarios.

Notes

In the clouds

Activity – Clouds		
Area of Learning and Development	Look, listen and note	Next steps
Understanding of the World The World	Can the children make relevant observations? Do the children ask appropriate questions?	Make group records of other things, such as the weather, things that grow, and so on. Encourage children to write the captions independently and support them as they segment words and identify sounds.

Activity – What am I?		
Area of Learning and Development	Look, listen and note	Next steps
Expressive Arts and Design Exploring and using media and materials	Are the children able to identify their favourite cloud from the story? Can they sequence the cloud's changing characters? Can they use the craft materials in different ways – did they tear, cut or scrunch the tissue paper?	Continue to provide opportunities for children to explore different media and materials to record their ideas.

Activity – Bird's-eye view		
Area of Learning and Development	Look, listen and note	Next steps
Mathematics Shape, Space and Measures	Do the children understand the language you use to direct them within the activity? Are they successfully placing objects? Can the children direct you to place a small world person on the map?	Continue to use positional language within daily routines. Provide further opportunities for children to make maps, such as after an outing.

Notes

Up, up and away!

Activity – Flying high		
Area of Learning and Development	Look, listen and note	Next steps
Expressive Arts and Design Being imaginative	Watch the children as they engage in the scenarios. Do they make reference to their own previous experiences? Are they able to engage in imaginary events? Do they create a storyline?	Provide other role play opportunities based on your children’s previous experiences, such as those in cinemas, shops, hospitals, to continue to develop their use of language and imagination.

Activity – Balloon fun		
Area of Learning and Development	Look, listen and note	Next steps
Expressive Arts and Design Exploring and using media and materials	Encourage children to talk about what has happened to the papier mache - can they identify any changes? Do the children show high levels of involvement? Were they keen to return to the activity to finish it?	Provide opportunities for children to explore different techniques and resources for joining different materials, including demonstrating how to attach a cylinder to a flat surface.

Activity – Rocket launch		
Area of Learning and Development	Look, listen and note	Next steps
Physical Development Moving and handling	Watch the children as they move. Do they move in and out of the spaces showing control? Can they hold their crouching position? Listen to their independent countdowns – can the children countdown from ten?	Create obstacle courses to develop the children’s ability to move in and out of different spaces. Can they move under, over, through and so on?

Notes