

Planning Activities 26th April – 21st May 2021 (Week 1)

Activity	Number Hunt (in/out) - All children will be encouraged to partake in action e.g. skip whilst singing the number rap to find the numbers in the corresponding order from 1-10 hidden in the garden. Children will be encouraged to recognise and name the number on the tile or count the number of objects by 1.1 correspondence.	Painting Portraits (in) - For the children to look at themselves in the mirror noting any distinct features e.g. the colour of their skin, eyes, hair. Adult to model by painting a portrait of themselves.	Exercise balls (in) - The children will be exploring using the exercise balls in a variety of different ways. They will be developing their large motor skills, co-ordination and core strength.	Music and Movement (out) - For children to participate in a range of nursery rhymes/songs on the move.
Resources	Number rap, number tiles	A3 sheets of paper, selection of paints, mirrors.	Our bodies, exercise balls	outdoor space, claves
Focused Curriculum	Mathematics - to recognise numerals, to name numerals, to count with increasing confidence from 1-10 by 1.1 correspondence; to recognise numerals beyond 10	Expressive arts and design - to create simple representations of themselves, to select appropriate resources, to create with a purpose in mind. Personal, social and emotional development - to be aware of our bodies, to talk about ourselves with increasing confidence, to say how we are feeling e.g. how do you feel when you smile?	Physical Development - to be aware of different parts of our bodies; to move with confidence, to move in a range of different ways using the exercise ball e.g. rolling	Physical Development - moving bodies in a variety of ways, demonstrating awareness of space/others; to learn actions to songs/rhymes and to have a go at these actions. To move with increasing confidence. Personal, Social and Emotional Development - to work in a small group, to have a go at new activities.
Other possible curriculum links	Physical Development - to move around the environment in a variety of ways. Personal, Social and Emotional Development - to be confident to have a go at counting the objects on the number tile that they have found and name the number, to support peers.	Communication and language - to extend vocabulary and explore words associated with our face e.g. eyes, eyebrows, eyelashes, mouth, lips, cheeks, teeth. To communicate with increasing confidence and clarity about ourselves. Mathematics - to count how many eyes/eyebrows/ we have on our face. Understanding the world - to talk about ourselves and to note similarities and differences between ourselves and our friends.	Personal, Social and Emotional Development - To work collaboratively Communication and Language - to listen to and follow instructions, to show understanding of a variety of different actions to support our core strength, our large motor skills	Communication and Language - to develop vocabulary through songs and rhymes. Expressive Arts and Design - to demonstrate enjoyment through songs/rhymes. Mathematics - to use fingers and bodies to count; To explore shape and space;
Language and Questioning	How many objects are on the number tile? What numbers can you see? Can you tell me what this number is? What does number...look like? What action are we doing? How can we travel there? Numbers, counting, walking, hopping, marching, running, skipping	What have you got on your face? What colour is your hair/eyes? What colour is your skin? Eyes, eyebrows, eyelashes, nose, mouth, lips, teeth, cheeks, freckles, birthmark.	I wonder how we can move our bodies. move, roll, bounce	How many have we got left now? Who could be the What way should we move our bodies to this song? singing, rhyme, actions, moving.
Individual Learning Opportunities	<ul style="list-style-type: none"> For all children to move in different ways. For all children to have a go counting the number of objects on the number tile. For most children to have a go at recognising some numerals For some children to confidently recognise numerals 1 to 10 and beyond. 	<ul style="list-style-type: none"> For all children to create a simple representation For most children to talk with confidence about how they look For some children to use colours appropriate to their own bodies noticing any similarities/differences. 	<ul style="list-style-type: none"> For all children to participate in the activity. For most children to demonstrate balance and co-ordination while moving on the ball. For most children to copy the action. For some children to offer a suggestion an action that we can do with the exercise ball. 	<ul style="list-style-type: none"> For all children to 'have a go' and join in with the activity For most children to sing familiar songs and rhymes and join in with the variety of actions. For some children to offer suggestions that we can sing or act out an action.

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