

Planning activities 1st July-23rd July (Big Room)

Activity	Mini sports day (in partnerships)	Construction KW choice – example Lego	Group Games e.g. Hedgehog, Cones up cones down, duck duck goose.
Resources	E.g. Eggs and spoons, hurdles, cones, hoops, dressing up clothes, benches, tunnel, football goal, space hoppers, snack station	Lego trolley, mats, mini-figures	Dependant on games chosen - cones, blanket/parachute
Focused Curriculum	Physical Development – to move with confidence in a variety of ways, safely negotiating space	Physical Development – to develop fine motor control and co-ordination. Mathematics – opportunities to talk about shapes and their properties, use of number names in play e.g. when talking about which sized piece is needed.	Physical Development - To take part in group activities, some of which they make up themselves or as part of a team.
Other possible curriculum links	Personal, Social and Emotional Development – to understand and follow the rules of the games. To try new activities. To understand that we may not win all of the time.	Expressive Arts and Design - To make imaginative and complex 'small worlds' with blocks and construction kits. Literacy - to add a storyline to play, drawing on experiences of stories shared previously. Communication and Language - To develop complex stories using small world equipment	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.
Language and Questioning	Have a look at the activities. What do you think we will need to do? What are you most looking forward to? What did you find difficult? Run, walk, hop, skip, jump, over, under, through, balance, try, persevere,	Introduce the Lego. Have you played with this before? Do you have it at home? What would you like to build with it? How can I help? Do you need any characters? Model making up storylines using the models the children make, encouraging them to make up their own. Lego, pieces, fit, join, connect, size, long, short, wide, narrow, build, tower, house, playground, city, character, story, beginning, middle, end.	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,
Individual Learning Opportunities	<ul style="list-style-type: none"> For all children to join in with the activities with support. For most children to move with confidence around the circuits. For some children to talk about the activities, reflecting on any difficulties they found. 	<ul style="list-style-type: none"> For all children to explore the Lego. For most children to build with a purpose in mind. For some children to add a storyline to their play. 	<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.

Additional KW choice activity each week to follow the children's interests or to repeat/extend favourite activities and experiences