

Planning Activities 24th May - 25th June 2021 (Week 1)

Activity	Music and Movement (out) - For children to participate in a range of nursery rhymes/songs on the move.	Exploding Potions (in) - For the children to make a potion. Provide all the ingredients for children to explore.	Looking at non-fiction books - For the children to be encouraged to choose a topic from a selection of visuals e.g. a picture of dinosaur. Use non-fiction books to find information.	Profile Pictures (in) - Every term we encourage children to draw a picture of their family.
Resources	outdoor space, claves, singing props	Cups, spoons, vinegar, powder paint, washing up liquid.	Selection of non-fiction books, tablets/IWB, props linking to books	Paper, felt tips
Focused Curriculum	Communication and Language - to join in with action rhymes and songs, requesting favourites. Physical Development - moving bodies in a variety of ways, demonstrating awareness of space/others; to move with increasing confidence.	Understanding the world - to explore what happens when you mix different ingredients together. To make predictions about what they think will happen.	Literacy/Understanding of the World - to explore non-fiction books, finding answers to questions. To know that print carries meaning and can give information. Technology - to use technology to find out about the world around us.	Expressive Arts and Design - To create a picture for a purpose; to draw a picture of their family. Understanding of the World - to talk about their family and home life.
Other possible curriculum links	Expressive Arts and Design - to demonstrate enjoyment through songs/rhymes. Mathematics - to join in with songs that involve counting, using props to find one more or one less.	Communication and language - to describe what happens when you add each ingredient when making their potion; to describe what happens when you mix the ingredients together.	Communication and Language - to ask questions relating to a topic of interest. To comment on their observations/findings.	Communication and Language - to talk about and describe the marks that they have made on the paper; to talk about their family. Physical Development - to select a dominant hand, to develop a comfortable grip when holding a pen; to make small movements on the paper. to use one handed tools, to draw lines and circles using gross motor movements Literacy - encourage the children to label the people in their pictures.
Language and Questioning	Do you have any favourite songs? Can you think of any other e.g. animal songs, number songs? What actions can you think of for this song? singing, rhyme, actions, movement, one more, one less,	What do you think is going to happen? Mix, change, add, pour, squeeze, stir, water, vinegar, washing up liquid, explode, volcano	Let's choose a topic. What do we want to find out about.....? What do you notice? What have we found out? I wonder where else we can find out about... Non-fiction, information, picture, image, features,	Who lives at home with you? What do they look like? Can you tell me about them? Talk to me about your picture. Picture, drawing, colours, pens, pencils, pastels, create, paper, family.
Individual Learning Opportunities	<ul style="list-style-type: none"> For all children to join the session, choosing props and filling in missing words using words or signs. For most children to sing familiar songs and rhymes and join in with the variety of actions. For some children to offer suggestions of favourite songs and suggest possible actions. 	<ul style="list-style-type: none"> For all children to explore making potions. For most children to comment on what they see For some children to make predictions about what they think will happen. 	<ul style="list-style-type: none"> For all children to look at non-fiction books For most children to ask questions and to talk about what they can see on the page. For some children to talk about what they have found out when looking at books on their chosen topic. 	<ul style="list-style-type: none"> For all children to make marks to represent their family. For most children to talk about their family picture. For some children to label their picture, ascribing meaning to the marks they make.