


 <p>Provision Area challenge:</p>	<p>Can you write some instructions to help a younger child learn how to cross a road safely with a pelican crossing?</p>
<p>Provision Area:</p>	<p>Writing Area</p>
<p>EYFS Framework:</p>	<p>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>What should you do first when you get to a pelican crossing? What must you wait for? What should you see and what should you hear? Discuss that even when we see the green light/man and hear the noise telling us it's safe to cross, we must still look both ways to check that it's safe and check that the cars have stopped to wait for us to cross.</i></p>
<p>Key Vocabulary:</p>	<p>Instructions, learn, cross, road, safely, pelican crossing, first, press, next, stop, look, listen, check, safe, wait</p>

 <p>Provision Area challenge:</p>	<p>Can you solve some seaside shell addition and subtraction problems?</p>
<p>Provision Area:</p>	<p>Maths Area</p>
<p>EYFS Framework:</p>	<p>Begins to identify own mathematical problems based on own interests and fascinations.</p>
<p>Key Questions (for adults supporting play):</p>	<p><i>How many shells will you have to start with? What will happen? I wonder if some will disappear or if some more will come along! Can you write the number sentence to go with your problem?</i></p>
<p>Key Vocabulary:</p>	<p>Seaside, addition, add, plus, more, subtraction, takeaway, less, equals, left, number sentence, symbols, problem</p>

 <p>Provision Area challenge:</p>	<p>Can you make your own set of traffic lights?</p>
<p>Provision Area:</p>	<p>Cutting and Sticking Area</p>
<p>EYFS Framework:</p>	<p>Constructs with a purpose in mind, using a variety of resources.</p>
<p>Key Questions (for adults supporting play):</p>	<p><i>How big do you want your traffic lights to be? What will you use them for? E.g. a game, outdoor role-play with bikes and scooters, small world play. What will you use to make your traffic light? What shapes, colours do you need?</i></p>
<p>Key Vocabulary:</p>	<p>Traffic lights, pole, lights, red, amber, green, large, big, small, little, attach, stick, cut, card, circle</p>

 <p>Provision Area challenge:</p>	<p>Can you play the game traffic light?</p>
<p>Provision Area:</p>	<p>Outdoor Area</p>
<p>EYFS Framework:</p>	<p>Responds to simple instructions. Children show good control and co-ordination in large scale movements.</p>
<p>Key Questions (for adults supporting play):</p>	<p><i>Can you follow the traffic light instructions? Can you look for different spaces as you walk, run around? Can you manage not to bump into anyone?</i></p>
<p>Key Vocabulary:</p>	<p>Game, traffic lights, red, amber, green, stop, stand still, walk, run, space, instruction</p>