

**Planning Activities 24<sup>th</sup> May - 25<sup>th</sup> June 2021 (Week 4)**

<b>Activity</b>	<b>PE (in)</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>Find an object using a visual clue (out)</b> - Children will be encouraged to take pictures of things in their environment. Children to use part of a visual clue to find an object.	<b>Music and Movement (out)</b> - For children to participate in a range of nursery rhymes/songs on the move.	<b>Comparing Weight</b> - children to use balance scales to compare objects
<b>Resources</b>	A variety of equipment.	A variety of cards with part of a visual clue.	outdoor space, claves	Balance scales, range of objects, wrapped presents, bags of marbles etc, paper available for recording.
<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>Communication and Language</b> - To look at part of a visual clue. To talk about what they think it might be and where they might find the object? In the picture what helped us to guess the object?	<b>Communication and Language</b> - to join in with action rhymes and songs, requesting favourites.  <b>Physical Development</b> - moving bodies in a variety of ways, demonstrating awareness of space/others; to move with increasing confidence.	<b>Mathematics</b> - To explore weight and measure- to compare and to use everyday language to describe measures. To use comparative language when describing and comparing.
<b>Other possible curriculum links</b>	<b>Personal, Social and Emotional Development</b> - To take turns, show awareness of others. To show independence and perseverance when taking shoes and socks off/putting them on. <b>Communication and Language</b> - to listen to and follow instructions, to show understanding of under, over, on, through, behind, in front of.	<b>Personal, Social and Emotional Development</b> - to be confident to explore the indoor or outdoor environment, working together to solve the visual clues to find the object.	<b>Communication and Language</b> - to join in with action rhymes and songs, requesting favourites.  <b>Physical Development</b> - moving bodies in a variety of ways, demonstrating awareness of space/others; to move with increasing confidence.	<b>Communication and Language</b> - to use descriptive language when explaining and comparing.
<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	Look at the clue. I wonder what it could be? Where might we find it? What does it look like?  clue,	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.	Have you seen these before? How can we use them? What do you notice? How can we find out which presents are heaviest/lightest? Can you make them balance?  Balance, scales, heavy, heavier, heaviest, light, lighter, lightest, compare, describe, order,
<b>Individual Learning Opportunities</b>	<ul style="list-style-type: none"> <li>For all children to explore the PE equipment safely with/without support.</li> <li>For most children to show an awareness of their own space and that of others when using the equipment.</li> <li>For some children to think of new ways of moving across equipment and describe their movements to others.</li> </ul>	<ul style="list-style-type: none"> <li>For all children to have a go at finding the object using the visual clue.</li> <li>For most children to look at the visual clue and talk about what the object could be.</li> <li>For some children to recognise, name and find the object.</li> </ul>	<ul style="list-style-type: none"> <li>For all children to 'have a go' and join in with the activity</li> <li>For most children to sing familiar songs and rhymes and join in with the variety of actions.</li> <li>For some children to offer suggestions that we can sing or act out an action.</li> </ul>	<ul style="list-style-type: none"> <li>For all children to explore the objects and the scales</li> <li>For most to use everyday language to describe measures</li> <li>For some to order three or more measures.</li> </ul>

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