

Planning Activities 28th June - 16th July (activities 1-4)

Activity	Music and Movement (using outside space) - Singing, action rhymes and ring games.	Cross the River/Metal Mike/I spy/Simon Says - fast paced games to promote oral blending and segmenting. Extension - model writing words demonstrating the correspondence between the letter and the sound.	Large scale drawing to music	How have I changed? An opportunity to reflect on our time in Meadows.
Resources	Singing props, song books, musical instruments	Objects with CVC or CCVC spellings, robot, material,	Large rolls of paper, pens, pencils, paint, a variety of music	Records
Focused Curriculum	Communication and Language - to listen to songs and rhymes, joining in with the words and actions and asking for favourites.	Reading - to play with rhyming words, alliteration and to hear and say some letter sounds in words. To link sounds to letters when blending and segmenting CVC words.	Expressive Arts and Design - to make marks in response to music. To talk about what they can hear.	Personal, Social and Emotional Development - to talk about how we have changed over time, both in terms of physical changes and our achievements.
Other possible curriculum links	Physical Development - to move our bodies in a variety of ways, demonstrating awareness of space and others.		Personal, Social and Emotional Development - to talk about the different types of music and how it makes them feel.	Understanding of the World - to show an awareness of the past in relation to our own lives. Communication and Language - to use the past, present and future tenses in speech
Language and Questioning	Do you have any favourite songs? Can you think of any other songs with e.g. animals in them? What actions can you think of for this song? singing, rhyme, actions, movement,	Listen to the robot talk... which word do you think he is saying? Let's have a go at talking like the robot. What sounds can you hear? Letters, sound, blend, segment, phoneme	What do you notice about the music? How does it make you feel? Tell me about the marks you are making... Music, pace, volume, fast, slow, loud, quiet, happy, sad, angry, frightened, relaxed,	Let's have a look at our records... You look so different in the first photo! I can see that... Could you do that when you first started in Meadows? What else can you do now? What are you looking forward to when you go to school? Now, then, past, present, changes, achievements,
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 a 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 join in with the games, taking turns to feed the robot or cross the river For most children to orally blend the sounds and match the object. For some children to orally segment the sounds in CVC words. 	<ul style="list-style-type: none"> For all children to make marks on the paper For most children to comment on the music For some children to talk about how the music makes them feel. 	<ul style="list-style-type: none"> For all children to look at their records, pointing and labelling. For most children to talk about how they have changed For some children to talk about what they have learnt and what they are looking forward to learning at school.