

Small Group Planning Activities - 22nd April - 10th May 2024 (Blue/Dining Room)

Activity	Exploring the Mud Kitchen	Group Games e.g. Hedgehog, Cones up cones down, duck duck goose.	Core Stability	Claves - rhythm
Resources	Continuous provision resources.	Dependant on games chosen - cones, blanket/parachute	Exercise prompts, Space, walls, chairs,	Claves, Singing Phonics - Ready Steady Stop, rhythms
Focused Curriculum	Understanding of the World - To explore how the resources can be used. Personal, Social and Emotional Development - to take turns and share resources.	Physical Development - To take part in group activities, some of which they make up themselves or as part of a team.	Physical Development - to develop overall body strength, co-ordination, balance and agility.	Expressive Arts and Design -To explore different ways of playing instruments. Expressive Arts and Design -to follow and create beats/rhythm
Other possible curriculum links	Communication and Language - to talk about what they are doing, what they see and what is happening. Expressive Arts and Design - to begin to play imaginatively.	Personal, Social and Emotional Development - to increasingly follow rules, understanding why they are important in the game. To express feelings and consider the feelings of others.		Communication and Language - to continue to develop and use a wider range of technical vocabulary.
Language and Questioning	What would you like to use? What can you do with it? How is the mud different from the sand? I'm making some delicious tomato soup... what are you making? Wet, dry, dig, scoop, fill, empty, pour, mix, add, more, less, large, big, small, tiny, spoon, saucepan, bowl,	Introduce games to the group, explaining the rules or making them up together. How can we? What if? Do you think it's fair? Language dependant on games chosen by each group, possible vocabulary: Game, turn, rules, fair, unfair, win, lose, points, score, record, difference,	Use the picture prompts to model movements. Comment on and praise efforts e.g. I can see you're trying really hard to balance, I like the way you're... How does it feel? Which positions did you find easy? Which were more difficult? Body and body part names, strength, core, balance, stable, hold, position, movement, breathing	Explore the claves. How do you play them? Teach new vocabulary as the children explore. Sing songs, rhymes and chants. Can you follow the beat? Can you play quickly, slowly, loudly, quietly? Claves, tap, hit, beat, rhythm, loud, quiet, soft, hard, speed, quick, slow
Individual Learning Opportunities	<ul style="list-style-type: none"> For all children to explore the mud kitchen and available resources. For most children to take turns to share resources. For some children to play imaginatively, talking about what they are making. 	<ul style="list-style-type: none"> For all children to join in with support. For most children to follow the rules of the games. For some children to make up games/contribute to the rules of the games. 	<ul style="list-style-type: none"> For all children to attempt some of the positions with support. For most children to carry out each movement/position For some children to talk about the movements and how their bodies feel. 	<ul style="list-style-type: none"> For all children to explore the claves For most children to keep a steady beat For some children to use language relating to volume and tempo.