

**Small Group Planning Activities – 22<sup>nd</sup> April – 9<sup>th</sup> May (Blue/Dining/story Room)**

<b><u>Activity</u></b>	<b>Exploring the Mud Kitchen</b>	<b>Lego</b>	<b>Core Stability</b>	<b>Claves – rhythm</b>
<b><u>Resources</u></b>	Continuous provision resources.	Lego trolley, mats, mini-figures  (Differentiate with use of Duplo where appropriate)	Exercise prompts, Space, walls, chairs,	Claves, Singing Phonics – Ready Steady Stop, rhythms
<b><u>Focused Curriculum</u></b>	<b>Understanding of the World</b> – To explore how the resources can be used.  <b>Personal, Social and Emotional Development</b> – to take turns and share resources.	<b>Physical Development</b> – to develop fine motor control and co-ordination.  <b>Mathematics</b> – opportunities to talk about shapes and their properties, use of number names in play e.g. when talking about which sized piece is needed.	<b>Physical Development</b> – to develop overall body strength, co-ordination, balance and agility.	<b>Expressive Arts and Design</b> –To explore different ways of playing instruments.  <b>Expressive Arts and Design</b> –to follow and create beats/rhythm
<b><u>Other possible curriculum links</u></b>	<b>Communication and Language</b> – to talk about what they are doing, what they see and what is happening.  <b>Expressive Arts and Design</b> – to begin to play imaginatively.	<b>Expressive Arts and Design</b> – To make imaginative and complex 'small worlds' with blocks and construction kits.  <b>Literacy</b> – to add a storyline to play, drawing on experiences of stories shared previously.  <b>Communication and Language</b> – To develop complex stories using small world equipment		<b>Communication and Language</b> – to continue to develop and use a wider range of technical vocabulary.
<b><u>Language and Questioning</u></b>	What would you like to use? What can you do with it? How is the mud different from the sand? I'm making some delicious tomato soup... what are you making?  Wet, dry, dig, scoop, fill, empty, pour, mix, add, more, less, large, big, small, tiny, spoon, saucepan, bowl,	Introduce the Lego. Have you played with this before? Do you have it at home? What would you like to build with it? How can I help? Do you need any characters? Model making up storylines using the models the children make, encouraging them to make up their own.  Lego, pieces, fit, join, connect, size, long, short, wide, narrow, build, tower, house, playground, city, character, story, beginning, middle, end.	Use the picture prompts to model movements. Comment on and praise efforts e.g. I can see you're trying really hard to balance, I like the way you're... How does it feel? Which positions did you find easy? Which were more difficult?  Body and body part names, strength, core, balance, stable, hold, position, movement, breathing	Explore the claves. How do you play them? Teach new vocabulary as the children explore. Sing songs, rhymes and chants. Can you follow the beat? Can you play quickly, slowly, loudly, quietly?  Claves, tap, hit, beat, rhythm, loud, quiet, soft, hard, speed, quick, slow
<b><u>Individual Learning Opportunities</u></b>	<ul style="list-style-type: none"> <li>For all children to explore the mud kitchen and available resources.</li> <li>For most children to take turns to share resources.</li> <li>For some children to play imaginatively, talking about what they are making.</li> </ul>	<ul style="list-style-type: none"> <li>For all children to explore the Lego/Duplo.</li> <li>For most children to build with a purpose in mind.</li> <li>For some children to add a storyline to their play.</li> </ul>	<ul style="list-style-type: none"> <li>For all children to attempt some of the positions with support.</li> <li>For most children to carry out each movement/position</li> <li>For some children to talk about the movements and how their bodies feel.</li> </ul>	<ul style="list-style-type: none"> <li>For all children to explore the claves</li> <li>For most children to keep a steady beat</li> <li>For some children to use language relating to volume and tempo.</li> </ul>

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