

Tuff Tray Concepts: Room on the Broom

Resources

Room on the Broom book
 Numbers (anything you have with 1-10 or 20 on)
 Fossils
 Magnifying glasses
 Cauldron
 Sequins and glitter
 Oversized tweezers
 Character sticks (google for free download!)
 Potion bottles (any nice colourful bottles)
 Coloured rice (feels nice, looks spooky in red and green)
 Slime (see our slime recipe on senhub.co.uk!)
 Ladles/spoons
 Plastic insects



Key vocab:

Numbers 1-10
 Insects
 Sizes: longer, shorter, bigger, smaller, thicker, thinner
 Textures: soft, hard, smooth, spikey, rough
 Story words: broom, cauldron, ladle, potion, magic, spell, slime, character, witch



Learning points:



Number recognition.
 Counting.
 Fine motor skills.
 Imaginative play.
 Story telling.
 Exploration.
 Sensory play

Tips for Setting it up:

Pre-prepare any slime/playdough type resources.
 Check through the book for other objects or items that you can add.
 Google for lolly stick cutouts (they're free!), create in advance – laminate for longevity.
 Dye rice using food colouring, you can cook it to make it edible.
 If you can't make slime, try using jelly!

Ideas:



Children can create their own potions using a range of objects – slime, glitter, rice, plastic insects. (1)

Grouping objects by colour, size, texture, shape. (2)

Making links to the story and the characters using lolly-stick characters and the book. (3)

Using objects to represent things they see in the book. (4)

Finding ways to use objects to sequence the story, what comes first, second, next, last? (5)

Free play that allows development of number work, fine motor skills, using senses, developing imagination and storytelling. (6)

Best Bits:



The children always enjoy creating potions, it allows for free play/investigation and choice and keeps their interest high!

The Characteristics of Effective Learning

Playing and Exploring (engagement)

Finding out and exploring:

- Using senses to explore the world around them
- Engaging in open-ended activity (6)
- Showing curiosity about objects, events, people (1)
- Showing particular interests

Playing with what they know:

- Pretending objects are things from their experience (4)
- Representing their experience in play
- Taking on a role in their play (1)
- Acting out experiences with other people (1)

Being willing to 'have a go':

- Initiating activities (6)
- Seeking challenge (5)
- Showing a 'can do' attitude
- Taking a risk, engaging in new experiences, and learning by trial and error (2)

Active Learning (motivation)

Being involved and concentrating:

- Maintaining focus on their activity for a period of time (1)
- Showing high levels of energy, fascination (1)
- Not easily distracted
- Paying attention to details (2)

Keeping on trying:

- Persisting with activity when challenges occur
- Showing a belief that more effort or a different approach will pay off
- Bouncing back after difficulties

Enjoying achieving what they set out to do:

- Showing satisfaction in meeting their own goals
- Being proud of how they accomplished something – not just the end result
- Enjoying meeting challenges for their own sake rather than external rewards or praise

Creating and Thinking Critically (thinking)

Having their own ideas:

- Thinking of ideas (6)
- Finding ways to solve problems
- Finding new ways to do things (5)

Making links:

- Making links and noticing patterns in their experience (3)
- Making predictions
- Testing their ideas
- Developing ideas of grouping, sequences, cause and effect (2)(5)

Choosing ways to do things:

- Planning, making decisions about how to approach a task, solve a problem and reach a goal (6)
- Checking how well their activities are going
- Changing strategy as needed
- Reviewing how well their approach worked



broom



cauldron



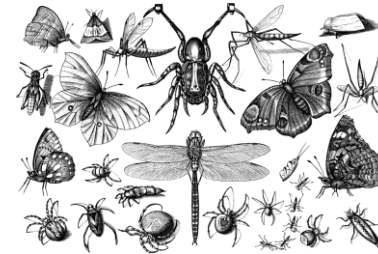
ladle



potion



witch



insects



magnifying
glass



tweezers



slime



story sticks