

**Pastures Extended Group Times 9<sup>th</sup> September 2024- 11<sup>th</sup> October 2024**

	<b>Week One - Physical</b> 9.9.2024	<b>Week Two - The Boy on the Bus</b> 16.9.2024	<b>Week Three - Dough</b> 23.9.2024	<b>Week Four - Listening to and creating sounds</b> 30.9.2024	<b>Week Four - Creating and Making with Box models</b> 7.10.2024
<b>Resources</b>	Masking tape, large vehicles.  Lids, discs and buttons/beads	The Boy on the Bus story props, paper and pencils,	Ready-made dough, mats for each child, variety of playdough tools. Plastic cups, flour, cornflour, water (colouring?) spoons, bowls	CD player and CD, Claves, musical instruments and stop and go signs.	A variety of small and large recycled boxes and containers, glue/tape
<b>Session One</b>	Large Motor activity with masking tape.  Tape trail on floor- children move along tape in a variety of ways. (e.g. crawl, tiptoe, side step, straddle)  Move large vehicles along trail.	Adult reads/sings The Boy on the Bus story  Using resources retell	Explore playdough with hands.  Encourage children to manipulate dough Can they roll on mat, roll between their hands, pinch, squeeze, flatten and squash? Can they label their actions?	Play musical statues.  Children practise stopping their dancing and movements when the music stops.	Box towers  Work both individually and together to make towers out of boxes and containers. Talk about what the boxes represent/what they are creating?
<b>Session Two</b>	Motor activity with masking tape.  Repeat/remind of previous day's activity.  Work collaboratively to use large discs and lids to cover the tape trail.	Using small scale resources children individually create a bus and role-play the boy on the bus.	Explore playdough with resources.  Can children create shapes with cutters, use knives and rollers to change the shape of the dough.	Stop and go musical instruments/claves  Children have the opportunity to explore the musical instruments/claves.  Children join in making music/sounds- Play stop and go game.	Work as a team to plan and create a model.  What is the model going to be? What do we need?  Consider shapes, sizes and types of containers and how best to
<b>Session Three</b>	Fine motor activity with masking tape and buttons.  Small making tape trails on carpet, children individually cover with buttons/beads.	Make a list of who will get on the bus and where you will go/what you will see.  Using large scale resources share in "Bus" role play  Stop off for a picnic and recall of all you have seen. (children to have Fruit/breadsticks and water)	Make their own dough.  Mix corn flour and flour together with a small amount of water. Choose food colouring to add (note this is less messy if added to the water rather than pouring on dough)	Musical instruments/claves  Can children make loud noises, quiet noises, slow and fast?  Make music to accompany songs.	Plan and create individual box models. Ask children to talk about what they are creating and what is working well.
<b>Curriculum links</b>	<ul style="list-style-type: none"> <li>Gradually gain control of their whole body through practice of large movements. (Physical)</li> <li>Use large and fine motor skills to do things independently. (Physical)</li> <li>Developing manipulation and control (Physical)</li> <li>Notice patterns and create patterns. (Mathematics)</li> </ul>	<p>Listen to simple stories and understand what is happening with the help of pictures (Communication and Language)</p> <p>Develop play around favourite stories using props (Literacy)</p> <p>Start to make marks intentionally. (Expressive Arts and Design)</p>	<p>Use large and fine motor skills to do things independently. (Physical)</p> <p>Developing manipulation and control (Physical)</p> <p>Explore different materials and tools (Physical)</p>	<p>Enjoy singing music and toys that make sounds (Communication and Language)</p> <p>Understand simple instructions like stop and go (Communication and Language)</p> <p>Gradually gain control of their whole body through continual practice of large movements. (Physical)</p>	<p>Collaborate with peers on a shared task. (Personal, Social and Emotional.)</p> <p>Use mathematic language when describing constructions. (Mathematics)</p> <p>Developing manipulation and control (Physical)</p> <p>Explore different materials and tools (Physical)</p>