

**Planning Activities 12th October – 13th November 2020 (Week 3)**

<b>Activity</b>	<b>Hand/Finger Painting (in)</b> - Children are encouraged to explore the paint with their hands and fingers	<b>Hoop Games (out)</b> - For children to participate in a range of ring games using a hoop to create a larger space between each child.	<b>Profile Pictures (in)</b> - Every term we encourage children to draw a picture of their family.	<b>Follow the outline of a linear shape/pattern (in)</b> - Adult to model how follow the outline of a simple pattern. Children are encouraged to follow the outline of pattern or shape e.g. a spiral/zig zag/a line by adding buttons/stones onto the outline. Extension: Children are encouraged to make pattern on large paper and work as a team to follow the outline of their shape/pattern.
<b>Resources</b>	Ready-made paint, paper	outdoor space	Paper, felt tips	A selection of boards with a different shape/pattern on them, buttons/stones/gems
<b>Focused Curriculum</b>	<b>Expressive Arts and Design/Literacy</b> - to explore the texture of the paint, to create with a purpose, to name colours	<b>Physical Development</b> - moving bodies in a variety of ways, demonstrating awareness of space/others; to learn actions to songs/rhymes and to have a go at these actions. To move with increasing confidence in a circle. <b>Personal, Social and Emotional Development</b> - to work in a small group, to join in with the ring games, to have a go at new activities.	<b>Expressive Arts and Design</b> -To create a picture for a purpose; to draw a picture of their family. <b>Understanding of the World</b> - to talk about their family and home life.	<b>Physical Development:</b> To develop their fine manipulative skills when placing buttons/stones on an outline of a shape/pattern; to develop their hand/eye co-ordination.
<b>Other possible curriculum links</b>	<b>Communication and Language</b> - to talk about what they have painted; to add meaning to their work <b>Physical Development</b> - to make large/small movements on the table.	<b>Communication and Language</b> - to develop vocabulary through songs and rhymes. <b>Expressive Arts and Design</b> - to demonstrate enjoyment through songs/rhymes. <b>Mathematics</b> - to use fingers and bodies to count; To explore shape and space;	<b>Communication and Language</b> - to talk about and describe the marks that they have made on the paper; to talk about their family. <b>Physical Development</b> - to select a dominant hand, to develop a comfortable grip when holding a pen; to make small movements on the paper. to use one handed tools, to draw lines and circles using gross motor movements <b>Personal, Social and Emotional Development</b> - to select and use resources independently.	<b>Personal, Social and Emotional Development</b> - to have a go at a new activity, to interact and work with a peer. <b>Communication and Language</b> - to follow instructions given by keyworker; to offer suggestions of a shape/pattern that they can create. <b>Mathematics</b> - to create their own pattern/shape.
<b>Language and Questioning</b>	Think about what you want to paint/can you tell me what colours you need? How can we create that pattern? How can we move our fingers/hands in the paint?  Paint, patterns, wiggly, spots, big, little, dots, curly, lines, circles, zig zag	How many have we got left now? Who could be the farmer/wife/child etc. What way should we move our bodies to this song?  Ring-a-roses, The Farmer in the Den, ring games, circle, singing, rhyme, actions, moving.	Who lives at home with you? What do they look like? Can you tell me about them? Talk to me about your picture.  Picture, drawing, colours, pens, pencils, pastels, create, paper, family.  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.	How can we pick up the pieces carefully? What pattern/shape do you notice is displayed on the card?  Up, down, round, spiral, zig zag, dot
<b>Individual Learning Opportunities</b>	<ul style="list-style-type: none"> <li>For all children to make marks with the paint.</li> <li>For some children to use the fingers/hands in a variety of ways and explore mixing the paint.</li> <li>For some children to paint recognisable features and add meaning to their work.</li> </ul>	<ul style="list-style-type: none"> <li>For all children to 'have a go' and join in with the activity</li> <li>For most children to sing familiar songs and rhymes and join in with the variety of actions.</li> <li>For some children to offer suggestions that we can sing or act out in the circle.</li> </ul>	<ul style="list-style-type: none"> <li>For all children to make marks and communicate their ideas about what they have drawn using verbal/non-communication.</li> <li>For most children to create a picture forming recognisable features and assign meaning to what they have drawn.</li> <li>For some children to create a picture, carefully selecting the colour they want to use to create their picture.</li> </ul>	<ul style="list-style-type: none"> <li>For all children to develop their fine manipulative skills when carefully placing small resources e.g. buttons on the outline of a pattern/shape.</li> <li>For most children to have a go following the outline of a pattern/shape.</li> <li>For some children to create their pattern/shape with the resources</li> </ul>