

**Group Times - 21<sup>st</sup> October - 15<sup>th</sup> November 2024 (Blue Room)**

<b>Activity</b>	<b>Number Rhymes</b>	<b>Parachute</b>	<b>Dice action games</b> (roll the dice, can we perform that number of e.g. claps, jumps, twirls).	<b>Listening walk</b>
<b>Resources</b>	List and visuals of number songs and rhymes, puppets and props	Large parachute, balls, teddy, book of parachute ideas and games.	Large dice (variety of spots and numerals)	Listening ears props, Extension - clipboards and pencils
<b>Focused Curriculum</b>	<b>Communication and Language</b> - to join in with number rhymes and songs  <b>Mathematics</b> - to take part in finger rhymes with numbers, showing 'finger' numbers up to five. To count objects, actions or sounds. To begin to understand the language of one more/one less.	<b>Personal, Social &amp; Emotional Development</b> - to work together collaboratively within a small group. <b>Mathematics/Communication and language</b> - to follow instructions involving positional language	<b>Mathematics</b> - to count by rote to six. To count objects that cannot be moved (spots on die), To begin to subitise. To count actions. To recognise numerals to six.  Extension - what if we roll two dice?	<b>Communication and Language</b> - to tune in to environmental sounds. To talk about the sounds they can hear.
<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 use large muscle movements, crossing the midline of their bodies.	<b>Personal, Social and Emotional Development</b> - to join in with a group game, taking turns with peers.  <b>Physical Development</b> - to use our bodies to perform a range of actions.	<b>Expressive Arts and Design</b> - To listen with increased attention to sounds. To use drawing to record and represent ideas.
<b>Language and Questioning</b>	Have a look at the picture/puppet, what can you see? Do you know the song about e.g. the speckled frogs, spacemen, green bottles? How many are there? Now we have one more/less...how many do we have now?  Song titles, number names, how many, count, more, less, one more, one less, total,	Can we work together to make the parachute go up and down? Can we make it move quickly? Slowly? How can we make the balls stay on the parachute? What if we want to make them come off?  on, under, underneath, below, above, over, around, between, next to, beside, up, down, high, low, fast, slow	Roll the die, what number did it land on? Can you count the spots/do you recognise that numeral? Let's 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? Who's turn is it now?  Dice, spots, count, number names, how many, actions, spin, twirl, jump, hop, skip, claps, turns,	What does listening mean? How do we listen carefully? Stop in different areas of the nursery to take a moment to listen. What sounds can you hear? Where do you think it is coming from? How would you describe the sound? Listening, sound, loud, quiet, high, low, near, far away,
<b>Individual Learning Opportunities</b>	<ul style="list-style-type: none"> <li>For all children to join in with the number rhymes and songs</li> <li>For most children to join in with counting the props/people</li> <li>For some children to identify one more/one less with visual support.</li> </ul>	<ul style="list-style-type: none"> <li>For all children to join in with the parachute games</li> <li>For most children work together to move the parachute in a variety of ways.</li> <li>For some children to follow instructions involving positional language.</li> </ul>	<ul style="list-style-type: none"> <li>For all children to take a turn and join in with the actions</li> <li>For most children to count - the spots on the dice, the physical actions</li> <li>For some children to recognise numerals to six.</li> </ul>	<ul style="list-style-type: none"> <li>For all children to respond to sounds when they are directed towards them</li> <li>For most children to identify and talk about the sounds they can hear.</li> <li>For some children to use drawing to record the sounds they hear.</li> </ul>