Small Group Planning 16th November – 4th December (Big Room)

Activity	Christmas singing	Shopping role play (preparation for Christmas fair)	**Transient Art (Loose Part Play)**	Making pizzas
Resources	Christmas song book, props	Tills, baskets, items, price labels, shopping bags, coins, purses,	Loose part play resources, pattern cards	Oven, baking trays, bags, labels, muffins, puree, cheese, ham, sweetcorn, pineapple
Focused Curriculum	**Communication and Language** – to join in with rhymes and songs, extending vocabulary by exploring unfamiliar words **Expressive Arts and Design** – to enjoy and sing a wide variety of songs and rhymes, leading towards performance with others.	**Mathematics** – to say one number for each item when counting. To recognise numerals during play, beginning to match numerals and amounts. **Expressive Arts and Design** – to take on a role during play, recreating familiar experiences.	**Mathematics** – copy, extend and create patterns. Make comparisons between objects	**Understanding the World** – to talk about the differences between materials and the changes they notice. **Communication and Language** – to use descriptive language.
Other possible curriculum links	**Understanding the World** – to develop an awareness of celebrations within the community.	**Understanding the World** – to show an interest in different occupations.	**Understanding the World** – to explore collections of materials with similar or different properties.	**Physical Development** – to use one handed tools with increasing control **Personal, Social and Emotional Development –** to make choices and express preferences.
Language and Questioning	Have a look at the song pictures/props… what can you see? Have you seen any of them before? Invite the children to discuss their experiences of Christmas/celebrations. Explore the meaning of new vocabulary within the songs e.g. Christmas, celebration, festive, snowman, robin, reindeer, fairy, melt, stable, sleigh, chimney, soot	What do you need to take when you go to the shop? How do we pay for things? How much is the…? How many pennies do you need? Shop, shopkeeper, customer, purse, money, coins, penny, how much, amount, cost, price, count, number,	Invite the children to explore the collections. What do you notice? Model using the resources to copy a pattern or create a pattern. What will you use them for? Talk to me about your creation. Pattern, picture, repeat/repeating, hard, soft, smooth, rough, big, small,	Have you had pizzas before? What toppings do you prefer? Explore the ingredients using sight, smell, touch and taste before demonstrating how to make a pizza. Once cooked explore and discuss changes. Pizza, topping, ingredients, smell, tate, hard, soft, smooth, rough, colourful, juicy, sweet, crunchy, hot, heat, melt, oven
Individual Learning Opportunities	• For all children to join in with the actions of the Christmas rhyme • For most children to sing and perform the songs to others • For some children to develop their language, exploring the meaning of specific vocabulary.	• For all take the role of the shopkeeper or customer • For most children to count out the corresponding number of pennies. • For some children to recognise numerals.	• For all children to explore the resources • For most children to copy patterns • For some children to extend and create their own patterns and pictures.	• For all children to use a knife to spread with support • For most children to use descriptive language when exploring the ingredients • For some children to comment on the changes that occur when the pizza is cooked