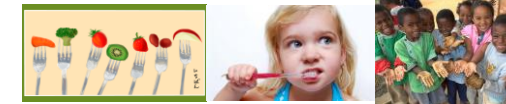


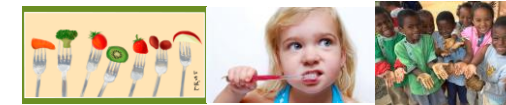
Looking after Me -event- Fitness Challenges



Spring Term: 5 weeks Enhanced Opportunities and Adult-led Tasks

Creative <ul style="list-style-type: none"> • Adult -Led Ateiller fruit/ veg piece pictures • Chopping fruit and veg • Fruit and veg printing • Bubble painting 	Tuff Spot/ Malleable <ul style="list-style-type: none"> • Adult -Led Tooth brushes and toothpaste, large teeth • Nail brushes water and soap • Sponges, water and bubble bath • Shaving foam- Bubbles • soap flakes 	Construction <ul style="list-style-type: none"> • Duplo house •
Reading/ Listening/ Talking <ul style="list-style-type: none"> • Adult Led-Busy Feet Instructions • Handas Surprise- story CD, story talking • Funny Bones- story talking • https://www.eric.org.uk/videos-about-wee-and-poo • https://www.youtube.com/watch?v=YObGX9e7Gzg • https://vimeo.com/101537287 • Adult-Led Discussing then and now- baby to child 	Game <ul style="list-style-type: none"> • Healthy and Unhealthy kim's game • Fruit skewer game • Shopping list game • Greedy Gorilla Game • Washing line game, textured clothes drawer • Dog and bone shopping game 	Music <ul style="list-style-type: none"> • Mulberry bush song- hygiene routines • Dancing music • Classical music • Calming and relation music
Writing <ul style="list-style-type: none"> • Adult -Led Writing name on the challenge lists • Shopping lists • Fruit bowl pencil control 	Media and Materials 2D &3D <ul style="list-style-type: none"> • Skeleton pictures- art straws • Chalk/ white paint on black paper 	Small World <ul style="list-style-type: none"> • Dolls house with bathroom/ washing machine etc
Maths <ul style="list-style-type: none"> • Hygiene puzzles • More and less games with fruit and vegetables • Number songs- 5 juicy oranges, 5 little peas • Sorting mini fruit • Adult-Led Mini fruit give me game • Ordering by size- stacking and nesting toys 	Water/Sand <ul style="list-style-type: none"> • Sponges and bubbles • Plastic tubes and bubbles • Body mops • Washing clothes • Guttering, sand/water wheels • Adult led-Food bags and packets and scoops • Adult-led Juice cartons 	Fine Motor/Gross Motor <ul style="list-style-type: none"> • Busy Feet Dancing dancing (GM) (Music) • Cosmic Yoga • PE- sessions • Daily run • Carrying fruit in a basket like Handa • Using eating implements
Outdoor <ul style="list-style-type: none"> • Adult-Led-Fitness spots • Obstacle course • Adult-Led Drainpipe challenge- water 	Investigation <ul style="list-style-type: none"> • Where does my food go?- What is Poo?- Usborne • The story of the Little Mole who knew it was none of his business https://www.youtube.com/watch?v=oG0KzxVoTl8 • https://www.youtube.com/watch?v=6gOwDmpxvnU • Poo in the Zoo Steve Smallman 	Role Play <ul style="list-style-type: none"> • Healthy food restaurant • Fruit and Vegetable shop

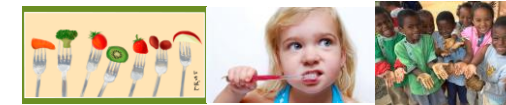
Looking after Me -event- Fitness Challenges



Spring Term: 5 weeks Enhanced Opportunities and Adult-led Tasks

Adult-Led Task	Mini fruit" give me" game	Busy Feet Dancing	Drainpipe water challenge	Writing name on challenge list	Ateiller- Fruit and Veg piece pictures	Child Initiated Choices
Activity Description	To play the game with objects encourage the children to be able to find the correct number of things by careful counting. Can you give me/ can you count out the correct number of objects. Lets check to make sure. Lets find the right numeral. VAK-VAK	Listen to music and the instruction from the CD. Practise the movements and coordinate as there may be hand and leg movements. Join in by listening to and following the instructions including knowing when to stop. Use different resources to play the music- tape player, cd player, radio, computer. Discuss the different	Set the scene of needing to move water from one place to another with broken buckets. Allow the children to make suggestions and to work cooperatively and in a team to create a system using the guttering, drainpipes and the pipe stands, crates and other materials. Try, out, test, support and encourage following the children's lead. How can we make sure we don't waste any water.	Develop pencil grip- model and support children to use a pincer grip and to write from left to right, top to bottom. Write name at own level- emergent, over, dotted, under, copy independent.	Selection of objects to arrange -Encourage the children to use the different pieces of fruit and veg to make pictures, patterns and representations. Provide models for the children but also encourage them to explore and create for themselves. Encourage the sensory experience enjoying the colours, shapes, textures. Change and alter the arrangements they have made. Change and alter the arrangements they have made, encouraging children to talk about what they want to change and to verbalise their choices VAK-VAK	Fruit prints - encourage the children to share and take turns with equipment. Encourage the children to use the different pieces of fruit to make patterns and prints. Provide examples for the children but also encourage them to explore and create for themselves. Encourage the sensory experience with the fruit enjoying the colours, shapes, textures and smells. Build vocabulary related to unusual fruit and words related to colour, shape and texture-juicy, segment, slice, firm, squashy etc. VAK-VAK
3 – 4 aspects contributed to	Maths Fast recognition of up to 3 objects, without having to count them individually ('subitising'). Say one number for each item in order: 1,2,3,4,5. Know that the last number reached when counting a small set of objects tells you how many there are in total ('cardinal principle'). Show 'finger numbers' up to 5. Solve real world mathematical problems with numbers up to 5.	PHY- Are increasingly able to use and remember sequences and patterns of movements which are related to music and rhythm. Skip, hop, stand on one leg and hold a pose for a game like musical statues. U the W Explore how things work Explore collections of materials with similar and/or different properties. • Talk about what they see, using a wide vocabulary.	C&L -Use a wider range of vocabulary. Phy Choose the right resources to carry out their own plan. Collaborate with others to manage large items, U the W Talk about what they see, using a wide vocabulary.	PH- Use a comfortable grip with good control when holding pens and pencils. Lit Write some or all of their name. Write some letters accurately.	EXP Arts Explore different materials freely, in order to develop their ideas about how to use them and what to make. Develop their own ideas and then decide which materials to use to express them. U the W Use all their senses in hands-on exploration of natural materials. Talk about what they see, using a wide vocabulary.	

Looking after Me -event- Fitness Challenges



Spring Term: 5 weeks Enhanced Opportunities and Adult-led Tasks

Adult-Led Task	Teeth Brushing oral hygiene activity	Where does my food go?	Fruit tasting activity-	Food bags and scoops Juice Cartons	Fitness Challenge	Timeline- then and now. Baby to child
Activity Description	Discuss children's own teeth brushing routines, how often? when? Talk about what can happen if you don't brush your teeth What helps to keep our teeth healthy other than brushing them. Use tooth brushes and toothpaste with the large teeth and practise cleaning them. Remember to do the front and the back and inbetween	Explore the children's ideas of what happens to their food. Watch video clips of food's journey through the body. Discuss energy from food-needed to exercise and for everything our body does. Helps the body to grow and stay healthy. What happens to the bits that are left over. Discuss wee and poo. How important it is to use the toilet regularly otherwise you will start to feel poorly. Watch poo stories and listen to poo stories.	Provide the children with a wide range of different fruits from the Handas surprise story. Encourage them to be aware of fruit that they might not have tried before. Provide whole and segmented fruit for the children to talk about which one they think is which. Encourage them to describe the smell, colour etc before they actually come to the tasting part. Demonstrate peeling some of the fruit in front of them and encourage them to predict what it might look like inside. VAK-VAK	Provide bags and scoops in the sand or water- encourage the children to explore capacity and begin to use a range of vocabulary associated with that- such as full, empty, heavy, light, more and less. Use the bags and scoops for filling and emptying, developing imagination through their play and talk. and empty juice cartons in the water-encourage the children to explore capacity and begin to use a range of vocabulary associated with that- such as full, empty, heavy, light, more and less. Use the funnels and scoops/ tubes for filling and emptying, developing imagination through their play and talk. VAK-VAK	Set up a fitness track including fitness spots- 4 jumps, 3 hops, 2 stretches, press ups, touch toes, etc as well as an obstacle course including run, balance, climb. Challenge the children to complete the circuits. Write names and numbers on the challenge sheet. Encourage the children to unlock their Resilience key and complete the challenge and try to do more the next time.	Bring in baby photo's and have visitors to nursery with baby siblings. Talk about the things the children looked like and could do and a baby and how they have changed physically and what they can do now. Appearance- hair, teeth, size Skills-eating,moving, talking, thinking. Looking at and sorting objects-babythings, clothing and toys and those they use now. Similarities and Differences
3 – 4 aspects contributed to	Phys Be increasing independent in meeting their own care needs, e.g. brushing teeth, using the toilet, washing and drying their hands thoroughly. Make healthy choices about food, drink, activity and toothbrushing.	C&L Understand "why" questions, like: "Why do you think the caterpillar got so fat?"	Phys Make healthy choices about food, drink, activity and toothbrushing. U the W Use all their senses in hands-on exploration of natural materials. Talk about what they see, using a wide vocabulary.	Maths Make comparisons between objects relating to size, length, weight and capacity. C&L Use a wider range of vocabulary	PHYS Go up steps and stairs, or climb up apparatus, using alternate feet. Match their developing physical skills to tasks and activities in the setting. U the W Begin to understand the need to respect and care for the natural environment and all living things.	U the W Explore collections of materials with similar and/or different properties. Talk about what they see, using a wide vocabulary. Begin to make sense of their own life-story and family's history.

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Spring Term: 5 weeks Enhanced Opportunities and **Adult-led Tasks**

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