

**Small Group Planning 22<sup>nd</sup> April - 10<sup>th</sup> May (Big Room)**

<b>Activity</b>	<b>Extended Role Play (Bakery)</b>	<b>Beebots</b>	<b>Sand - Comparing Wet and Dry</b>	<b>Baking bread - link to bakery role play</b>
<b>Resources</b>	Bakery enhancements, price lists, shopping lists/pads, mark making resources, till, money, purses, bags	Beebots Extension - use large blocks to make tracks/obstacles	Continuous Provision - outdoor sand	Ingredients and equipment as on recipe card, bags, name labels,
<b>Focused Curriculum</b>	<b>Expressive Arts and Design</b> - to develop storylines in pretend play.  <b>Understanding the World</b> - to show an interest in different occupations. To make links with own experiences.	<b>Understanding the World</b> - To explore how things work.  <b>Mathematics</b> - To describe and discuss direction, routes and locations.	<b>Understanding the World</b> - to explore materials and their properties. To make comparisons and talk about differences.	<b>Understanding the world</b> - to use all their senses in hands on exploration  <b>Mathematics</b> - to use language relating to measure
<b>Other possible curriculum links</b>	<b>Literacy</b> - to make marks, assigning meaning. To use print and letter knowledge in early writing.	<b>Mathematics</b> - to count actions e.g. how many times the forward button is pressed.	<b>Mathematics</b> - to make comparisons between objects relating to size, weight and capacity	<b>Literacy</b> - to understand that text carries meaning
<b>Language and Questioning</b>	Explore the new role play area, modelling and engaging in a variety of roles. Can I help you? Have you got a shopping list? What would you like to buy? How much does it cost?  Bakery, names of different bakery items, list, price, money, change,	Introduce the Beebots. Have you used them before? How do they work? Teach the children how to turn them on and use them safely. Where do you want your Beebot to go? How will you program it? I wonder how many times you will need to press the forward button for it to reach the wall...  Beebot, on, off, switch, forward, backwards, turn, left, right, clockwise, anticlockwise, direction, destination, route, location,	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,	Talk about the bakery area - what things can you buy? Share the recipe for making bread and discuss the steps. Support the children to follow the recipe to make their own dough. How does it look? feel? Smell? Compare at each stage.  Recipe, ingredients, measure, pour, mix, stir, knead, rise, cook, cool, sticky, soft, smooth,
<b>Individual Learning Opportunities</b>	<ul style="list-style-type: none"> <li>For all children to explore the area.</li> <li>For most children to make links with their own experiences.</li> <li>For some children to take on a variety of roles, developing a storyline in their play.</li> </ul>	<ul style="list-style-type: none"> <li>For all children to explore the Beebots with support.</li> <li>For most children to program the Beebots with a purpose in mind.</li> <li>For some children to program their Beebot to follow a track/route or to avoid obstacles.</li> </ul>	<ul style="list-style-type: none"> <li>For all children to play in the sand with their group.</li> <li>For most children to explore the differences between wet and dry sand</li> <li>For some children to talk about the differences in the properties of wet and dry sand.</li> </ul>	<ul style="list-style-type: none"> <li>For all children to mix the dough</li> <li>For most children to comment on how it looks, smells and feels</li> <li>For some children to make comparisons between the raw ingredients, dough and cooked bread.</li> </ul>