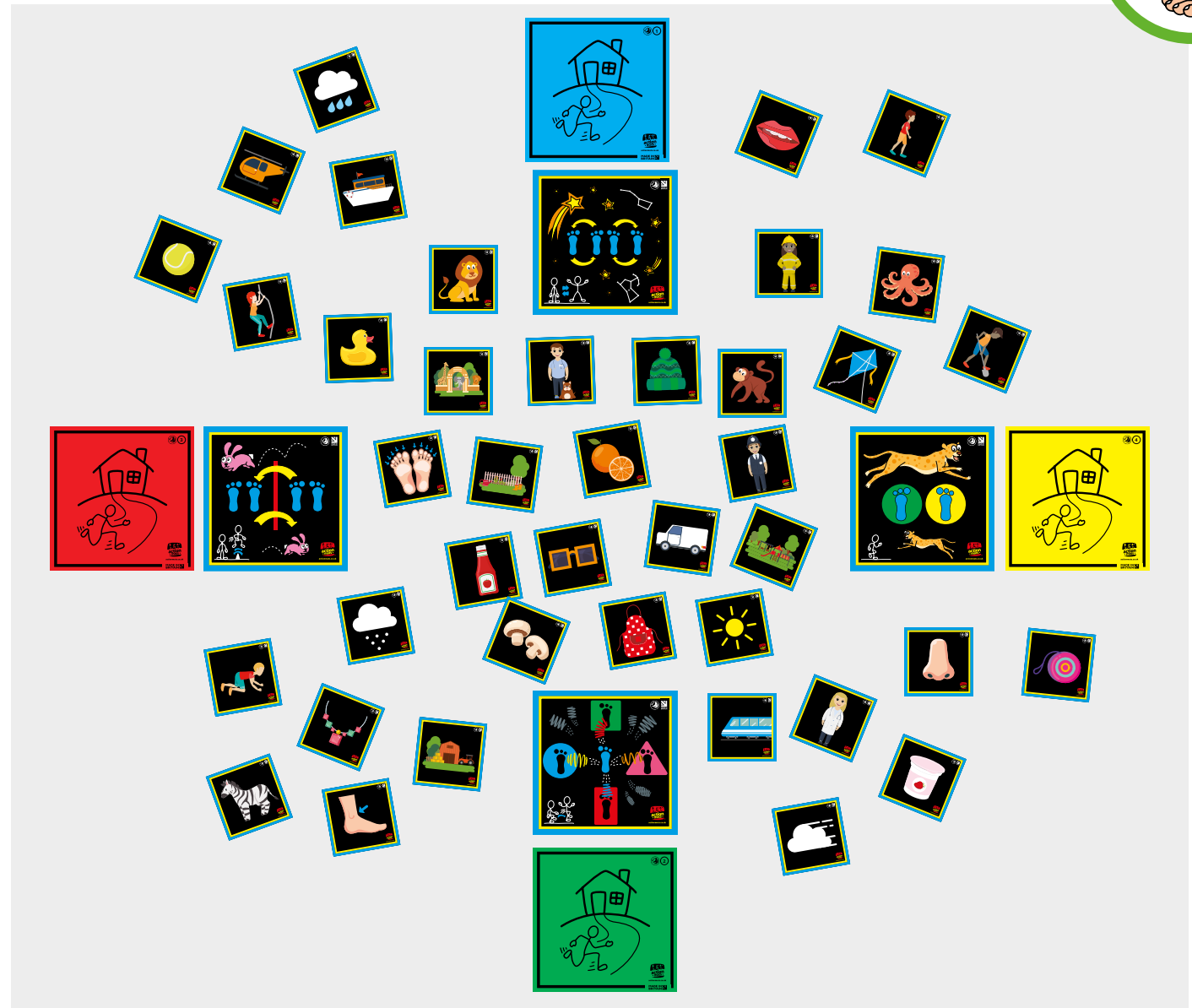


What's needed

X4 Coloured House mats
X4 Mini Action Mats
X40 Picture Mats (all)



Main Activity Setup





Learning objectives

To listen attentively and complete a variety of tasks.

To use learnt vocabulary to be descriptive.

To be confident when speaking to the group.

Language and Communication ELG

Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions.

Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary.

Physical Development ELG

Demonstrate strength, balance and coordination when playing. Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.

Literacy ELG

Read words consistent with their phonic knowledge by sound-blending.

Main Activity

Group student into pairs and allocate each pair to a coloured house mat. Ask each pair to stand one behind the other.

Explain that each student will take turns to complete 5 repetitions on their Mini Action mat and then go and look for a picture that you request.

1) Colour that matches their house mat

Ask the first student to step onto the Mini Action Mat and complete 5 repetitions, counting as a group. Then ask them to find any picture with the colour that matches their house mat and bring it back.

Ask students to hold up their mat and tell the group which picture they chose. Support any children that have struggled and model clear, concise language where appropriate.

2) Circle or square

Ask the second student to step onto the Mini Action Mat and complete 5 repetitions, counting as a group. Then ask them to find any picture with a circle or a square and bring it back to their mat.

Ask students to hold up their mat and tell the group which picture they chose and which type of shape they chose. Support any children that have struggled and model clear, concise language where appropriate.

3) Curved or straight line

Ask the first student to step onto the Mini Action Mat and complete 5 repetitions, counting as a group. Then ask them to find any picture with a curved or straight line and bring it back to their mat.

Ask students to hold up their mat and tell the group which picture they chose and which type of line they chose. Support any children that have struggled and model clear, concise language where appropriate.

4) Picture with a person

Ask the second student to step onto the Mini Action Mat and complete 5 repetitions, counting as a group. Then ask them to find any picture with a person and bring it back to their mat.

Ask students to hold up their mat and tell the group which picture they chose and then describe what the person is doing and/or wearing. Support any children that have struggled and model clear, concise language where appropriate.

5) Favourite picture

Ask the First student to step onto the Mini Action Mat and complete 5 repetitions, counting as a group. Then ask them to choose their favourite picture.

Ask students to hold up their mat and tell the group which picture they chose and then explain why they chose that particular picture. Support any children that have struggled and model clear, concise language where appropriate.



Learning objectives

To listen attentively and complete a variety of tasks.

To use learnt vocabulary to be descriptive.

To be confident when speaking to the group.

Language and Communication ELG

Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions.

Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary.

Physical Development ELG

Demonstrate strength, balance and coordination when playing. Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.

Literacy ELG

Read words consistent with their phonic knowledge by sound-blending.

6) Colour that matches their house mat

Ask the first student to step onto the Mini Action Mat and complete 5 repetitions, counting as a group. Then ask them to find any picture with the colour that matches their home mat and bring it back.

Ask students to hold up their mat and tell the group which picture they chose. Support any children that have struggled and model clear, concise language where appropriate.

7) Circle or square

Ask the second student to step onto the Mini Action Mat and complete 5 repetitions, counting as a group. Then ask them to find any picture with a circle or a square and bring it back to their mat.

Ask students to hold up their mat and tell the group which picture they chose and which type of shape they chose. Support any children that have struggled and model clear, concise language where appropriate.

8) Curved or straight line

Ask the first student to step onto the Mini Action Mat and complete 5 repetitions, counting as a group. Then ask them to find any picture with a curved or straight line and bring it back to their mat.

Ask students to hold up their mat and tell the group which picture they chose and which type of line they chose. Support any children that have struggled and model clear, concise language where appropriate.

9) Picture with a person

Ask the second student to step onto the Mini Action Mat and complete 5 repetitions, counting as a group. Then ask them to find any picture with a person and bring it back to their mat.

Ask students to hold up their mat and tell the group which picture they chose and then describe what the person is doing and/or wearing. Support any children that have struggled and model clear, concise language where appropriate.

10) Favourite picture

Ask the second student to step onto the Mini Action Mat and complete 5 repetitions, counting as a group. Then ask them to choose their favourite picture.

Ask students to hold up their mat and tell the group which picture they chose and then explain why they chose that particular picture. Support any children that have struggled and model clear, concise language where appropriate.