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|  <p><b>Provision Area challenge:</b></p> | <p>Can you design or make your own computer game character?</p>   |
| <p><b>Provision Area:</b></p>  | <p>Making Area</p>  |
| <p><b>EYFS Framework:</b></p>  | <p><b>Creates simple representations of events, people and objects. Selects appropriate resources and adapts work where necessary.</b></p>  |
| <p><b>Key Questions (for adults supporting play):</b></p>  | <p><i>Can you think of any computer game characters you know? (You could search the internet together for famous computer game characters). Can you draw or make your own computer game character? Will it be a person/an animal/a monster? What will your character do in his/her game? Where would you like your computer game to be? Could it be for e.g. in a beautiful garden, a jungle, in a house or on a desert island?</i></p> |
| <p><b>Key Vocabulary:</b></p>  | <p>computer character, design, make, internet, person, animal, monster, live, home, play, hide, garden, path, road, jungle, desert island</p>   |

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|  <p><b>Provision Area challenge:</b></p> | <p>Can you play snakes and ladders?</p>  |
| <p><b>Provision Area:</b></p>   | <p>Maths Area</p>  |
| <p><b>EYFS Framework:</b></p>   | <p><b>Realises not only objects, but anything can be counted, including steps, claps or jumps.</b></p>   |
| <p><b>Key Questions (for adults supporting play):</b></p>   | <p><i>Have we played snakes and ladders before? Where do we start from? Where do we finish? Can we take it in turns to roll the dice and move our counter? What happens if we land on a snake? What do we do if we land on a ladder? Can you count your number of jumps carefully?</i></p> |
| <p><b>Key Vocabulary:</b></p>   | <p>board game, play, take turns, roll, dice, snakes, ladders, up, down, start, finish, jumps, counter, count, land</p>   |

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|  <p><b>Provision Area challenge:</b></p> | <p>Can you write some instructions for how to play snakes and ladders?</p>  |
| <p><b>Provision Area:</b></p>   | <p>Writing Area</p>   |
| <p><b>EYFS Framework:</b></p>   | <p><b>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>How do you play snakes and ladders? Can you write down the instructions? What things do you need to play? What do you need to do first? What happens if you land on a snake or a ladder? How do you win the game?</i></p> |
| <p><b>Key Vocabulary:</b></p>   | <p>instructions, play, snakes, ladders, first, then, next, rules, you need, roll, dice, counter, up, down, start, finish</p>  |

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|  <p><b>Provision Area challenge:</b></p> | <p>Can you make up your own throwing and catching game?</p>  |
| <p><b>Provision Area:</b></p>   | <p>Outdoor Area</p>  |
| <p><b>EYFS Framework:</b></p>   | <p><b>Shows increasing control over an object in pushing, patting, throwing and catching it.</b></p>   |
| <p><b>Key Questions (for adults supporting play):</b></p>   | <p><i>What could we practise first, throwing or catching? What can we use to practise throwing/ catching? Where are we going to throw from/to? Should we mark where we need to start from? Do we get any points for where we throw to?</i></p> |
| <p><b>Key Vocabulary:</b></p>   | <p>throw, catch, long, short, nearer, further, next to, harder, softer, land, from, to, start, points</p>  |