

Small Group Planning 22nd April – 9th May (Big Room)

Activity	Singing – include teaching a new song	Beebots	Sand – Comparing Wet and Dry	Baking bread
Resources	Singing props/choice boards	Beebots Extension – use large blocks to make tracks/obstacles	Continuous Provision – outdoor sand	Ingredients and equipment as on recipe card, bags, name labels, Book link – Little Red Hen
Focused Curriculum	Communication and Language – to sing a large repertoire of songs, extending vocabulary by exploring unfamiliar words in new songs. Personal, Social and Emotional Development – to join in with singing as part of a group.	Understanding the World – To explore how things work. Mathematics – To describe and discuss direction, routes and locations.	Understanding the World – to explore materials and their properties. To make comparisons and talk about differences.	Understanding the world – to use all their senses in hands on exploration Mathematics – to use language relating to measure
Other possible curriculum links	Expressive Arts and Design – to remember and sing entire songs. Literacy – to develop phonological awareness by spotting rhyming words.	Mathematics – to count actions e.g. how many times the forward button is pressed.	Mathematics – to make comparisons between objects relating to size, weight and capacity	Literacy – to understand that text carries meaning
Language and Questioning	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? Choose new one song to teach and explore Explore the meaning of new vocabulary within the songs	Introduce the Beebots. Have you used them before? How do they work? Teach the children how to turn them on and use them safely. Where do you want your Beebot to go? How will you program it? I wonder how many times you will need to press the forward button for it to reach the wall... Beebot, on, off, switch, forward, backwards, turn, left, right, clockwise, anticlockwise, direction, destination, route, location,	Explore the outside sand area and remind chn of their explorations from the previous cycle. What do you notice? What if we dig deeper? Can you find wet sand? Can you make a sandcastle? Why/Why not? Sand, wet, dry, sticky, squelch, sprinkle, pour, build, mark make, castle, big, small, heavy, light, more, full, empty,	Share the recipe for making bread and discuss the steps. Support the children to follow the recipe to make their own dough. How does it look? feel? Smell? Compare at each stage. Recipe, ingredients, measure, pour, mix, stir, knead, rise, cook, cool, sticky, soft, smooth,
Individual Learning Opportunities	<ul style="list-style-type: none"> For all children to join in with the words and actions and suggest favourite songs. For most children to join in with attempting to learn a new song. For some children to explore and discuss the new vocabulary within the song. 	<ul style="list-style-type: none"> For all children to explore the Beebots with support. For most children to program the Beebots with a purpose in mind. For some children to program their Beebot to follow a track/route or to avoid obstacles. 	<ul style="list-style-type: none"> For all children to play in the sand with their group. For most children to explore the differences between wet and dry sand For some children to talk about the differences in the properties of wet and dry sand. 	<ul style="list-style-type: none"> For all children to mix the dough For most children to comment on how it looks, smells and feels For some children to make comparisons between the raw ingredients, dough and cooked bread.