

Small Group Planning Activities - 27th September to 15th October 2021 (Blue/Yellow Room)

Activity	Singing with props (focus on nursery rhymes and well known songs)	Fine Motor skills	PE	Musical Instruments exploring instruments, stop and go, Possible link to singing phonics - everybody play with me, shake your shaker.
Resources	Board, props,	E.g. Follow the pattern (buttons), threading, peg boards, washing line & socks (matching pairs),	Equipment that is at a low level e.g. stepping stones, small bridges, tunnel, bench.	A basket of musical instruments
Focused Curriculum	Communication and Language - to develop vocabulary through songs and rhymes.	Physical Development - to develop fine motor skills and hand/eye co-ordination when using a pincer grip.	Personal, Social and Emotional Development - to show an increasing independence in taking off and putting on own shoes and socks. Physical Development - To travel around, under, over and through balancing and climbing equipment.	Expressive Arts and Design - To explore the sounds different instruments make. To join in with rhymes / music. To play loudly, softly, fast and slow.
Other possible curriculum links	Expressive Arts and Design - to develop a repertoire of songs and rhymes	Mathematics - to use resources to make patterns Communication and Language - to talk about and describe what they have made.	Communication and Language/Mathematics to show understanding of positional language - under, over, on, through, behind, in front of.	Communication and Language - develop listening skills through stop and go games.
Language and Questioning	What is your favourite rhyme? (Use props to support). What do you think the rhyme is about? Can you think of any actions? singing, rhyme, actions,	Can you do it using just your finger and thumb? It will make your fingers strong. What are you finding difficult? Can you tell me about your pattern/picture? Pattern, thread, string, beads, pegs, board, thumb, finger,	Language of praise and encouragement - e.g. have a try, I think you can do it, what can I do to help. How do you think we could climb on the? How can we move our body? I wonder which part of body we used when...? Safely, carefully, step, jump, climb, over, under, through, on, in front, behind	Can you tell me something about the instrument? How do you think you play it? What type of sound does it make? Can you play it fast, slow, loudly, quietly? Instrument names, bang, shake, pluck, tap, loud, quiet, gentle, fast, slow,
Individual Learning Opportunities	<ul style="list-style-type: none"> For all children to join the group to sing familiar songs For most children to sing familiar songs and rhymes and join in with the variety of actions. For some children to offer suggestions of songs or actions. 	<ul style="list-style-type: none"> For all children to have a go at exploring an activity chosen by keyworker to develop their fine motor skills. For most children to persevere and make something with the chosen activity. For some children to re-create a 2-colour pattern and tell their keyworker about what they have made. 	<ul style="list-style-type: none"> For all children to take their shoes and socks off For most children to try to put their shoes and socks back on. For most children to move safely when using the equipment For some children to use language to describe their movements. 	<ul style="list-style-type: none"> For all children to explore the instruments For most children to play the instruments in a variety of ways For some children to talk about the different types of sounds.