

Small Group Planning Activities - 17th March - 4th April (Blue/Story Room)

Activity	Outdoor Role-Play	PE	Storytelling - ongoing from previous cycle	Measuring
Resources	Bus/agency	Range of equipment in a circuit (Please take a photo of circuit for future planning cycles)	Storytelling props (KW choice) e.g. story dice, poles, prop box, puppets	A range of resources for exploring and comparing length (unifix cubes, blocks, measuring snakes, worms, rulers, tape measures)
Focused Curriculum	Understanding the World - to show an awareness of the world around them, recreating roles and experiences	Physical Development - To travel around, under, over and through balancing and climbing equipment. Personal, Social and Emotional Development - to show increasing independence in taking off and putting on own shoes and socks.	Communication and Language - to listen to oral stories with enjoyment, joining in with familiar parts and repeat refrains.	Mathematics -Make comparisons between objects in relation to their size and length using gestures/language.
Other possible curriculum links	Personal, Social and Emotional Development - to play with other children as part of a group. Literacy - to make meaningful marks in play.	Communication and Language/Mathematics to show understanding of positional language - under, over, on, through, behind, in front of.	Literacy - To begin to understand the structure of a story.	Communication and Language - to use language to describe objects and to make comparisons.
Language and Questioning	Introduce the new outdoor role play areas to the children. Model and extend play ideas in the chosen area, continuing to encourage mark making opportunities Bus, journey, destination, ticket, driver, receipt, appointment, list,	Have a look at our circuit of equipment- do you notice the order? What do you think we need to do first? Then? After that? Next? Language of praise and encouragement - e.g. have a try, I think you can do it, what can I do to help. Safely, carefully, step, jump, climb, over, under, through, on, in front, behind, equipment, circuit, order, first, then, next	KWs to choose props that will engage and excite their keygroup. Use the props to create a story together. Who will be in our story? What do they look like? Where are they? Is there going to be a problem? Use the props to make up a story with a character, setting, problem and solution. Character, appearance (descriptive words), setting and related vocabulary, problem, solution, events	Explore the range of resources available, modelling language of size and vocabulary as the children play. E.g. "I can see you've made a long row, mine is shorter" "I wonder if we can make a tower as tall as you" "How many more cubes do you think we'd need to make them the same?" Long, longer, short, shorter, big, small, tall, taller, short, shorter
Individual Learning Opportunities	<ul style="list-style-type: none"> For all children to explore the new areas For most children to take on a role For some children to make meaningful marks in their play. 	<ul style="list-style-type: none"> For all children to use the equipment with support. For most children to follow the order of the circuit. For some children to talk about the order using language such as first, then, next. 	<ul style="list-style-type: none"> For all children to show an interest in the props and actions For most children to talk about the characters and events For some children to suggest characters, settings, problems and solutions. 	<ul style="list-style-type: none"> For all children to explore the resources For most children to use language to describe their work. For some children to use language to make comparisons.

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