

Planning Activities – 30th June – 23rd July (Blue/Dining Room)

<u>Activity</u>	Construction KW choice – example Lego	Party Games	Number Games and Puzzles	Cosmic Yoga
<u>Resources</u>	Lego trolley, mats, mini-figures	Dependant on games chosen – e.g. music, carpet spots, chairs,	A variety of number puzzles and turn taking number games.	IWB
<u>Focused Curriculum</u>	<p>Physical Development – to develop fine motor control and co-ordination.</p> <p>Mathematics – opportunities to talk about shapes and their properties, use of number names in play e.g. when talking about which sized piece is needed.</p>	Physical Development - To take part in group activities, some of which they make up themselves or as part of a team.	Mathematics (dependant on games chosen) – to recognise numerals to ten, to place numerals in order, to match numerals to a group of objects, to count out a corresponding number of objects.	Physical Development – to develop overall body strength, co-ordination, balance and agility.
<u>Other possible curriculum links</u>	<p>Expressive Arts and Design – To make imaginative and complex 'small worlds' with blocks and construction kits.</p> <p>Literacy – to add a storyline to play, drawing on experiences of stories shared previously.</p> <p>Communication and Language – To develop complex stories using small world equipment</p>	Personal, Social and Emotional Development – to increasingly follow rules, understanding why they are important in the game. To express feelings and consider the feelings of others.	Personal, Social and Emotional Development – to take turns and follow the rules of the games.	
<u>Language and Questioning</u>	<p>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.</p> <p>Lego, pieces, fit, join, connect, size, long, short, wide, narrow, build, tower, house, playground, city, character, story, beginning, middle, end.</p>	<p>Introduce party games to the group, celebrating the end of term and some children's move to school. Explain the rules or make them up together. How can we? What if? Do you think it's fair? How will we decide who wins? How does it make you feel to be 'out'</p> <p>Language dependant on games chosen by each group, possible vocabulary:</p> <p>Games, party, celebrate, rules, fair, unfair, win, lose,</p>	<p>Which game/puzzle would you like to play? What do you think you have to do? How can I help? When will it be ___ turn? Can you think of your own number game? Comment on the children's actions e.g. I can see you're counting the pictures to help you with the puzzle.</p> <p>Language dependant on games chosen by each child/group, possible vocabulary:</p> <p>Count, match, sort, number, numeral, order, how many, total, rules, instructions,</p>	<p>Share a cosmic yoga story on the IWB, encouraging children to join in. 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?</p> <p>Body and body part names, strength, core, balance, stable, hold, position, movement, breathing</p>
<u>Individual Learning Opportunities</u>	<ul style="list-style-type: none"> For all children to explore the Lego. For most children to build with a purpose in mind. For some children to add a storyline to their play. 	<ul style="list-style-type: none"> For all children to join in with support. For most children to follow the rules of the games. For some children to make up games/contribute to the rules of the games. 	<ul style="list-style-type: none"> For all children to play a number game/puzzle with support. For most children to count with 1:1 correspondence and recognise some numerals. For some children to invent their own numerical games. 	<ul style="list-style-type: none"> For all children to attempt some of the positions with support. For most children to carry out each movement/position. For some children to talk about the movements and how their bodies feel.