

**Small Group Planning 27<sup>th</sup> January - 14<sup>th</sup> February (Big Room)**

<b>Activity</b>	Singing	Climbing Area	Home Corner- Mark Making focus	Crisp tasting - tallying favourites
<b>Resources</b>	Singing props/choice boards		Role play area - ensure a wide variety of mark making opportunities available.	A variety of crisps (different flavours and textures), visual prompts, tally charts
<b>Focused Curriculum</b>	<p><b>Communication and Language</b> - to join in with rhymes and songs, extending vocabulary by exploring unfamiliar words</p> <p><b>Personal, Social and Emotional Development</b> - to join in with singing as part of a group.</p>	<p><b>Physical Development</b> - to continue to develop movement and balancing skills. To go up steps and stairs, or climb up apparatus, using alternate feet</p>	<p><b>Literacy</b> - to make marks, giving meaning to the marks made.</p> <p><b>Expressive Arts and Design</b> - to take on a role during play, recreating familiar experiences.</p>	<p><b>Personal, Social and Emotional Development</b> - to make choices and express preferences</p> <p><b>Communication and language</b> - to use and extend descriptive language.</p>
<b>Other possible curriculum links</b>	<p><b>Expressive Arts and Design</b> - to remember and sing entire songs</p> <p><b>Literacy</b> - to develop phonological awareness by spotting rhyming words</p>	<p><b>Personal, Social and Emotional Development</b> - to be willing to take calculated risks when exploring the climbing area, showing an awareness of safety.</p>	<p><b>Understanding the World</b> - to make connections between the features of their family and other families</p>	<p><b>Mathematics</b> - to make a mark to express a preference, counting the tally and recording the number sentence as a group (transferring skills from the breadstick routine)</p>
<b>Language and Questioning</b>	<p>Invite the children to suggest favourite songs and rhymes. (Offer a visual choosing board to support) What do you think the song is about? Can you think of any actions? Why do you like it? Can you spot any rhyming words?</p> <p>Explore the meaning of new vocabulary within the songs</p>	<p>(Recap on safety rules) Which piece of equipment will you use? How will you travel? Do you need any help? I wonder if you could... e.g. put one foot on each step? I remember you found that hard last time - now you can do it.</p> <p>Safely, rules, climb, step, up, down, jump, travel, problem, solve,</p>	<p>Model mark making through play e.g. phone messages, diary, calendar, shopping list, recipes. Encourage children e.g. ... please can you add milk to the list? We need to leave a note for Dad to phone Nanny. Extend by supporting children to use their phonic knowledge.</p> <p>Home, house, family, list, diary, message, write, note,</p>	<p>What does it taste like? How does it feel on your tongue? Why? I wonder what would happen if we let it sit on our tongue? What is your favourite type of crisp? How can we find out which is most popular?</p> <p>Crunchy, soggy, melting, soft, hard, sour, sweet, tasty, favourite, tally, mark, total, popular</p>
<b>Individual Learning Opportunities</b>	<ul style="list-style-type: none"> <li>For all children to join in with the words and actions</li> <li>For most children to suggest favourite songs and rhymes</li> <li>For some children to spot the rhyming words in songs.</li> </ul>	<ul style="list-style-type: none"> <li>For all children to use the equipment safely with support.</li> <li>For most children to take measured risks</li> <li>For some children to reflect on their actions e.g what they found difficult, what they have learnt.</li> </ul>	<ul style="list-style-type: none"> <li>For all children to take on a role in the home corner</li> <li>For most children to mark make for a purpose.</li> <li>For some children to form recognisable letters/use phonic knowledge to support their writing.</li> </ul>	<ul style="list-style-type: none"> <li>For all children to try different crisps.</li> <li>For most children to talk about and describe the crisp using their senses - sight, taste, smell, texture.</li> <li>For some children to extend their vocabulary of descriptive language,</li> </ul>