

N11

This activity strongly contributes to the following EYFS Learning Areas:

PSED (learning goals: form good relationships with adults and peers/take turns and share fairly);

Communication (learning goals: interact with others, negotiating plans and taking turns in conversation/extend vocabulary using new words);

Knowledge of the World (learning goals: undertake practical experiments/work with a range of materials/use senses to investigate objects and materials/observe and find out about living things, objects and events);

Physical Development (learning goal: move with confidence, imagination and in safety/move with control and coordination/show awareness of space, of themselves and others);

Creative Development (learning goals: express and communicate their ideas, thoughts and feelings using a variety of materials.../explore color, texture, shape, form and space in two or three dimensions).

Resources: Bubble solution.

Step One Rule and Instruction

Show respect and good manners at all times.
Please use a whispering voice.

Step Two Randomly Paired

Using pairs of pictures of colored circles.

Step Three Meeting and Greeting

It's nice to see you (*insert partner's name*).

Step Four Activity

Blow some bubbles for the children to look at and study. Tell the children to talk to their partner about the bubbles - looking at shape, color and movement. During the second part of the activity ask one of the pair to try and catch a bubble and show it to their partner. Give both children an opportunity to do this.

Thinking time: Think about how the bubbles float so slowly.

Step Five Processing

What do the bubbles remind/make you think of?

Question: Was catching the bubble hard or easy? Why?

Step Six Concluding "Thank You"

Thank you. I'm glad you were my bubble partner (*insert partner's name*).

N12

This activity strongly contributes to the following EYFS Learning Areas:

PSED (learning goals: positive sense of themselves and others/sensitive to the needs, views and feelings of others/understand what is right and wrong/understand that people need to be treated with respect);

Communication (learning goals: interact with others, negotiating plans and taking turns in conversation/use talk to organize, sequence and clarify thinking, ideas, feelings and events);

Knowledge of the World (learning goals: encounter creatures, people, plants and objects/look closely to identify similarities and differences);

Creative Development (learning goal: express and communicate their ideas, thoughts and feelings using a variety of materials, role-play...).

Resources: Pairs of objects on the table. e.g. tooth brush & tooth paste, shoe polish and brush, wash cloth & soap, bat & ball, pencil & paper, apple & orange, etc.

Step One Rule and Instruction

Show respect and good manners at all times.
Please be gentle with one another.

Step Two Randomly Paired

Using pairs of some house-hold objects.

Step Three Meeting and Greeting

Hello (*insert partner's name*). My name is

Step Four Activity

Ask the children to help each other putting the objects into their pairs. (You could do the first one for them). Just like you have put the objects into pairs, You (the children) are a pair. You have a partner. Ask the children how they can help or play with each other nicely.

Thinking time: Why is it important to work together nicely?

Step Five Processing

Share with each other.

Question: Why should you play nicely?

Step Six Concluding "Thank You"

Thank you that you were nice today (*insert partner's name*).