

Planning Activities 24th May - 25th June 2021 (Week 3)

Activity	Cross the River (in) - Invite children to choose a cvc toy. Orally segment the sounds of one of the objects - children jump across the river if it is their toy. Ext. show written word with sound buttons	Teddy Bear's Picnic (in/out) - Children will be encouraged to make a sandwich for a teddy bear picnic. Share a picnic together and enjoy bear related stories.	Music and Movement (out) - For children to participate in a range of nursery rhymes/songs on the move.	Mark Making with different media (in) - The children will be given a selection of mark making tools. The children will be encouraged to make different marks with these objects.
Resources	A basket with a variety of objects, crocodile toy or puppet, blue material	Teddy Bear, blanket, picnic basket. Bread, fillings, fruit, crisps, stories e.g. this is the bear	outdoor space, claves, singing props,	Paint, paper, cotton buds, lollipop sticks, feather/quill
Focused Curriculum	Literacy - to hear the initial sounds in words, to blend and segment sounds, to make links between sounds they hear and are familiar with.	Physical Development - to use one handed tools and equipment safely. To talk about healthy food and occasional treats for the picnic Personal, Social and Emotional Development - to make choices and express preferences. To enjoy a shared experience with key group, taking turns in conversation.	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.	Literacy - to be able to make marks and assign meaning to what they have made. Physical Development - to work on a large scale; to use their fine and large motor skills when mark making.
Other possible curriculum links	Personal, Social and Emotional Development - to listen to and follow instructions, to await a turn. To work collaboratively with peers guessing what the word could be.	Literacy - to listen carefully to stories, commenting on the characters and main events.	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.	Expressive Arts and Design - to use a range of media, comparing the effects of each tool
Language and Questioning	What sounds can you hear in the word? I wonder what object that could be. Can you tell me the first sound? How many sounds/phonemes can you hear? Letters, sounds, blend, segment	What will we need for our picnic? What's your favourite sandwich filling? What healthy snacks can we take with us? Will you cut your sandwich? Sandwich, filling, spread, persevere, healthy, treat, half, quarters,	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.	I wonder what you can do with.... Can you tell me something about your marks? I notice that this tool made a thicker line than... Which tool do you find easiest to mark make with? Why do you think that is? draw, mark, writing, write, finger, movement, compare, thick, thin, long, wide, short,
Individual Learning Opportunities	<ul style="list-style-type: none"> For all children name their object and jump across the river. For most children to blend the sounds the keyworker uses to match to their object. For some children to 'be the keyworker' and orally segment the sounds in the word. 	<ul style="list-style-type: none"> For all children to make a sandwich for our teddy bear's picnic with support For most children to talk about and describe sandwich using their senses - sight, taste, smell, texture. For some children to recognise which foods are healthy and which are an occasional treat. 	<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 make marks using different tools For most children to be assign meaning to the marks that they are making. For some children to make comparisons between the marks they have made.