

Extended Group Time Planning - Summer 1

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| Activity | Singing session & action songs | Large scale mark making | Turn taking game | Cars and Masking Tape |
| Resources | Singing props, song books, choice boards. | Paper roll, variety of resources to make marks. | Game/puzzle activity made into turn taking game. | Cars, masking tape and clear space to play. |
| Curriculum Links | <p>Communication and Language - to join in with rhymes and songs.</p> <p>Expressive arts and design- explores sounds songs and simple rhymes.</p> <p>Personal, Social and Emotional Development - to join in with singing as part of a group.</p> <p>Literacy- to join in with songs and rhymes, tuning in and paying attention.</p> | <p>Physical Development - Develop manipulation and control, explore different resources and tools.</p> <p>Literacy-Enjoy drawing freely, add some marks to their drawing that they give meaning to.</p> | <p>Personal, social and emotional Development- Begin to show effortful control, for example waiting for a turn, turn taking.</p> <p>Communication and Language- Understand simple instructions</p> | <p>Expressive arts and design- Start to develop pretend play, pretending that one object represents another.</p> <p>Communication and language- Develop pretend play, 'driving the car to the shops'</p> |
| Key Language | <p>Label body parts and actions/movements</p> <p>Repeat words/songs</p> | <p>Tell me about..</p> <p>Label actions and marks-round and round, up and down. Dots, lines.</p> <p>Acknowledge colours and shapes.</p> | <p>Describe actions and behaviours</p> <p>Match +1 add words to encourage extended language.</p> <p>My turn, XXX turn</p> | <p>Commentary on play. 'you're pushing the car'</p> <p>Match +1- add words to encourage extended language.</p> |
| Possible Extension Activities | <p>Games such as guess song by action, prop or description.</p> <p>Turn take to choose favourite song</p> <p>Pause to allow children to complete well known phrases.</p> <p>Changes words/sabotage playfully to provoke a response.</p> | <p>Add photos or pictures as provocation.</p> <p>Ask children to ascribe meanings to their marks.</p> <p>Indoors/outdoors</p> <p>Vary tools.</p> <p>Mark make in dried resources in sensory tray.</p> <p>Collaborate to create.</p> | <p>Extend number of children turn taking</p> <p>Develop into use of board game/turn taking game.</p> | <p>Children plan play area- where the masking tape roads etc. will be.</p> <p>Add boxes and other objects to extend creativity</p> |

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| Activity | Music and movement | Construction | Threading | Box play |
| Resources | Hall/small group room, variety of music and CD player. | Chosen equipment | Variety of threading resources. | Variety of large and small boxes, pots and tubs |
| Curriculum Links | <p>Expressive arts and design- To move and dance to music, to explore with sounds and movements.</p> <p>Physical Development-to fit themselves in spaces and use spaces to move around independently, clap and stamp to music.</p> <p>Personal, Social and Emotional Development-Growing independence and self-awareness.</p> | <p>Physical Development – Build independently with a range of resources.</p> <p>Expressive arts and design- make simple models that express their ideas.</p> <p>Maths- Build with a range of resources.</p> | <p>Physical Development – Develop manipulation and control, explore different resources and tools.</p> <p>Maths- Notice patterns and arrange things in patterns, compare sizes.</p> | <p>Communication and Language- To label familiar items and share ideas and preferences.</p> <p>Understanding the World-Use all their senses in hands on exploration.</p> <p>Expressive arts and design- make simple models that express their ideas.</p> |
| Key Language | Label body parts and actions/movements- stretch, curl, roll, spin, jump, hop fast, slow, ready steady, go, Big small | Positional language- on top, beside, under, Open ended questions such as What will you need next? Tell me about... | Language to promote resilience. Mathematical language, big, little, smaller, larger, pattern, colours and shapes. | Describe actions, movements and creations. Mathematical language, big, little, smaller, larger, colours and shapes. |
| Possible Extension Activities | Movement story Vary music and link movement to sounds Add resources to encourage different types of movement | Create physical plan before building begins Collaborate to build Build with a chosen purpose Photos to provoke Add to resources to promote creativity. | Create necklaces to keep. Provide patterns for children to follow. | To use the objects to create- box modelling. |

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| <u>Activity</u> | Records | Story sack | Balancing | Blowing bubbles |
| <u>Resources</u> | Learning journeys for each child within group. | Familiar story | Variety of balancing equipment. | Small pots of bubbles or mixture made up in the tray. |
| <u>Curriculum Links</u> | <p>Communication and Language – Point at objects or photos when asked about them, listen to other peoples talk with interest.</p> <p>Personal, Social and Emotional Development-Notice and ask questions about differences.</p> <p>Understanding the World-make connections between features of their family and others families, talk about what they see.</p> | <p>Communication and Language- Listen to simple stories and understand what is happening with the help of the pictures.</p> <p>Literacy- repeat words and phrases from familiar stories.</p> | <p>Physical Development – Walk, run, jump and climb- and start to use stairs independently.</p> <p>Personal, social and emotional development- Growing independence.</p> | <p>Communication and Language- Develop lip patterns and muscle strength to support language development.</p> <p>Understanding the World- Repeat actions that have an effect.</p> |
| <u>Key Language</u> | <p>What do you see?</p> <p>Tell me about...</p> <p>Label activities and experiences</p> <p>Describe changes- for example- you got older, you can walk now, You don't have a coat on, Maybe it was summer</p> | <p>Repeated refrains form story.</p> <p>Open ended questions about characters and pages</p> <p>What do you see?</p> <p>What might happen if?</p> | <p>Describing actions and behaviours.</p> <p>Wobbly, arms out, slowly, you tried hard! you did it!</p> <p>Describe/label movements- walk, balance, slide, crawl, tip toe</p> | <p>Describe and label actions and observations.</p> <p>Blow, closer, big, small, pop, bubble</p> <p>Support children with verbal encouragement to keep trying.</p> |
| <u>Possible Extension Activities</u> | <p>Print large photos of the children involved in recent activity and encourage communication and sharing.</p> <p>Photos from home.</p> <p>Children show another child/group their record</p> | <p>Opportunities to re-enact story</p> <p>Use props imaginatively to retell.</p> <p>Use of activities within bag to extend for example puzzle or game.</p> | <p>Extend use of equipment- higher or longer or trickier to balance.</p> <p>Encourage children to support each other or collaborate.</p> | <p>Extend Equipment-Blowing feathers or ping pong balls.</p> <p>Mr tongue story</p> <p>Songs and stories that encourage shapes with mouth.</p> |