

Individual Activity Lesson Plan

Date: Wednesday 6th May 2020

Activity Title: Size Sequencing

Learning Intention:

- To sequence items according to their size.

Links to EYFS:

Mathematics:

- Beginning to categorise objects according to properties such as size.
- Begins to use the language of size.
- Orders two or three items by length or height.

Physical Development:

- Uses one-handed tools and equipment, e.g. makes snips in paper with child scissors.

Activity Overview:

Cut out and sort the mermaid and her friends according to their size.

Resources:

- Printed out template – Size Sequencing (if a printer is unavailable, use the template as an example to draw your own pictures)
- Scissors
- Crayons/markers

Key vocabulary:

Language of size and comparison (e.g. big, small, medium, bigger, the smallest one), order, sort.

ACTIVITY IMPLEMENTATION (including key questions)

Introduction:

- Remind your child of the story of the day: *The Singing Mermaid* by Julia Donaldson. Ask him/her about the characters that they remember.

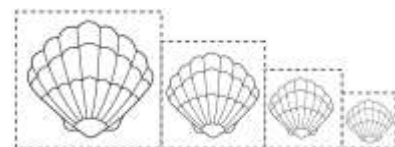
Main Activity:

- Show your child the printed out sequencing template. Look at the first set of pictures and go through them together, using the language of size and comparison.

*Can you show me the big/small shell?

*Is this shell bigger/smaller than this one?

*Which one is the medium shell?



- Explain to your child that now, he/she is going to cut out the pictures from the template and then put them into order according to their size. Guide and support your child with using scissors if needed.

- Mix up each set of picture cards and model the activity, verbalising what you are doing.

*I'm going to order these seagulls from the biggest to the smallest one. Can you help me to find the biggest seagull? Which one comes next? This is the smallest seagull so I'll put it at the end...'

- Invite your child to continue the activity independently.

*Can you order the shells from the biggest to the smallest?

*Can you put the big/small mermaid and merman together?

*Can you show me the small seagull?

*Shall we collect all the big/small animals?

*How many crabs are there?

*Can you find the medium sized fish?



Challenge:

- Suggest to your child to colour in the pictures. He/she might decide to colour in only the small pictures or only the biggest ones from each set.
- Send us a photo of the biggest and smallest toy you have at home.

Individual Activity Lesson Plan

Additional ways to support your child:

Use only 2 or 3 pictures from each set. Focus on the difference between 'big' and 'small'.

Extension:

Look for items in your house/garden and order them according to their size (e.g. spoons, mugs, books, chairs, wooden sticks, leaves).

