

 <p>Provision Area challenge:</p>	<p>Can you take on the role of a supermarket worker and set up your own mini supermarket?</p>
<p>Provision Area:</p>	<p>Role-play 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>How can you set up a supermarket? What do you need? How will the customers know how much everything is? I wonder who will come in to buy something from your supermarket today! How much do their items cost altogether? I wonder if they will pay with cash or by card!</i></p>
<p>Key Vocabulary:</p>	<p>Supermarket, worker, checkout, shelves, stack, food, fruit, vegetables, meat, tinned food, fresh, bakery, pay, till, cash, card, price, how much?</p>

 <p>Provision Area challenge:</p>	<p>Can you write a thank you card to someone who is a key worker and is helping you during the coronavirus pandemic?</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>Can you think of a key worker that you'd like to say thank you to? Who is it? What job do they do? How do we write a thank you card? What do we write first? What would you like to say in your card? How do we finish a card? Who is the card from?</i></p>
<p>Key Vocabulary:</p>	<p>Card, note, write, to, job, thank you, key worker, first, next, finish, say, message, envelope</p>

 <p>Provision Area challenge:</p>	<p>Can you help a farmer to count all his animals?</p>
<p>Provision Area:</p>	<p>Maths Area</p>
<p>EYFS Framework:</p>	<p>Counts up to three or four objects by saying one number name for each item. Count objects to 10 and beginning to count beyond 10. Finds the total number of items in two groups by counting all of them.</p>
<p>Key Questions (for adults supporting play):</p>	<p><i>How many animals should be in this shed? Can you read the number? How do we count carefully? I wonder if you could move each one into the shed as you count them! Can you check your counting? How can we make sure we have counted them all? There are 5 sheep in this shed and 2 sheep in the other shed, how can we find out how many sheep that makes altogether?</i></p>
<p>Key Vocabulary:</p>	<p>Farmer, check, animals, pigs, cows, sheep, shed, count, correct, number, amount, add, altogether, how many?</p>

 <p>Provision Area challenge:</p>	<p>Can you practise making different clapping patterns?</p>
<p>Provision Area:</p>	<p>Music Area</p>
<p>EYFS Framework:</p>	<p>Children make music and experiment with ways of changing it.</p>
<p>Key Questions (for adults supporting play):</p>	<p><i>How could we make a loud clap, a quiet clap? Can you show me the difference between a slow clap and a fast clap? Can you have a go at reading this music? What kind of clap do you need to make first? What comes next? Can you carry on the pattern that you're making? Can you have a go at making your own musical pattern? What noise will you make first? What noise will you make next? Will it be a repeated musical pattern?</i></p>
<p>Key Vocabulary:</p>	<p>Clapping, patterns, music, noise, loud, quiet, fast, slow, read, symbols, first, next, repeated, carry on</p>