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|  <p><b>Provision Area challenge:</b></p> | <p>Can you design your own red nose and write a sentence to say what your red nose is?</p>  |
| <p><b>Provision Area:</b></p>  | <p>Writing Area</p>   |
| <p><b>EYFS Framework:</b></p>  | <p><b>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.</b></p>  |
| <p><b>Key Questions (for adults supporting play):</b></p>  | <p><i>What do you think your red nose could be? Could it be an animal, a person, a TV character or something else? What will you need to draw? What colours will you need for your nose? What will you write to finish the sentence? 'My red nose is ...'</i></p> |
| <p><b>Key Vocabulary:</b></p>  | <p>Draw, write, finish, sentence, red nose, design, idea, animal, creature, person, TV character, something else</p>  |

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|  <p><b>Provision Area challenge:</b></p> | <p>Can you go on a red colour hunt?</p>   |
| <p><b>Provision Area:</b></p>   | <p>Maths Area</p>   |
| <p><b>EYFS Framework:</b></p>   | <p><b>Counts up to three or four objects by saying one number name for each. Counts objects to 10 and beginning to count beyond 10. Uses the language 'more' and 'fewer' to compare two sets of objects. Say the number that is one more than a given number.</b></p>   |
| <p><b>Key Questions (for adults supporting play):</b></p>   | <p><i>What else can you think of that is red? Can you go on a red colour hunt and collect lots of different things you find that are red? Can you count all the red things that you've found? Can you check your counting? Has your friend found more or less red things than you? How do you know? If you found one more red thing, how many would you have now?</i></p> |
| <p><b>Key Vocabulary:</b></p>   | <p>Red, colour, hunt, shade, dark, light, bright, found, count, total, more, fewer, one more, how many?</p>   |

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|  | <p>Can you design a funny face red nose using playdough?</p>  |
| <p><b>Provision Area:</b></p>   | <p>Playdough Area</p>   |
| <p><b>EYFS Framework:</b></p>   | <p><b>Handles tools, objects, construction and malleable materials safely and with increasing control.</b></p>  |
| <p><b>Key Questions (for adults supporting play):</b></p>                           | <p><i>What shape do you need to make the playdough? How can you roll your playdough into a ball shape? What do you want your face to have on it? How many eyes will it have? What can you use to make the different face parts?</i></p> |
| <p><b>Key Vocabulary:</b></p>   | <p>Design, make, roll, squash, tools, head, eyes, ears, nose, mouth, chin, lips, hair, eyebrows, eyelashes, moustache, beard</p>  |

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|  <p><b>Provision Area challenge:</b></p> | <p>Can you help to clean our oceans by taking out the litter?</p>  |
| <p><b>Provision Area:</b></p>   | <p>Water Area</p>  |
| <p><b>EYFS Framework:</b></p>   | <p><b>Shows care and concern for living things and the environment.</b></p>  |
| <p><b>Key Questions (for adults supporting play):</b></p>   | <p><i>How has this plastic gotten into our river? What should we do? How can we get it out? Where should we put it now? Why shouldn't we leave the plastic litter in the oceans?</i></p> |
| <p><b>Key Vocabulary:</b></p>   | <p>Plastic, waste, rubbish, litter, ocean, river, catch, take out, dirty, clean, nets, fish, sea creatures, bottles, food packaging</p>  |