

Small Group Planning 21st November – 9th December (Big Room)

Activity	Christmas singing	Shopping role play (preparation for Christmas fair)	Mud Pie Recipes	Making pizzas
Resources	Christmas song book, props	Tills, baskets, items, price labels, shopping bags, coins, purses,	Continuous provision resources, including recipe books and cards. Additional clipboards and mark making equipment.	Oven, baking trays, bags, labels, muffins, puree, cheese, ham, sweetcorn, pineapple
Focused Curriculum	<p>Communication and Language – to join in with rhymes and songs, extending vocabulary by exploring unfamiliar words</p> <p>Expressive Arts and Design – to enjoy and sing a wide variety of songs and rhymes, leading towards performance with others.</p>	<p>Mathematics – to say one number for each item when counting. To recognise numerals during play, beginning to match numerals and amounts.</p> <p>Expressive Arts and Design – to take on a role during play, recreating familiar experiences.</p>	<p>Literacy – to mark marks during play, giving meaning to the marks they make.</p> <p>Expressive Arts and Design – to take part in pretend play, using resources to represent ingredients.</p>	<p>Understanding the World – to talk about the differences between materials and the changes they notice.</p> <p>Communication and Language – to use descriptive language.</p>
Other possible curriculum links	Understanding the World – to develop an awareness of celebrations within the community.	Understanding the World – to show an interest in different occupations.	Communication and Language – to talk about what they are doing, what they see and what is happening.	<p>Physical Development – to use one handed tools with increasing control</p> <p>Personal, Social and Emotional Development – to make choices and express preferences.</p>
Language and Questioning	<p>Have a look at the song pictures/props... what can you see? Have you seen any of them before? Invite the children to discuss their experiences of Christmas/celebrations.</p> <p>Explore the meaning of new vocabulary within the songs e.g. Christmas, celebration, festive, snowman, robin, reindeer, fairy, melt, stable, sleigh, chimney, soot</p>	<p>What do you need to take when you go to the shop? How do we pay for things? How much is the...? How many pennies do you need?</p> <p>Shop, shopkeeper, customer, purse, money, coins, penny, how much, amount, cost, price, count, number,</p>	<p>I'm going to make a delicious mud pie... I need e.g. mud, bark, grass, water and flowers to decorate. What will you make? What ingredients do you need? Scribe the children's ingredients and encourage them to record their own ingredient lists/recipes.</p> <p>Mud, pie, ingredients, list, method, mix, pour, add, decorate, wet, dry, dig, scoop, fill, empty, large, big, small, tiny, spoon, saucepan, bowl,</p>	<p>Have you had pizzas before? What toppings do you prefer? Explore the ingredients using sight, smell, touch and taste before demonstrating how to make a pizza. Once cooked explore and discuss changes.</p> <p>Pizza, topping, ingredients, smell, taste, hard, soft, smooth, rough, colourful, juicy, sweet, crunchy, hot, heat, melt, oven</p>
Individual Learning Opportunities	<ul style="list-style-type: none"> For all children to join in with the actions of the Christmas rhyme For most children to sing and perform the songs to others For some children to develop their language, exploring the meaning of specific vocabulary. 	<ul style="list-style-type: none"> For all take the role of the shopkeeper or customer For most children to count out the corresponding number of pennies. For some children to recognise numerals. 	<ul style="list-style-type: none"> For all children to engage in pretend play to create a mud pie For most children to make marks and give them meaning For some children to use letters or letter like shapes to record their ideas. 	<ul style="list-style-type: none"> For all children to use a knife to spread with support For most children to use descriptive language when exploring the ingredients For some children to comment on the changes that occur when the pizza is cooked