

Planning activities 13th June – 3rd July 2022 (Big Room)

Activity	Profile Pictures & Name Cards	Extended Role Play (Doctors)	Teddy Bears' Picnic	Magnets
Resources	Home template, selection of drawing materials. Possible book link – All kinds of families. Name cards during cycle	Doctors enhancement area and first aid kit, phones, notepads, calendars, computers. Book Links – People who help us.	Invitation, Teddy Bear, blanket, picnic basket. Bread, fillings, fruit, crisps Book Links – This is the Bear, Where's my Teddy	A range of magnets, magnetic and non-magnetic materials, sorting hoops. Magnetic trains. Extend with paper to make predictions
Focused Curriculum	Personal, Social & Emotional Development / Understanding the world – to talk about families, beginning to recognise similarities and differences Expressive Arts & Design – to use drawing as a means of represent ideas.	Expressive Arts and Design – to develop storylines in pretend play. Understanding the World – to show an interest in different occupations. To make links with own experiences.	Personal, Social and Emotional Development –To enjoy a shared experience with key group, taking turns in conversation. To make choices and express preferences. To talk about healthy food and occasional treats for the picnic.	Understanding the World – to explore and talk about the forces we can feel.
Other possible curriculum links	Physical Development – to show a preference for a dominant hand, using a comfortable grip to use a pencil. Literacy – to mark make/write for a purpose. To use print and letter knowledge in early writing.	Literacy – to make marks, assigning meaning. To use print and letter knowledge in early writing.	Literacy – to listen carefully to stories, commenting on the characters and main events. Physical Development – to use one handed tools and equipment safely.	Creating & Thinking Critically/Mathematics – to sort and classify objects.
Language and Questioning	Who lives in your home? What can you tell us about them? Who else is special to you? Tell me about your picture. For those here last term – look at the picture you did before, what do you notice? Can you label your picture? What sounds can you hear in the name e.g. Daddy Family, names of family members, types of homes, same, different, older, younger,	Explore the new role play area, modelling and engaging in a variety of roles e.g. Receptionist, Doctor, Nurse, patients. Why do you need to see the doctor? When would you like an appointment? Let me write that in the book. What can we do to help? Doctor, nurse, patient, receptionist, ill, sick, hurt, injured, appointment, bandage, plaster, stethoscope, thermometer, temperature, medicine	What will we need for our picnic? What did the bear have at his? What's your favourite sandwich filling? What healthy snacks can we take with us? Which things might be an occasional treat? Picnic, sandwich, filling, spread, persevere, healthy, treat, favourite/preference	Introduce the magnets giving time to explore. What do you notice? Can you make any predictions? Which of our objects do you think will be magnetic/attract to the magnet? Why do you think that? How can we sort the objects? Magnet, magnetic, stick, attach, attract, repel, predict, sort, group, metal, plastic, wood,
Individual Learning Opportunities	<ul style="list-style-type: none"> For all children to say or show who lives in their house. For most children to talk about their family. For some children to recognise the similarities and differences between their family and others. 	<ul style="list-style-type: none"> For all children to explore the area. For most children to make links with their own experiences. For some children to take on a variety of roles, developing a storyline in their play. 	<ul style="list-style-type: none"> For all children to take part in the shared experience. For most children to make their own sandwich. For some children to recognise which foods are healthy and which are an occasional treat. 	<ul style="list-style-type: none"> For all children to explore the magnets. For most children to test the objects, saying whether or not they are magnetic. For some children to make predictions and give reasons for their ideas.