

What is Included in an EYFS Adult Input Plan?

Date: This is left blank so that you can add in your own date.

Key Questions & Vocabulary: These boxes give suggestions of key vocabulary and questions that could be introduced and explained during the activity.

Adult Role: Here the adult role is described in detail in simple, easy to follow steps.

Ideas for Extension into Continuous Provision: So that children can continue their learning from this activity independently, here are some ideas for extension activities within continuous provision.

Opportunities for Observation & Assessment: Each plan is completely cross-curricular and contains details of opportunities for observation and assessment for other areas of learning.

| Topic Theme | Activity Title |
|--|---|
| EYFS Adult Input Plan | |
| Topic Theme: Eid | Activity Title: Mehndi Patterns |
| Date: | Organisation: Groups of 4 children. Indoor table top activity. |
| Learning Intention: Learns that they have similarities and differences that connect them to, and distinguish them from, others. (UTW:P&C (22-36)) | |
| Key Questions: How do people celebrate Eid? Which Mehndi design do you like best? Why? What sort of pattern do you think you will make? | Key Vocabulary: Eid, Mehndi, celebrate, festival, hand, pattern, design, swirls, dots, leaves, flowers. |
| Resources: Felt tips, card, scissors, Mehndi Patterns EYFS Resource Pack . | |
| Adult Role(s): <ul style="list-style-type: none"> Prior to the activity, take the opportunity to show the children the Eid PowerPoint. When you start the activity recap your prior learning about Eid and ask the children to share any personal experiences they may have of Ramadan or Eid. | |
| Differentiation/Opportunities for Challenge: <ul style="list-style-type: none"> For some children it may be appropriate to provide larger templates and chunky pencils to aid pencil control. | |
| Ideas for Extension into Continuous Provision: <ul style="list-style-type: none"> Provide hand shaped paper, brown paint and fine paintbrushes to encourage children to make Mehndi patterns using a different media during their child initiated learning. | |
| Opportunities for Observation and Assessment: | |
| PS&ED: Making Relationships (30-50) Demonstrates friendly behaviour, initiating conversations and forming good relationships with peers and familiar adults. | |
| C&L: Listening and Attention (22-36) Single channelled attention. Can shift to a different task if attention fully obtained – using child's name helps focus. | |
| C&L: Speaking (22-36) Uses language as a powerful means of widening contacts, sharing feelings, experiences and thoughts. | |
| PD: Moving and Handling (22-36) Shows control in holding and using jugs to pour, hammers, books and mark-making tools. (22-36) Beginning to use three fingers (tripod grip) to hold writing tools. | |
| L: Writing (22-36) Distinguishes between the different marks they make. (30-50) Sometimes gives meaning to marks as they draw and paint. | |
| M: Shape, Space and Measure (22-36) Notices simple shapes and patterns in pictures. | |
| UfW: People and Communities (30-50) Shows interest in the lives of people who are familiar to them. | |
| EA&D: Exploring and Using Media and Materials (22-36) Experiments with blocks, colours and marks. | |
| Activity Adaption: | |
| Next Steps: | |
| Evaluation to Inform Future Planning: | |

Organisation: This gives you an indication of where the activity could take place, (e.g. on the carpet or outside), along with the suggested size of group.

Learning Intention: We have included a specific learning intention taken from the Early Years Outcomes Document.

Resources: Each plan describes resources needed and includes accompanying Twinkl resources where applicable.

Differentiation/Opportunities for Challenge: Additional ideas on how you could differentiate the activity or provide extra challenge are detailed here.

Activity Adaptation, Next Steps & Evaluation to Inform Future Planning: These boxes are left blank, giving you the opportunity to add your own content which is personalised to the children in your setting.

All plans are completely editable so that you can adapt them to meet the needs of your setting.

| Activity | Resources |
|--|--|
| <p><u>How Many Bears?</u> Children say a rhyme and take away the correct number of bears from the game, then count how many are left. Can be used for 0-5, 0-10 or 0-20.</p> <p>Main Curriculum Focus: Maths</p> | <p>0-20 on Teddy Bears, 0-10 Teddy Bear Number Line, a tray or plate and 10 plastic bears or How Many Bears Game.</p> |
| <p><u>Skittles Subtraction</u> Children throw a ball at 10 skittles and count how many they knock down. They then fill in the score sheet and say how many are left, e.g. "10 – 6 = 4".</p> <p>Main Curriculum Focus: Maths</p> | <p>10 skittles or plastic bottles filled with water, a small ball, Skittles Subtraction Score Sheet, clipboard and pencil per child.</p> |
| <p><u>Superhero Subtraction</u> Children learn subtraction from the numbers up to 10, using superheroes that fly away and a song to help.</p> <p>Main Curriculum Focus: Maths</p> | <p>Cute Superhero Character Cut-Outs, lolly sticks, sticky tape, 10 Superheroes Subtraction Song, salt dough, tray.</p> |
| <p><u>Building Brick Subtraction</u> Children have a tower of 20 bricks and roll a dice to take away an amount of bricks from the tower of 20.</p> <p>Main Curriculum Focus: Maths</p> | <p>20 building bricks, 2 dice, Build a Tower Numbers 0-30.</p> |
| <p><u>How Many More to Make...?</u> Children use a number line to 20 and a beanbag to practise and understand inverse addition.</p> <p>Main Curriculum Focus: Maths</p> | <p>Chalk, beanbag.</p> |
| <p><u>Acorn Addition to 20</u> Children add together 2 numbers up to 20, as they collect acorns for the squirrels' hibernation. Children will recognise numerals, count out acorns and then add together 2 groups of acorns.</p> <p>Main Curriculum Focus: Maths</p> | <p>A4 Squirrel Cut-Outs or 2 toy squirrels, Acorn Cut-Outs or 20 acorns, Number of Nuts Number Cards, salt dough, 2 small trays, Numbers 0-30 on Acorns.</p> |

| Activity | Resources |
|--|--|
| <p><u>Beanbag Addition Races</u> This physical development based activity encourages children to work in teams, to run and collect beanbags. At the end of the race, they add together the beanbags in both teams' hoops to find the total.</p> <p>Main Curriculum Focus: Maths</p> | <p>20 bean bags, 2 large hoops, a timer, whistle, chalk.</p> |
| <p><u>Dice Addition</u> An activity in which children practise adding together two numbers. They roll two dice and add together the number of spots. There is also a downloadable dice with spots 7-12 for children to add numbers up to 18.</p> <p>Main Curriculum Focus: Maths</p> | <p>2 large dice, pointer, large tray, Numbers to 20 on Dice, Create Your Own Addition Number Sentence.</p> |
| <p><u>Addition to 10 Bus Board Game</u> Children play the board game, supported by the adult, and learn about counting on to get to their next space.</p> <p>Main Curriculum Focus: Maths</p> | <p>Addition to 10 Bus Board Game, Number Lines or objects to support the children with calculations.</p> |
| <p><u>Addition to 20 Bus Board Game</u> Children play the board game, supported by the adult, and learn about counting on to get to their next space.</p> <p>Main Curriculum Focus: Maths</p> | <p>Addition to 20 Bus Board Game, Number Lines to support the children with calculations.</p> |
| <p>Home Learning Challenges The pack also includes some home learning challenges so that learning can be continued at home.</p> | <p>EYFS Using Quantities and Objects, they Add and Subtract Home Learning Challenges</p> |