

## Small Group Planning Activities 11<sup>th</sup> September – 29<sup>th</sup> September (Big Room)

Activity	Exploring the Writing Area	Building Blocks	Exploring the Importance of Health and Hygiene, Buttering a cracker	Exploring the Role Play
<b>Resources</b>	Writing table, pens, pencils, crayons, paper, envelopes, rulers	Wooden Blocks	Plates, cups, knives, milk, water, crackers, butter,	Home Corner Area
<b>Focused Curriculum</b>	<p><b>Personal, Social and Emotional Development</b> – to look after resources, learning how to choose them, use them and put them away.</p> <p><b>Expressive Arts and Design/Literacy</b> – to experiment with making marks using a range of resources.</p>	<p><b>Personal, Social and Emotional Development</b> – to look after resources, learning how to choose them, use them and put them away. To work together and share resources.</p> <p><b>Mathematics</b> – to develop problem solving skills and explore the properties of shape through building and construction.</p>	<p><b>Personal, Social and Emotional Development</b> – to understand why we need to wash our hands before we handle food. To demonstrate safety when using a knife.</p> <p><b>Physical Development</b> – to use a knife for spreading. To show some fine motor control when spreading the cracker topping.</p>	<b>Understanding of the World</b> – to recreate familiar experiences through play,
<b>Other possible curriculum links</b>	<b>Communication and Language</b> – to talk about and describe the marks that they have made on the paper.	<b>Communication and Language</b> – to talk about and describe their models/small worlds.	<b>Communication and Language</b> – to talk about what they like to eat on their cracker; to talk about what fruit they like to eat	<b>Communication and Language</b> – To use talk in play to share experiences with others.
<b>Language and Questioning</b>	<p>Introduce the children to the writing area. Invite them to choose what they would like to use. Model how to use the resources and comment on the children's pictures. Teach the children how to look after the equipment e.g. matching lids to pens.</p> <p>Pens, paper, crayons, pencils, drawing, envelopes, shapes, rulers</p>	<p>Introduce the children to the block area. What might you create? What do you want it to look like? How can I help? Help me to match the shapes to the pictures to tidy the bricks away.</p> <p>Wooden blocks, smaller, larger, long, short, square, rectangle, cylinder, arch</p>	<p>Talk to the children about snack time. What do we need to do first? Why is that important? Invite the children to butter a cracker, teaching them how to use a knife safely.</p> <p>Wash, soap, water, clean, germs, cracker, butter, knife, plate, dry, favourite, like, dislike</p>	<p>Invite the children to explore the home area, modelling how to take on roles and use the resources. Comment on the children's play e.g. I can see you're making dinner, my favourite!</p> <p>Home corner, kitchen, bedroom, microwave, cooker, knives, forks, spoons, plates, cups, bowls, meals, family</p>
<b>Individual Learning Opportunities</b>	<ul style="list-style-type: none"> <li>For all children to explore the writing area</li> <li>For most children to select, use and tidy resources.</li> <li>For some children to talk about the marks that they have made.</li> </ul>	<ul style="list-style-type: none"> <li>For all children to explore and play with the blocks.</li> <li>For most children to select, use and tidy resources.</li> <li>For some children to use the blocks with a purpose in mind.</li> </ul>	<ul style="list-style-type: none"> <li>For all children to take part in hand washing routines before snack.</li> <li>For all children to understand why it is important to wash our hands.</li> <li>For most children to use a knife to butter a cracker with help.</li> <li>For some children to talk about their food choices and preferences.</li> </ul>	<ul style="list-style-type: none"> <li>For all children to explore the home area.</li> <li>For most children to recreate their experiences of home life.</li> <li>For some children to use language appropriate to their play.</li> </ul>

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