

**Group Times - 30<sup>th</sup> September 2024 - 18<sup>th</sup> October 2024 (Big Room)**

<b>Activity</b>	Action Rhymes	Profile Pictures and Name Cards	Hide and Seek	Making Toast
<b>Resources</b>	List and visuals of action songs and rhymes	Home template, selection of drawing materials possible book link - All kinds of families	Possible book link - Early Talk Boost book - Hide and Seek	Plates, knives, toaster, bread, butter, marmite, jam, cheese spread
<b>Focused Curriculum</b>	<b>Communication and Language</b> - to join in with action rhymes and songs  <b>Physical Development</b> - to perform a range of large and small movements	<b>Personal, Social &amp; Emotional Development/ Understanding the world</b> - to talk about families, beginning to recognise similarities and differences	<b>Personal, Social &amp; Emotional Development</b> - to play a game as part of a group, showing an understanding of the rules.  <b>Communication &amp; Language/Mathematical Development</b> - to understand and use language to describe position.	<b>Physical Development</b> - to use a knife with increasing control to spread and to cut.  <b>Personal, Social &amp; Emotional Development</b> - to express preferences and make choices.
<b>Other possible curriculum links</b>	<b>Expressive Arts and Design</b> - to enjoy and take part in action songs.	<b>Physical Development</b> - to show a preference for a dominant hand, using a comfortable grip to use a pencil.  <b>Expressive Arts &amp; Design</b> - to use drawing as a means of represent ideas.	<b>Mathematics</b> - to count by rote	<b>Understanding of the World</b> - to talk about the differences and the changes they notice. <b>Mathematics</b> - to identify shapes. Opportunities to count equipment and problem solve
<b>Language and Questioning</b>	Do you have any favourite songs with actions? (use visuals to support) What actions could we do? How could we use our whole bodies? What does (that word) mean? What is the song about?  Song titles, names of body parts, fast, slow, big, small,	Who lives in your home? What can you tell us about them? Who else is special to you? Tell me about your picture.  Family, names of family members, types of homes, same, different, older, younger,	Can anyone explain how to play hide and seek? What are the rules? What does seek mean? Tell me about your hiding place. I can see you were e.g. under the castle. Where did you find...  Game, rules, hide, seek, place, on, in, under, behind, next to, beside, in front,	Has anyone seen a toaster before? What will it do? How has the bread changed? How does it look, smell, feel, taste? What toppings do you like on your toast?  Knife, spread, safely, change, bread, toasted, toast, butter, toppings, melt, hot, heat, crunchy, crispy, soft.
<b>Individual Learning Opportunities</b>	<ul style="list-style-type: none"> <li>For all children to join in with the actions</li> <li>For most children to join in with actions and words</li> <li>For some children to suggest new actions to accompany the songs</li> </ul>	<ul style="list-style-type: none"> <li>For all children to say or show who lives in their house</li> <li>For most children to talk about their family</li> <li>For some children to recognise the similarities and differences between their family and others.</li> </ul>	<ul style="list-style-type: none"> <li>For all children to play a game as part of a group</li> <li>For most children to understand in, on and under</li> <li>For some children to describe their hiding place using a range of language.</li> </ul>	<ul style="list-style-type: none"> <li>For all children to use a knife safely to spread butter on their toast.</li> <li>For most children to make choices and express their preferences</li> <li>For some children to talk about the changes they observe</li> </ul>