

Planning Activities 16th November - 18th December 2020 (Week 2)

Activity	Sticky Kids (in) - For the children to have a go at playing the action game - Adult will model array of actions that the children need to do when the adult calls out an action. All children are given an instruction to follow e.g. marching around the space. Type in 'Sticky Kids' in the search engine on Youtube.	Positional Language (in) The children are given a positional language instruction e.g. can you put the teddy <u>on</u> the chair.	Sound Lotto (in) - Keyworker's choice For the children to explore different sounds that the musical instruments make.	Icing Biscuits (in) - For all children to be encouraged to make the icing mixture to scoop/drip onto their biscuit. Then decorate with sprinkles.
Resources	ICT Smartboard	Soft toys, chairs	A basket of musical instruments	Individual bowls, spoons, icing sugar, water, jug.
Focused Curriculum	Physical Development - to move with confidence, to follow the instruction given by the adult and demonstrate the action; being aware of the space around them when moving.	Mathematical Development - to use positional language (in, on, under, next to, on top, beside, between)	Expressive Arts and Design - To explore the sounds different instruments make, to play musical instruments, to show an interest in how musical instruments sound, to keep a steady beat, to join in with rhymes / music, to play loudly, softly, fast and slow. Pass an instrument around the circle singing: <i>'Pass the (instrument name) around, Pass the (instrument name around). When the (instrument name) stops with you, You can make a sound'</i> Repeat with other instruments. Give out triangles, shakers and claves (one instrument per child)	Understanding of the World - to explore what happens when we mix the icing sugar with the water. Communication and Language - to talk about what happens when we mix the icing sugar with the water.
Other possible curriculum links	Personal, Social and Emotional Development - To take turns, show awareness of others, to follow the instruction. Communication and Language/Literacy - to listen and respond to an instruction. Remember to use our watching eyes/listening ears.	Communication and Language - to demonstrate an understanding of positional language e.g. on, under, behind, in front of, beside. To listen to and follow instructions.	Personal, Social and Emotional Development - To take turns using different instruments. Communication and Language - To listen to how the instruments sound, to talk about how they sound, to name the instruments, to respond to instructions, Physical Development - To play the musical instrument.	Personal, Social and Emotional Development - to take turns and share ideas. Physical Development - to use our fine and large motor skills when stirring the mixture or spreading. Mathematical Development - to count how many spoons of icing sugar we needed to make the icing mixture.
Language and Questioning	How can we move? Can anyone think of different ways we can move? Walking, galloping, marching, walking backwards, jumping, star jumps	Can you put the beanbag/teddy e.g. on the chair? Where is the teddy now? Do you have any other ideas of where we can put it? In, on, around, on top, below, under, in front of, next to, besides, between	Can you tell me something about the instrument? How do you play the instrument? I wonder what sound you have made... Music, beat, steady, fast, slow	I wonder... what do you think might happen when we mix the icing sugar with the water? What happens when we mix the icing sugar with the water? How do you make the icing sugar? How can we spread the icing sugar mixture on the biscuit? Icing sugar, water, mix, stir, spread, thick, gooey
Individual Learning Opportunities	<ul style="list-style-type: none"> For all children to have a go at moving the around the space. 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 join in with the game, putting teddy in different places. For most children to follow simple instructions and to understand positional language in, on, under. For some children to suggest their own ideas of where to put the teddy. 	<ul style="list-style-type: none"> For all children to take turns with the different instruments For most children to talk about how the instruments sound For some children to be able to keep a steady beat. 	<ul style="list-style-type: none"> For all children to have a go and making and exploring the icing mixture. For most children to describe the consistency of the mixture. For some children to comment on what happens when you add water to icing sugar powder and you mix it together.

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