


 <p>Provision Area challenge:</p>	<p>Can you make up stories with the family characters?</p>
<p>Provision Area:</p>	<p>Small World Area</p>
<p>EYFS Framework:</p>	<p>Uses language to recreate roles and experiences in play situations.</p>
<p>Key Questions (for adults supporting play):</p>	<p><i>Who have we got in this family? I wonder if the family are going to do any exercise today! What could they do together? Where could they go? I wonder if anything will happen when they go to the park!</i></p>
<p>Key Vocabulary:</p>	<p>Pretend, imagine, family, character, exercise, playground, swings, slide, climbing frame, mother, father, son, daughter, brother, sister</p>

 <p>Provision Area challenge:</p>	<p>Can you help Joe Wicks to keep people active? Make a poster to tell people all the different ways you can exercise.</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>How can we help Joe to get more people exercising? If we put up posters about all the different exercises you could do, do you think people might take our ideas and start to get active? What could we write on our poster? What exercises could people do? Why is exercise so good for us?</i></p>
<p>Key Vocabulary:</p>	<p>Poster, write, active, fit, exercise, exercises, sports, running, cycling, scootering, family games, throw and catch, health</p>

	<p>Can you practise your maths whilst being active?</p>
<p>Provision Area:</p>	<p>Maths Area</p>
<p>EYFS Framework:</p>	<p>Counts actions or objects which cannot be moved, recognises numerals 1 to 5, Counts objects to 10, say which number is one more or one less than a given number.</p>
<p>Key Questions (for adults supporting play):</p>	<p><i>How can we make sure we count the number of jumps we do correctly? I wonder if we only count when we land our jumps! How can we make sure we count the number of catches we make correctly? Is it easier to count the catches if we only throw the ball up a little bit or if we throw it a bit higher? Why?</i></p>
<p>Key Vocabulary:</p>	<p>Challenges, count, actions, correct, land, jump, easier, harder, higher, lower, throw, catch, number, one more, one less</p>

 <p>Provision Area challenge:</p>	<p>Can you be a fitness instructor like Joe Wicks and teach the other children some exercises?</p>
<p>Provision Area:</p>	<p>Outdoor Area</p>
<p>EYFS Framework:</p>	<p>Shows interest in different occupations and ways of life. Children show good control and co-ordination in large and small movements. They move confidently in a range of ways, safely negotiating space.</p>
<p>Key Questions (for adults supporting play):</p>	<p><i>Can you be a fitness instructor like Joe Wicks? What exercises are you going to teach the other children to do? I wonder if you could do an exercise that involves sitting on the floor! What exercises could you do with two hands and one foot on the floor?</i></p>
<p>Key Vocabulary:</p>	<p>fitness video, fitness instructor, exercises, stretch, balance, stand, hop, jump, stride, bend, star jump, spotty dog, hands, feet, arms, legs</p>