

Planning Activities 14th September - 9th October 2020 (Week 2)

Activity	Exploring the Writing Area (in) - For the children to explore the writing area, learning to how to use a variety of different media e.g. pens, pencils, paper, scissors.	Exploring the Book Area (in) - For the children to learn how use the book area and how to carefully handle books.	Exploring the Snack Area (out) - For the children to experience eating and drinking at the snack area. To explain the importance of washing our hands before we eat and drink. To encourage skills - how to use a knife safely and spreading. Adult models to children how to make a cracker. Children are encouraged to have a go at making their own cracker.
Resources	Writing table, pens, pencils, crayons, paper, envelopes, rulers	Book corner, variety of books	Plates, cups, knives, milk, water, crackers, butter,
Focused Curriculum	Expressive Arts and Design/Literacy - to create marks, to form recognisable figures, to add meaning to their work	Literacy - to enjoy books, to look at pictures and text, to ask questions about stories/meaning of new words Physical Development - to understand how to look at books - how we hold the book carefully, holding it the correct way up and turn the pages individually from right to left.	Physical Development - to use a knife for spreading. To show some fine motor control when spreading the cracker topping. Personal, Social and Emotional Development - to understand why we need to wash our hands before we handle food. To demonstrate safety when using a knife.
Other possible curriculum links	Communication and Language - to talk about and describe the marks that they have made on the paper. Physical Development - to select a dominant hand, to develop a comfortable grip when holding a pen; to make small/large movements on the paper. Personal, Social and Emotional Development - to share resources with friends.	Communication and Language - to listen to a story, to talk about the story and ask questions Personal, Social and Emotional Development - to handle books with care	Expressive Arts and Design - to make their own cracker, choosing their topping. Communication and Language - to talk about what they like to eat on their cracker; to talk about what fruit they like to eat Mathematics - to demonstrate an awareness of mathematical language e.g. cutting in half.
Language and Questioning	What do you want your picture to look like? What do you need? When using felt tips teach the children how to look after them e.g. not pressing too hard so the nib doesn't break; remembering to put the lid on the pen and listen to the click; to remember that we need to match the lid with the colour at the end of the pen. Pens, paper, crayons, pencils, drawing, envelopes, shapes, rulers	Which story do you like? Why? I wonder what happens next? Books, stories, pictures, writing/text, front cover, back cover, author, illustrator, fairytale	How many plate/ knives do we need? What do we need to make our cracker? butter, cheese spread, marmite, cracker, knife, plate, dry, favourite
Individual Learning Opportunities	<ul style="list-style-type: none"> • For all children to make marks on paper using a variety of writing tools. • For most children to talk about their picture. • For some children to form recognisable features/marks. 	<ul style="list-style-type: none"> • For all children to look at the books. • For most children handle books with care • For some children to comment on the books, talking about characters and main events. 	<ul style="list-style-type: none"> • For all children to experience eating and drinking at the snack area. • For most children to how a go at spreading a topping on a cracker and to use their knife safely. • For some children to talk about what they like/dislike about the different foods they have tasted.