

Small Group Planning Activities - 20th March - 21st April (Blue/Yellow Room)

Activity	Sand - Comparing Wet and Dry	PE	Numicon - Kims Game	Measuring
Resources	Continuous Provision - outdoor sand	Range of equipment in a circuit (Please take a photo of circuit for future planning cycles)	Numicon plates, tray, material to cover up plates	A range of resources for exploring and comparing length (unifix cubes, blocks, measuring snakes, worms, rulers, tape measures)
Focused Curriculum	Understanding the World - to explore materials and their properties. To make comparisons and talk about differences.	Physical Development - To travel around, under, over and through balancing and climbing equipment. Personal, Social and Emotional Development - to show increasing independence in taking off and putting on own shoes and socks.	Possible learning: Mathematics - to recite numbers in order, count with 1:1 correspondence, compare quantities, explore the composition of numbers to 10. To begin to subitise (recognise the value of the plates without counting the holes)	Mathematics -Make comparisons between objects in relation to their size and length using gestures/language.
Other possible curriculum links	Mathematics - to make comparisons between objects relating to size, weight and capacity	Communication and Language/Mathematics to show understanding of positional language - under, over, on, through, behind, in front of.	Personal, Social and Emotional Development - to take turns during structured games. - To develop concentration and memory skills	Communication and Language - to use language to describe objects and to make comparisons.
Language and Questioning	Explore the outside sand area and remind chn of their explorations from the previous cycle. What do you notice? What if we dig deeper? Can you find wet sand? Can you make a sandcastle? Why/Why not? Sand, wet, dry, sticky, squelch, sprinkle, pour, build, mark make, castle, big, small, heavy, light, more, full, empty,	Have a look at our circuit of equipment- do you notice the order? What do you think we need to do first? Then? After that? Next? Language of praise and encouragement - e.g. have a try, I think you can do it, what can I do to help. Safely, carefully, step, jump, climb, over, under, through, on, in front, behind, equipment, circuit, order, first, then, next	Invite the children to explore the Numicon, commenting as they do so -looks like you're making a... you've used all the plates with two holes, my plate has three holes...we could put them together...it's the same as... is there another way of making...etc Introduce Kim's game...which plate is missing? How do you know? Numicon, plate, pattern, picture, shape, fit, turn, hole, count, number names, similar, same, different,	Explore the range of resources available, modelling language of size and vocabulary as the children play. E.g. "I can see you've made a long row, mine is shorter" "I wonder if we can make a tower as tall as you" "How many more cubes do you think we'd need to make them the same?" Long, longer, short, shorter, big, small, tall, taller, short, shorter
Individual Learning Opportunities	<ul style="list-style-type: none"> For all children to play in the sand with their group. For most children to explore the differences between wet and dry sand For some children to talk about the differences in the properties of wet and dry sand. 	<ul style="list-style-type: none"> For all children to use the equipment with support. For most children to follow the order of the circuit. For some children to talk about the order using language such as first, then, next. 	<ul style="list-style-type: none"> For all children to take turns during the game For most children to say which plate is missing (either by colour or by number) For some children to explain how they know which plate is missing. 	<ul style="list-style-type: none"> For all children to explore the resources For most children to use language to describe their work. For some children to use language to make comparisons.