

Planning Activities 28th June - 16th July (activities 5-8)

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| Activity | Music and Movement - Number focus (using outside space) - Singing, action rhymes and ring games. | Mini sports day - a range of physical activities and games | Musical Instruments - Selecting resources to make musical instruments, then using them to perform to the bubble. | Outdoor role play |
| Resources | Singing props, song books, whiteboards, Numicon | Eggs and spoons, hurdles, cones, hoops, dressing up clothes, benches, tunnel, | Bottles, boxes, rice, pasta, lentils, elastic bands, tape, | dependant on the role play set up in each bubble |
| Focused Curriculum | Mathematics - To count alongside actions in games, rhymes and songs. To show an understanding of one more/one less. To use graphic representation to show calculations. | Physical Development - to move with confidence in a variety of ways, safely negotiating space | Expressive Arts and Design - to construct with a purpose in mind. To make instruments, experimenting with ways of changing them. | Expressive Arts and Design - to take on a role when recreating experiences and developing a narrative |
| Other possible curriculum links | Communication and Language - to listen to songs and rhymes, joining in with the words and actions and asking for favourites. | Personal, Social and Emotional Development - to understand and follow the rules of the games. To try new activities. To understand that we may not win all of the time. | Personal, Social and Emotional Development - to develop confidence when performing to the group. | Literacy - to mark make in play, ascribing meaning to the marks made Personal, Social and Emotional Development - to play in a group with peers |
| Language and Questioning | Do you have any favourite number songs? How many do we have now? How can we record that? Perhaps the Numicon can help us to work it out. Number songs, Numicon, more, less, numeral, number sentence. | Have a look at the activities. What do you think we will need to do? What are you most looking forward to? What did you find difficult? Run, walk, hop, skip, jump, over, under, through, balance, try, persevere, | Have a look at our instruments. What could we use to make our own? What would happen if you put more/less rice in? How could you make a different sound? Instruments, drum, guitar, maraca, volume, loud, quiet, more, less | Language used and key vocab dependant on role play area in each bubble |
| 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 count actions, objects or people with 1:1 correspondence. For some children to find one more/one less and to record their calculations. | <ul style="list-style-type: none"> For all children to join in with some of the activities. For most children to move with confidence around the circuits. For some children to talk about the activities, reflecting on any difficulties they found. | <ul style="list-style-type: none"> For all children to make an instrument with support. For most children to use their instruments to accompany group singing. For some children to show confidence when performing to the group. | <ul style="list-style-type: none"> For all children to play in the outside role play area For most children to work as part of a group, suggesting ideas. For some children to make marks/write during their play. |