

Small Group Planning Activities - 27th January - 14th February (Blue/Yellow Room)

Activity	Musical Mark Making	What's the time Mr Wolf (Number recognition)	Shape Hunt Find shapes in the nursery/outside environment. Record with a tally, pictures or photographs.	PE - Positional language focus
Resources	Large sheets of paper, mark making tools, variety of types of music	Number fans, clock	2D shapes, Extension: tally sheet/clipboards/camera,	Equipment lending itself to positional language development
Focused Curriculum	Literacy - to make marks that show variation and form Expressive Arts and Design - to use drawing to represent ideas like movements or noises. To respond to what they have heard, expressing their thoughts and feelings.	Mathematics - to recognise numerals, linking to physical actions. To say number names in order.	Mathematics - to name 2D shapes and identify them in the environment	Mathematics/Communication and language - to use positional language. Physical Development - to use equipment that involves climbing, balancing and travelling in a variety of ways.
Other possible curriculum links	Personal, Social and Emotional Development - to talk about thoughts and feelings.	Personal, Social and Emotional Development - to join in with a group game, showing an understanding of the rules.	Literacy - to make marks for a purpose Understanding of the World - to use technology to capture information	Personal, Social and Emotional Development - to develop independence in taking off/putting on shoes and socks.
Language and Questioning	How does the music make you feel? Comment on the marks the children are making e.g. I can see you've made long zig zagged lines, when the music got quieter your marks got smaller. Loud, louder, quiet, quieter, fast, faster, slow, slower, marks, dots, lines, wavy, zig-zagged, large, small, feelings, happy, sad, angry, calm, cross, relaxed	Have you played What's the time Mr Wolf? Can you explain the rules? Look at the numbers on the clock - what is the latest time? Extend the game with use of number fans/tiles to aid recognition Time, clock, O'clock, rules, steps, how many, number names,	Reveal 2D shapes - teach the children their names and talk about their properties. I can see that the tyre is a circle shape. Can you spot any other circles? What other shapes can you find? How can we record them? Shape, square, circle, triangle, rectangle, hunt, record,	How can we travel on this piece of equipment? How can we climb the steps? I can see you're going through the tunnel, under the bridge etc. Steps, Stairs, on, under, underneath, below, above, over, around, between, next to, beside, up, down, high, low, fast, slow.
Individual Learning Opportunities	<ul style="list-style-type: none"> For all children to make marks For most children to make marks in response to music, showing variation in the marks they make For some children to talk about the music and how it makes them feel. 	<ul style="list-style-type: none"> For all children to join in with What's the time Mr Wolf For most children to take the stated number of steps (counting actions accurately) For some children to recognise numerals. 	<ul style="list-style-type: none"> For all children to look for shapes in the environment For most children to use match or name the shapes they find. For some children to talk about the properties of the shapes. 	<ul style="list-style-type: none"> For all children to use the equipment with support. For most children to follow instructions involving positional language. For some children to use positional language to describe their movements.