

Extended Group Time Planning - Spring 1

Activity	Singing session & action songs	Large scale mark making	Rolling balls	Cars and Masking Tape
Resources	Singing props, song books, choice boards.	Paper roll, variety of resources to make marks.	Different size balls	Cars, masking tape and clear space to play.
Curriculum Links	<p>Communication and Language - to join in with rhymes and songs.</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>Physical Development – Enjoy starting to throw, catch and roll balls.</p> <p>Personal, social and emotional Development- Begin to show effortful control, for example waiting for a turn, turn taking.</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>Labelling actions- faster, slower, ready steady, go</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>Add ramps or tunnels, creatively make ramp/tunnels.</p> <p>Different size balls- consider the speed and ease of rolling.</p> <p>Name child rolling 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	Small blocks	Threading	Fruit tasting
Resources	Hall/small group room, variety of music and CD player.	Variety of small wooden blocks	Variety of threading resources.	Varied fruit, plates and knives.
Curriculum Links	<p>Expressive arts and design- To move and dance to music.</p> <p>Physical Development-to fit themselves in spaces and use spaces to move around independently, clap and stamp to music.</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>
Key Language	<p>Label body parts and actions/movements- stretch, curl, roll, spin, jump, hop</p> <p>fast, slow, ready steady, go, Big small</p>	<p>Positional language- on top, beside, under,</p> <p>Open ended questions such as</p> <p>What will you need next?</p> <p>Tell me about...</p>	<p>Language to promote resilience.</p> <p>Mathematical language, big, little, smaller, larger, patter, colours and shapes.</p>	<p>Label fruits and parts of fruit for example, peel, skin, pip, core.</p> <p>Label tastes or what is noticed for example juicy, sweet, sticky.</p> <p>Favourite, prefer, like, dislike.</p>
Possible Extension Activities	<p>Movement story</p> <p>Vary music and link movement to sounds</p> <p>Add resources to encourage different types of movement</p>	<p>Create physical plan before building begins</p> <p>Collaborate to build</p> <p>Build with a chosen purpose</p> <p>Photos to provoke</p> <p>Add to resources to promote creativity.</p>	<p>Create necklaces to keep.</p> <p>Provide patterns for children to follow.</p>	<p>Add stories such as the Hungry caterpillar.</p> <p>Vary fruit</p> <p>Other tasting experiences- use fruit to make....</p>

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<u>Activity</u>	Records	Story sack	Balancing	Mark making in paint
<u>Resources</u>	Learning journeys for each child within group.	Chosen story sack.	Variety of balancing equipment.	Small trays, paint and brushes/objects to make marks.
<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- Asks questions about the book, makes comments and shares ideas.</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>Expressive arts and design- Explore paint using fingers as well as brushes and other tools.</p> <p>Literacy-Enjoy drawing freely, add some marks to their drawing that they give meaning to.</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>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>Sensory language such as- wet, sticky, cold.</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>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>