

Planning Activities - 10th June - 28th June 2024 (Blue/Dining Room)

Activity	PE	Singing	Who Sank the Boat	Dice Game
Resources	Photos of equipment/circuits from previous cycles. Range of equipment.	Singing props/choice boards, stage area, instruments	Who Sank the Boat story and props. Range of resources to test floating and sinking. Chart to predict/record findings.	Dice, Numicon, whiteboards, pens, magnetic board and numbers. Extension – what if we roll two dice?
Focused Curriculum	Physical Development- To travel around, under, over and through balancing and climbing equipment. Personal, Social and Emotional Development – to work together, collaborating to make choices about the layout of the PE circuit.	Expressive Arts and Design – to remember and sing entire songs, developing confidence when performing to others. To play instruments with increasing control when accompanying songs.	Understanding the World – to make predictions about what they think might happen. To experiment to test their ideas. Communication and Language – to share their questions, ideas and findings in a small group situation.	Mathematics – to count by rote. To count objects that cannot be moved and actions. To begin to subitise. To recognise numerals to six. Extension – to use concrete resources to solve calculations (Numicon). To record as a number sentence.
Other possible curriculum links	Communication and Language/Mathematics to show understanding of positional language - under, over, on, through, behind, in front of. Personal, Social and Emotional Development – to show increasing independence in taking off and putting on own shoes and socks.	Communication and Language - to sing a large repertoire of songs, extending vocabulary by exploring unfamiliar words in new songs. Personal, Social and Emotional Development - to join in with singing as part of a group, developing confidence to perform to others.	Mathematics – to use language of comparison when talking about their findings e.g. heavier, lighter. To sort objects into groups Literacy – to mark marks to record their findings, giving meaning to the marks they have made	Personal, Social and Emotional Development – to join in with a group game, taking turns with peers. Physical Development – to use our bodies to perform a range of actions.
Language and Questioning	Share the photos of equipment and circuits. Which pieces of equipment do you think we should choose? Why? What order shall we place them in? Is there anything you don't think we should include? Why not? equipment, circuit, order, first, then, next, choose, select, safely, carefully, step, jump, climb, over, under, through, on, in front, behind,	Work together to choose favourite songs to practice and refine before performing to others. What actions could we use? Do we need any instruments to accompany? Which ones? Why? Invite Julie/Kerrie to watch the performance 😊 Perform, practice, accompany, instruments, bang, tap, pluck, shake, loud, quiet. Explore the meaning of new vocabulary within the songs.	Can you remember what happened in the story? Why do you think the boat sank? What do you think will happen with these things? Why do you think that? How can we find out? (Link to previous cycle's floating and sinking group time) Float, sink, heavy, light, heavier, lighter, predict, record.	Roll the die, what number did it land on? Can you count the spots/do you recognise that numeral? Lets do e.g. 5 jumps, 4 claps, 1 spin. What other actions can you think of? What if we roll two die? How many actions would we need to do then? How can we solve the problem? Can we record our answer? Who's turn is it now? Dice, die, spots, count, number names, how many, actions, spin, twirl, jump, hop, skip, claps, turns, add, number sentence, solve
Individual Learning Opportunities	<ul style="list-style-type: none"> For all children to join in with the session, using the equipment with support. For most children to contribute to the planning of the circuit. For some children to be able to give reasons for their suggestions. 	<ul style="list-style-type: none"> For all children to join in with the words and actions. For most children to perform with developing confidence. For some children to suggest songs, actions and instruments - giving reasons for their choices. 	<ul style="list-style-type: none"> For all children to explore the resources in the water tray For most children to make links with the story. For some children to give reasons for their ideas and predictions. 	<ul style="list-style-type: none"> For all children to take a turn and join in with the actions For most children to recognise numerals to six and to count e.g. - the spots on the dice, the physical actions For some children to calculate and record number sentences.

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