

Planning Activities - 1st July - 23rd July (Blue/Dining Room)

| Activity | PE | Party Games | Number Games and Puzzles |
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| Resources | Photos of equipment/circuits from previous cycles. Range of equipment. | Dependant on games chosen – e.g. music, carpet spots, chairs, | A variety of number puzzles and turn taking number games. |
| Focused Curriculum | <p>Physical Development- To travel around, under, over and through balancing and climbing equipment.</p> <p>Personal, Social and Emotional Development – to work together, collaborating to make choices about the layout of the PE circuit.</p> | <p>Physical Development- To take part in group activities, some of which they make up themselves or as part of a team.</p> | <p>Mathematics (dependant on games chosen) – to recognise numerals to ten, to place numerals in order, to match numerals to a group of objects, to count out a corresponding number of objects.</p> |
| Other possible curriculum links | <p>Communication and Language/Mathematics to show understanding of positional language - under, over, on, through, behind, in front of.</p> <p>Personal, Social and Emotional Development – to show increasing independence in taking off and putting on own shoes and socks.</p> | <p>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.</p> | <p>Personal, Social and Emotional Development – to take turns and follow the rules of the games.</p> |
| Language and Questioning | <p>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?</p> <p>equipment, circuit, order, first, then, next, choose, select, safely, carefully, step, jump, climb, over, under, through, on, in front, behind,</p> | <p>Introduce party games to the group, celebrating the end of term and some children's move to school. Explain the rules or make them up together. How can we? What if? Do you think it's fair? How will we decide who wins? How does it make you feel to be 'out'</p> <p>Language dependant on games chosen by each group, possible vocabulary:</p> <p>Games, party, celebrate, rules, fair, unfair, win, lose,</p> | <p>Which game/puzzle would you like to play? What do you think you have to do? How can I help? When will it be ___ turn? Can you think of your own number game? Comment on the children's actions e.g. I can see you're counting the pictures to help you with the puzzle.</p> <p>Language dependant on games chosen by each child/group, possible vocabulary:</p> <p>Count, match, sort, number, numeral, order, how many, total, rules, instructions,</p> |
| 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 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 play a number game/puzzle with support. For most children to count with 1:1 correspondence and recognise some numerals. For some children to invent their own numerical games. |

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

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