

Small Group Planning 24th February – 14th March (Big Room)

<u>Activity</u>	Singing	Profile Pictures (name cards during the cycle)	Marble Run	Bikes
<u>Resources</u>	Singing props/choice boards.	Home template, selection of drawing materials possible book link – All kinds of families.	Marble run, marbles	bikes, traffic lights, zebra crossing
<u>Focused Curriculum</u>	<p>Communication and Language – to join in with rhymes and songs, extending vocabulary by exploring unfamiliar words.</p> <p>Personal, Social and Emotional Development – to join in with singing as part of a group.</p>	<p>Personal, Social & Emotional Development/ Understanding the world – to talk about families, beginning to recognise similarities and differences.</p>	<p>Creating and thinking critically – to review progress when trying to achieve a goal. To identify problems and find ways to solve them.</p>	<p>Physical Development- to continue to develop their movement, balancing and riding (scooters, trikes and bikes)</p> <p>Understanding the world – to make links to real life experiences</p>
<u>Other possible curriculum links</u>	<p>Expressive Arts and Design – to remember and sing entire songs.</p> <p>Literacy – to develop phonological awareness by spotting rhyming words.</p>	<p>Physical Development – to show a preference for a dominant hand, using a comfortable grip to use a pencil.</p> <p>Expressive Arts & Design – to use drawing as a means of represent ideas.</p>	<p>Physical Development – to develop fine motor skills, connecting the pieces together.</p> <p>Personal, Social and Emotional Development – to share resources with others, taking turns.</p>	<p>Personal, Social and Emotional Development – to begin to recognise ways to look after ourselves and others. (road safety)</p> <p>Mathematics – to recognise and match numerals.</p>
<u>Language and Questioning</u>	<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>Who lives in your home? What can you tell us about them? Who else is special to you? Tell me about your picture. For those here last term – look at the picture you did before, what do you notice?</p> <p>Family, names of family members, types of homes, same, different, older, younger,</p>	<p>Have you seen a marble run before? How can you build it? I can see you have a problem – how can I help? I wonder if this piece might connect... Perhaps you and your friend could work together...what if...</p> <p>Marble run, piece, base piece, connect, join, stand, topple, balance, try, problem, challenge, solve, turn, push, roll, spin, loop, wiggle, twist</p>	<p>Spend time exploring the new bikes/scooters and associated equipment. What do you notice? Model ways of playing – demonstrating how to use traffic lights and crossing the road. Teach the children how to store the bikes, matching the numerals in the parking bays.</p> <p>Bike, trike, scooter, traffic lights, zebra crossing, safety,</p>
<u>Individual Learning Opportunities</u>	<ul style="list-style-type: none"> For all children to join in with the words and actions. For most children to suggest favourite songs and rhymes. For some children to spot the rhyming words in songs. 	<ul style="list-style-type: none"> For all children to say or show who lives in their house. For most children to talk about their family. For some children to recognise the similarities and differences between their family and others. 	<ul style="list-style-type: none"> For all children to explore the marble run. For most children to connect the pieces together with support. For some children to talk through problems, working together to find solutions. 	<ul style="list-style-type: none"> For all children to explore the bikes and scooters For most children to use the traffic lights and crossings purposefully. For some children to talk about ways to keep safe when crossing the road with adults.

