

Small Group Planning Activities - 6th January - 24th January (Blue/Yellow Room)

Activity	Singing - Number focus	Musical Statues (Number recognition)	Pipettes/Capacity	PE
Resources	List and visuals of number songs and rhymes, puppets and props	Number floor tiles, number fans, music	Pipettes, containers of different sizes, sand timers	Apparatus e.g. purple steps, slide, trampoline, tunnel,
Focused Curriculum	<p>Communication and Language - to join in with number rhymes and songs</p> <p>Mathematics - 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.</p>	<p>Mathematics - to recognise numerals, linking to amounts</p> <p>Expressive Arts and Design - to move in response to music</p>	Physical Development - to develop fine motor control	Physical Development - to climb steps safely with increasing control
Other possible curriculum links	Expressive Arts and Design - to enjoy and take part in action songs.	Personal, Social and Emotional Development - to join in with a group game, showing an understanding of the rules.	Mathematics - to use language relating to capacity	Mathematics/Communication and language - to use positional language
Language and Questioning	<p>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?</p> <p>Song titles, number names, how many, count, more, less, one more, one less, total,</p>	<p>Think back to when we played musical statues - can you remember how to play/the rules? Extend by finding a number when the music stops. (use number fan to support). Can you show me that many fingers?</p> <p>start, stop, freeze, numbers, recognise, match</p>	<p>Teach the children how to use the pipettes. Would you like to try? How much of the container can you fill in one minute? I can see you have more/less than...</p> <p>Pipette, squeeze, full, empty, half full, more, less</p>	<p>How can we travel on this piece of equipment? How can we climb the steps? Encourage two feet to a step initially, moving towards alternate feet.</p> <p>Steps. Stairs, on, under, underneath, below, above, over, around, between, next to, beside, up, down, high, low, fast, slow</p>
Individual Learning Opportunities	<ul style="list-style-type: none"> For all children to join in with the number rhymes and songs For most children to join in with counting the props/people For some children to identify one more/one less with visual support. 	<ul style="list-style-type: none"> For all children to join in with musical statues For most children to show the corresponding number of fingers For some children to recognise and match numerals. 	<ul style="list-style-type: none"> For all children to fill and empty containers For most children to use a pincer grip to use the pipettes effectively For some children to use language to compare quantities. 	<ul style="list-style-type: none"> For all children to climb the steps with support For most children to climb the steps independently, putting both feet on each step For some children to climb the steps using alternate feet.