

**Planning Activities 11th January - 5th February 2021 (Week 2)**

<u>Activity</u>	<b>Bee-Bots (in)</b> - For children to learn to how to give instructions to a robot to make it move.  Extension - For some children to build a pathway for their Beebot to follow.	<b>Sound Lotto (in)</b> For the children to listen and guess a variety of environment or animal sounds	<b>Playground Games (out)</b> - For children to participate in a range of playground games e.g. Farmers in the Den; What's the time Mr Wolf?	<b>Marble Painting (in)</b> - For the children to explore what happens when they roll a marble through paint on a tray.
<u>Resources</u>	A bee-bot for each child.	Sound Lotto game	outdoor space	Tray, marble, a variety of paints
<u>Focused Curriculum</u>	<b>Understanding of the World</b> - to operate simple equipment, to demonstrate an understanding of ICT and how things work. <b>Communication and Language</b> - to talk about how the bee-bot is moving, to use talk to clarify their thinking e.g. how does the bee-bot work?	<b>Communication and Language</b> - to listen to and follow keyworker's instruction; to listen to the different sounds; to talk about what they can hear offering suggestions what it could be.	<b>Physical Development</b> - moving bodies in a variety of ways, demonstrating awareness of space/others; to learn actions to games/songs/rhymes and to have a go at these actions. To move with increasing confidence in a circle. <b>Personal, Social and Emotional Development</b> - to work in a small group, to join in with the playground games, to have a go at new activities.	<b>Expressive arts and design</b> - to create patterns/meaningful marks
<u>Other possible curriculum links</u>	<b>Personal, Social and Emotional Development</b> - to be confident to try out new activities; to use/handle resources with care. <b>Physical Development</b> - to move the bee-bot using a variety of controls, to use their fingers to push buttons.	<b>Personal, Social and Emotional Development</b> - to take turns, share resources and to play a game alongside a small group of children. <b>Mathematics</b> - to count how many more cards they need to place on their board.	<b>Communication and Language</b> - to develop vocabulary through games, songs and rhymes. <b>Expressive Arts and Design</b> - to demonstrate enjoyment through games, songs and rhymes. <b>Mathematics</b> - to use fingers and bodies to count; To explore shape and space;	<b>Physical development</b> - to explore the space when mixing the paint. <b>Personal, Social and Emotional Development</b> - to be confident to have a go at using new materials. <b>Communication and language</b> - to talk about what they made; to communicate with confidence and increasing clarity. <b>Understanding the world</b> - to explore with forces - pushing
<u>Language and Questioning</u>	How does it work? What do we need to do? I wonder which way it will move next. How can we make it move this way?  Forwards, backwards, left, right, around, twirling, slowly, quickly, battery, on/off, buttons, charging/charged.	What can you hear? Can you tell me about the sound? I wonder what it could be...  Game, sounds, listening, objects, cards, boards, taking turns.	How many have we got left now? Who could be the farmer/wife/child etc. What way should we move our bodies to this song?  Ring-a-roses, The Farmer in the Den, playground games, circle, singing, rhyme, actions, moving.	I wonder what will happen when the colours mix together. Can you tell me what you can see? How does it look and feel? How far did your marble travel?  Paint, mix, change, pattern, marks, far
<u>Individual Learning Opportunities</u>	<ul style="list-style-type: none"> <li>For all children to use a Beebot, with or without an adult supporting.</li> <li>For most children to navigate the Beebot with confidence</li> <li>For some children to talk about how the Beebot moves.</li> </ul>	<ul style="list-style-type: none"> <li>For all children to listen with interest and have a go at playing the sound lotto game.</li> <li>For most children to take turns to share resources and to follow simple instructions.</li> <li>For some children to guess the sound and describe what they can hear.</li> </ul>	<ul style="list-style-type: none"> <li>For all children to 'have a go' and join in with the activity</li> <li>For most children to sing familiar games, songs and rhymes and join in with the variety of actions.</li> <li>For some children to offer suggestions that we can sing or act out in the circle.</li> </ul>	<ul style="list-style-type: none"> <li>For all children to create a picture with a marble and paint</li> <li>For all children to explore with space and seeing what happens when you roll a marble through paint.</li> <li>For some children to comment on what they see and describe the marks they have made.</li> </ul>