

**Planning Activities 11th January - 5th February 2021 (Week 4)**

<b>Activity</b>	<b>PE (D.R)</b> - For children to explore the PE equipment safely; For children to attempt to take off their socks and shoes and put them back on.	<b>Number Recognition (in)</b> - The children will be encouraged to move to music when the music stops they need to stand on one of the number tiles. Children will be encouraged to recognise and name the number on the tile or count the number of objects by 1.1 correspondence.	<b>Musical Instruments (in)</b> - For the children to explore different sounds that the musical instruments make.	<b>Textural Art with different materials (in)</b> - For the children to be encouraged to create some art using different materials.
<b>Resources</b>	A variety of equipment.	Number tiles, cd player, music	A basket of musical instruments	Ready-made paint, paper, sand
<b>Focused Curriculum</b>	<b>Physical Development</b> - to move with confidence, imagination and safety, travel in different ways e.g. slithering, shuffling, rolling, crawling, jumping, skipping, hopping, and showing an awareness of space. To travel around, under, over and through balancing and climbing equipment.	<b>Mathematics</b> - to recognise numerals, to name numerals, to count with increasing confidence from 1-10 by 1.1 correspondence; to recognise numerals beyond 10,	<b>Expressive Arts and Design</b> - 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: 'Pass the (instrument name) around; Pass the (instrument name) around). When the (instrument name) stops with you, you can make a sound' Repeat with other instruments. Give out triangles, shakers and claves (one instrument per child)	<b>Expressive Arts and Design</b> - to create a piece of art using natural materials; to describe the texture of the material;
<b>Other possible curriculum links</b>	<b>Personal, Social and Emotional Development</b> - To take turns, show awareness of others, to take off shoes and socks and put them back on independently. <b>Communication and Language</b> - to listen to and follow instructions, to show understanding of under, over, on, through, behind, in front of.	<b>Physical Development</b> - to move to music <b>Personal, Social and Emotional Development</b> - to be confident to have a go at counting the objects on the number tile they are standing on and name the number, to support peers.	<b>Personal, Social and Emotional Development</b> - To take turns using different instruments. <b>Communication and Language</b> - To listen to how the instruments sound, to talk about how they sound, to name the instruments, to respond to instructions, <b>Physical Development</b> - To play the musical instrument.	<b>Communication and Language</b> -To talk about what they have made; to use descriptive language to describe what they are making, <b>Mathematics</b> - to explore with shape, space and pattern when creating their work. <b>Personal, Social and Emotional Development</b> - to begin to work in collaboration with others in the group. <b>Understanding of the World</b> - to talk about the different materials and their properties.
<b>Language and Questioning</b>	How do you think we could climb on the ....? How can we move our body? I wonder which part of body we used when...?  Up, down, climbing, sliding, over, under, through, turning, balancing, bouncing, hopping, jumping, slowly, carefully, twist	How many objects on the number tile? What numbers can you see? Can you tell me what this number is? What does number...look like?  Numbers, 1-6, more, number fans, less, show me, tell me about...	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	Can you tell me what you are making...? How are you making it? I wonder what you have made... Can you tell me something about it.....? How can we create that pattern?  Pattern, flat, round, big, small, rough, smooth, wiggly, lines, circles, zig zag,
<b>Individual Learning Opportunities</b>	<ul style="list-style-type: none"> <li>For all children to explore the PE equipment safely and show an awareness of own space and others with/without support.</li> <li>For most children to listen and follow instructions. To have a go at putting on our socks and shoes.</li> <li>For some children to think of new ways of moving across equipment.</li> </ul>	<ul style="list-style-type: none"> <li>For all children to have a go counting the number of objects on the number tile.</li> <li>For most children to have a go at recognising some numerals</li> <li>For some children to confidently recognise numerals 1 to 10 and beyond.</li> </ul>	<ul style="list-style-type: none"> <li>For all children to take turns with the different instruments</li> <li>For most children to talk about how the instruments sound</li> <li>For some children to be able to keep a steady beat.</li> </ul>	<ul style="list-style-type: none"> <li>For all children to create with a purpose in mind, using a variety of materials to make their picture.</li> <li>For most children to talk about what they are creating and to persist when challenges occur.</li> <li>For some to talk about the properties of the materials they are using.</li> </ul>

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