

Planning Activities 12th October – 13th November 2020 (Week 2)

Activity	Active Everyday (in/D.R) - Keyworker's choice. Adult to model a physical activity. Activity - Can you catch it? In the Hoop or Balance the Bag	Name Cards (in) - To encourage the children have an attempt at writing their name from their name card. Extension Activity: the adult to sound out the letters in the child's name	Making Toast (Snack area) - for every child to see what happens when bread goes into the toaster and noticing the changes. Then all children will spread butter on their toast commenting what happens to the butter.	Listening Walk (out) - For the children to go on environmental walk around the Nursery listening out for familiar and unfamiliar sounds and to guess and describe what the sound could be.
Resources	Bean bags, hoop	Name cards, card, felt tips	Plates, knives, toaster, bread, butter	Claves
Focused Curriculum	Physical Development - to move with confidence, to follow the instruction given by the adult and demonstrate the action.	Literacy - to link letters and sounds to their name, to explore different sounds and have fun with sounds! To write for a purpose.	Understanding of the World - to observe changes when heat is added to the bread, to observe how the butter melts on top of the bread, to talk about their own likes and dislikes, to make connections with home life.	Communication and Language/Literacy - to listen to and follow keyworker's instruction; to listen out for different sounds in our local environment; to talk about what they can hear offering suggestions what it could be.
Other possible curriculum links	Communication and Language/Literacy - to listen and respond to an instruction. Remember to use our watching eyes/listening ears. Personal, Social and Emotional Development - To take turns, show awareness of others, to follow the instruction.	Expressive Arts and Design - to explore marking their name, to ascribe meaning to what they have done, to make meaningful marks. Physical Development - to hold a pencil in their hand, to show preference for a dominant hand. Personal, Social and Emotional Development - to be confident to have a go at writing their name, to respond to keyworker's encouragement and to be proud of what they have done.	Mathematics - to talk about the shape of the bread and how we can cut it to create different shapes. Communication and Language - to use descriptive vocabulary, to talk about what they like and dislike, to comment on what they can see happening. Physical Development - to use a knife to spread their topping onto their toast.	Personal, Social and Emotional Development - to take turns to say what they think the sound could be.
Language and Questioning	How do we move? Can anyone think of different ways we can use the bean bag? Throw, catch, balance, space, stand, far away, near, lifting, bending, lying down	I wonder what letters you have in your name... What sound do they make? What do they look like? Let's 'have a go' Letters, sounds, writing, mark making, pens, pencils.	How many plate/ knives do we need? How do we make toast? What does it feel/look like? What can you smell? Can you tell me what you can see happening? How does it taste? I wonder what shapes we can make? Bread, toasted, toast, butter, melting, hot, heat, crunchy, crispy, soft.	What can you hear? Can you tell me about the sound? I wonder what it could be... Leaves rustling in the trees, wind, aeroplane, banging
Individual Learning Opportunities	<ul style="list-style-type: none"> For all children to have a go at doing the bean bag activity. For most children to follow the instruction given by adult and copying back the action. For some children to offer suggestion of an action that we can do - verbally or non-verbally. 	<ul style="list-style-type: none"> For all children to begin to recognise their name/letters in the name, to make marks and assign meaning. For most children to write/copy part of their name from name card forming some of the letters and assign meaning For some children to write their name independently forming most of the letters in their name. 	<ul style="list-style-type: none"> For all children to use a knife safely to spread butter on their toast. For most children to observe the changes when spreading the butter on their toast and comment on what is happening. For some children to predict what will happen to the bread when it is put in the toaster; to observe the changes when the bread goes into the toaster and comment what they can see happening to the bread. 	<ul style="list-style-type: none"> For all children to have a go at listening out for different sounds in our local environment For most children to explore the sounds that you might hear in your local environment and offer suggestions what it might be. For some children to describe the sound that they can hear explaining why they think it could be that sound.