

Small Group Planning 20th March – 21st April (Big Room)

Activity	Singing - include teaching a new song	Large scale drawing, creating a map	Making Dough	Planting
Resources	Singing props/choice boards	Large paper, map/pictures of local area, range of mark making resources, cars	Flour, cornflour, water, pipettes, cups, bowls, spoons, pictorial instructions	Yoghurt pots, cotton wool, cress seeds, water, name labels *link to non-fiction book on planting
Focused Curriculum	Communication and Language - to sing a large repertoire of songs, extending vocabulary by exploring unfamiliar words in new songs. Personal, Social and Emotional Development - to join in with singing as part of a group.	Understanding the World - To talk about what we see on our journey to nursery using a range of vocabulary Literacy/Expressive Arts - to be able to make marks and assign meaning to what they have made.	Understanding the World - Talk about the differences between materials and changes noticed. Literacy - to know that print carries meaning. To follow a pictorial sequence/instructions	Understanding the World – to plant seeds and care for growing plants. To understand the key features of the life cycle of a plant.
Other possible curriculum links	Expressive Arts and Design - to remember and sing entire songs. Literacy - to develop phonological awareness by spotting rhyming words.	Physical Development - to work on a large scale; to use their fine motor skills when mark making.	Physical Development - to develop muscle strength and fine motor control	
Language and Questioning	Invite the children to suggest favourite songs and rhymes. (Offer a visual choosing board to support) What do you think the song is about? Can you think of any actions? Why do you like it? Can you spot any rhyming words? Choose new one song to teach and explore Explore the meaning of new vocabulary within the songs	Show pictures/map of local area. What do you see on your journey? Support the children to work on a large scale to make a map of the local area. Buildings, roads, paths, signs, roundabout, shop, bank, park, post box, trees, plants,	Invite the children to follow the pictorial instructions to make their own dough. What do you need? How does it look, feel, smell? What do you think will happen? How is it changing? What can you do with it? Flour, water, pipette, instructions, order, sequence, mix, bind, combine,	Share non-fiction book on planting. Show the children the seeds. How do they look? Feel? Smell? What do you think we should do with them? How should we care for them? What will they need? Check back on the seeds over the week – what changes can you see? Seed, plant, water, light, grow, changes, shoots,
Individual Learning Opportunities	<ul style="list-style-type: none"> For all children to join in with the words and actions and suggest favourite songs. For most children to join in with attempting to learn a new song. For some children to explore and discuss the new vocabulary within the song. 	<ul style="list-style-type: none"> For all children to join in with the activity. For most children to be assign meaning to their marks. For some children to talk about their local area and their route to nursery. 	<ul style="list-style-type: none"> For all children to make dough with support For most children to talk about the changes that they observe For some children to independently follow the instructions to make their own dough 	<ul style="list-style-type: none"> For all children to plant cress For most children to show care for their cress over the week For some children to talk about the changes they can see as the cress grows.