

## Small Group Planning Activities 11<sup>th</sup> September – 29<sup>th</sup> September 2023 (Blue/Yellow Room)

<u>Activity</u>	<u>Singing</u> -nursery rhymes/songs on the move.	<u>Exploring the Water Area</u>	<u>PE- Focus – Shoes and socks on and off</u>	<u>Exploring the Sand Area</u>
<u>Resources</u>	Singing props	Water area	Stepping stones	Sand area – core resources
<u>Focused Curriculum</u>	<b>Communication and Language</b> – to develop vocabulary through songs and rhymes.	<b>Personal, Social and Emotional Development</b> – to look after resources, learning how to choose them, use them and put them away.	<b>Physical Development/Personal Social and Emotional Development</b> - to take off shoes and socks and put them back on independently.	<b>Personal, Social and Emotional Development</b> – to look after resources, learning how to choose them, use them and put them away.
<u>Other possible curriculum links</u>	<b>Expressive Arts and Design</b> – to demonstrate enjoyment of songs/rhymes.	<b>Communication and Language</b> – to talk about what they see and what is happening.  <b>Mathematics</b> – to use vocabulary of measure e.g. full, empty, more, less	<b>Physical Development</b> – to use low level stepping stones safely, showing an awareness of personal space and the space of others.	<b>Communication and Language</b> – to talk about what they can see and what is happening during their play.
<u>Language and Questioning</u>	Use the singing props and song board to teach the children nursery rhymes/familiar songs. Have you heard this song before? Can you think of any actions? Do you have any favourite songs?  Song, singing, favourite, action, rhyme	Introduce the water area and the variety of resources. What will you choose? What can you use it for? I wonder what would happen if...?  Full, empty, more, less, heavy/light, water, flowing, slippery, splashing, dripping	How do you think we could climb on the ....? How can we move our body? I wonder which part of body we used when...?  Up, down, climbing, sliding, over, under, through, turning, balancing, bouncing, hopping, jumping, slowly, carefully, twist	Introduce the sand area and the variety of resources. What will you choose? What can you use it for? I wonder what would happen if...?  Sand, wet, dry, soft, hard, flowing, more, less, sandcastle, bucket, spade
<u>Individual Learning Opportunities</u>	<ul style="list-style-type: none"> <li>For all children to join the group with support.</li> <li>For most children to join in with the variety of actions.</li> <li>For some children to join in with the words of the rhymes.</li> </ul>	<ul style="list-style-type: none"> <li>For all children to explore and play with the water.</li> <li>For most children to select, use and tidy resources.</li> <li>For some children to comment on what they are doing and what they can see happening.</li> </ul>	<ul style="list-style-type: none"> <li>For all children to attempt to take off their shoes and socks with help.</li> <li>For most children to try to put their shoes and socks back on.</li> <li>For some children to take off and put on their socks and shoes independently.</li> </ul>	<ul style="list-style-type: none"> <li>For all children to explore the sand and available resources.</li> <li>For most children to select, use and tidy resources.</li> <li>For some children to describe what is happening as they play.</li> </ul>