



 <p>Provision Area challenge:</p>	<p>Can you listen to the story 'Charlie and Lola's I Am Not Sleepy and I Will Not Go to Bed'?</p>
<p>Provision Area:</p>	<p>Story corner</p>
<p>EYFS Framework:</p>	<p>Children listen attentively in a range of situations. They listen to stories, accurately anticipating key events and respond to what they hear with relevant comments, questions or actions.</p>
<p>Key Questions (for adults supporting play):</p>	<p><i>What is Lola's brother trying to do? Do you think Lola wants to go to bed? Why not? Do you like going to bed? What would you do if you didn't have to go to bed at bedtime? Do you think Lola was telling the truth about the Lion eating her toothbrush and the whales being in her bath? Why do you think she was saying all these things to Charlie?</i></p>
<p>Key Vocabulary:</p>	<p>Brother, sister, sleepy, bed, telling the truth, stay up, late, chattering, wide awake, tired, toothbrush, gobbling, one minute, pyjamas, pillow, goodnight</p>

 <p>Provision Area challenge:</p>	<p>Can you write a letter to Lola to tell her how important bedtime is?</p>
<p>Provision Area:</p>	<p>Writing Area</p>
<p>EYFS Framework:</p>	<p>Gives meaning to marks they make as they draw, write and paint. Uses some clearly identifiable letters to communicate meaning, representing some sounds correctly and in sequence.</p>
<p>Key Questions (for adults supporting play):</p>	<p><i>Who are we writing this letter to? What could you say to Lola in your letter to help her understand how important it is to go to bed on time? How will she feel at school if she doesn't go to bed early enough? What time do you think Lola should go to bed?</i></p>
<p>Key Vocabulary:</p>	<p>Letter, bedtime, important, sleep, tired, grumpy, energy, early, time, o'clock, bath, wash, brush teeth, story</p>

	<p>Can you explore all the different things you can do in one minute?</p>
<p>Provision Area:</p>	<p>Maths Area</p>
<p>EYFS Framework:</p>	<p>Children use everyday language to talk about time.</p>
<p>Key Questions (for adults supporting play):</p>	<p><i>How long is one minute? One minute is 60 seconds long. Can you have a go at counting to 60? I wonder what you can do in 1 minute! Look at EY Additional Resource 2. Can you estimate (have a guess) how many of each activity you think you would be able to do it 1 minute? Were you close to your estimate? Can you record you estimates and your results? Which activity were you able to do the most of? Which did you do the least?</i></p>
<p>Key Vocabulary:</p>	<p>One minute, 60 seconds, activities, how many, draw, write, count, estimate, guess, close, record, results, most, least</p>

 <p>Provision Area challenge:</p>	<p>Can you practise doing up the buttons and zips on your clothes?</p>
<p>Provision Area:</p>	<p>Funky Fingers Area</p>
<p>EYFS Framework:</p>	<p>Children show good control and co-ordination in small movements.</p>
<p>Key Questions (for adults supporting play):</p>	<p><i>What do we need to do first when we do up a button/zip? How can you get the button to fit through the hole? Can you try turning the button on its side? Can you try and push the button through and pull it out the other side?</i></p>
<p>Key Vocabulary:</p>	<p>Routine, get dressed, do up, buttons, zips, shirt, skirt, jacket, coat, trousers, push, pull, through, turn, side, hole</p>