

**Small Group Planning 17<sup>th</sup> March - 4<sup>th</sup> April (Big Room)**

<b>Activity</b>	Climbing Area	Large scale drawing, creating a map	Making Dough	Planting
<b>Resources</b>	Continuous provision	Large paper, map/pictures of local area, range of mark making resources, cars	Flour, cornflour, water, pipettes, cups, bowls, spoons, pictorial instructions	Yoghurt pots, cotton wool, cress seeds, water, name labels  *link to non-fiction book on planting
<b>Focused Curriculum</b>	<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	<b>Understanding the World</b> - To talk about what we see on our journey to nursery using a range of vocabulary  <b>Literacy/Expressive Arts</b> - to be able to make marks and assign meaning to what they have made.	<b>Understanding the World</b> - Talk about the differences between materials and changes noticed.  <b>Literacy</b> - to know that print carries meaning. To follow a pictorial sequence/instructions	<b>Understanding the World</b> - to plant seeds and care for growing plants. To understand the key features of the life cycle of a plant.
<b>Other possible curriculum links</b>	<b>Personal, Social and Emotional Development</b> - to be willing to take calculated risks when exploring the climbing area, showing an awareness of safety.	<b>Physical Development</b> - to work on a large scale; to use their fine motor skills when mark making.	<b>Physical Development</b> - to develop muscle strength and fine motor control	
<b>Language and Questioning</b>	(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.  Safely, rules, climb, step, up, down, jump, travel, problem, solve,	Show pictures/map of local area. What do you see on your journey? Support the children to work on a large scale to make a map of the local area.  Buildings, roads, paths, signs, roundabout, shop, bank, park, post box, trees, plants,	Invite the children to follow the pictorial instructions to make their own dough. What do you need? How does it look, feel, smell? What do you think will happen? How is it changing? What can you do with it?  Flour, water, pipette, instructions, order, sequence, mix, bind, combine,	Share non-fiction book on planting. Show the children the seeds. How do they look? Feel? Smell? What do you think we should do with them? How should we care for them? What will they need? Check back on the seeds over the week - what changes can you see?  Seed, plant, water, light, grow, changes, shoots,
<b>Individual Learning Opportunities</b>	<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 join in with the activity.</li> <li>For most children to be assign meaning to their marks.</li> <li>For some children to talk about their local area and their route to nursery.</li> </ul>	<ul style="list-style-type: none"> <li>For all children to make dough with support</li> <li>For most children to talk about the changes that they observe</li> <li>For some children to independently follow the instructions to make their own dough</li> </ul>	<ul style="list-style-type: none"> <li>For all children to plant cress</li> <li>For most children to show care for their cress over the week</li> <li>For some children to talk about the changes they can see as the cress grows.</li> </ul>