

Planning Activities 24th May - 25th June 2021 (Week 2)

<p>Activity</p>	<p>Music and Movement (out) - For children to participate in a range of nursery rhymes/songs on the move.</p>	<p>Floating and Sinking (Link to Who Sank the Boat?) Provide a range of resources for the children to explore in the water tray.</p>	<p>Numicon To explore a new mathematical resource in a fun and playful way.</p>	<p>Name Cards (in) - To encourage the children to make a name card for the trolley.</p>
<p>Resources</p>	<p>outdoor space, claves</p>	<p>Who Sank the Boat story and props. Range of resources to test floating and sinking. Chart to predict/record findings.</p>	<p>Numicon plates, base boards, overlays, pegs</p>	<p>Name cards, card, felt tips</p>
<p>Focused Curriculum</p>	<p>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.</p>	<p>Understanding the World - to make predictions about what they think might happen. To experiment to test their ideas. Communication and Language - to share their questions, ideas and findings in a small group situation.</p>	<p>Mathematics - To use concrete resources to support understanding of number To use Numicon plates to make shapes, pictures and patterns.</p>	<p>Literacy - to write for a purpose. To make links between letters and sounds.</p>
<p>Other possible curriculum links</p>	<p>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.</p>	<p>Mathematics - to use language of comparison when talking about their findings e.g. heavier, lighter. To sort objects into groups Literacy - to mark marks to record their findings, giving meaning to the marks they have made</p>		<p>Physical Development - to hold a pencil and use it with increasing control, to show preference for a dominant hand.</p>
<p>Language and Questioning</p>	<p>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.</p>	<p>Can you remember what happened in the story? Why do you think the boat sank? What do you think will happen with these things? Why do you think that? How can we find out? Float, sink, heavy, light, heavier, lighter, predict, record.</p>	<p>What do you think we could do with our new resource? What do you notice? Numicon, plates, number names, pegs, order. More, less, bigger, smaller, shapes names, fit, join,</p>	<p>I wonder what letters you have in your name... What sound do they make? What do they look like? Let's 'have a go' Letters, sounds, writing, mark making, pens, pencils.</p>
<p>Individual Learning Opportunities</p>	<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. 	<ul style="list-style-type: none"> For all children to explore the resources in the water tray For most children to make predictions and comment on what they find For some children to give reasons for their ideas and find ways to record their findings. 	<ul style="list-style-type: none"> For all children to explore the Numicon, making pictures and patterns For most children to use the pegs to count the holes in each piece For some children to make links between the coloured plates and the corresponding number/numeral 	<ul style="list-style-type: none"> For all children to begin to recognise their name and to make marks on their card For most children to form shapes that show variation in shape and form. For some children to write their name independently

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