

Planning Activities 16th November - 18th December 2020 (Week 1)

Activity	Salt Dough Creations (in) - For the children will be given a piece of dough to manipulate on a piece of card. Then decorate with a range of different materials.	Springy Spider (in) - Children are encouraged to take turns to use the springy spider and collect a card, which the children will describe what he is happening on the card - subject, verb, object	Pipettes (in) - For the children to use the pipettes and talk about what happens	Making Crumpets (in) - for every child to see what happens when crumpet goes into the toaster and noticing the changes. Then all children will spread butter on their toast commenting what happens to the butter.
Resources	A bowl and tray for each child, a spoon, salt, flour and water. Card, dough, an assortment of different materials to decorate their dough.	Springy spider, cards (subject, verb, object)	Resources: Pipettes, water colouring, containers, variety of paper e.g. tissue paper, kitchen roll, wall paper, plastic.	Plates, knives, toaster, bread, butter
Focused Curriculum	Expressive Arts and Design - to create with their dough. Understanding the world - to understand that materials can be changed, to observe changes and to comment on these changes.	Communication and Language: To say what image is displayed on the card; to describe what they can see on the card using the subject, verb, object e.g. the boy is washing his hair; to listen to instructions, to follow instructions.	Understanding the World - to share their own knowledge and understanding, to make predictions, to show an interest in why things happen, to describe and talk about what they see, to show an awareness of change.	Understanding of the World - to observe changes when heat is added to the crumpet, to observe how the butter melts on top of the crumpet to talk about their own likes and dislikes, to make connections with home life.
Other possible curriculum links	Physical Development - to manipulate the dough to make their dough; to use their hands to mix, to hold a spoon and to persist mixing the flour and salt. Mathematics - to use mathematical language e.g. more, a lot. Communication and Language - to talk about what is happening to the mixture, to describe how it feels, what it looks like; to describe what they have made.	Personal, Social and Emotional Development - to have a go at a new activity, to take turns using the springy spider and picking up an object.	Physical Development - to use pipette, to use their fingers to squeeze the top of the pipette, to transfer water from the pipette onto the materials. Communication and Language - to use descriptive language to talk about what is happening.	Mathematics - to talk about the shape of the crumpet and how we can cut it to create different shapes. Communication and Language - to use descriptive vocabulary, to talk about what they like and dislike, to comment on what they can see happening. Physical Development - to use a knife to spread their topping onto their crumpet.
Language and Questioning	What does it feel like? What is happening? Tell me about it? How is it different? What have you made? Why did you use ... to your creation? Changes, mixing, mixture, sticky, more, less, flour, salt, dough, changing.	What is displayed on the card? How can we describe what is happening on the card? Subject, verb, object	What do you think will happen? Why do you think that is happening? I wonder what will happen if...? Absorb, waterproof, soak, dripping, pipette, water, squeeze, press, in, out, wet, change, colour, soft, soggy.	How many plate/ knives do we need? How do we make toast? What does it feel/look like? What can you smell? Can you tell me what you can see happening? How does it taste? I wonder what shapes we can make? crumpet, toasted, butter, melting, hot, heat, crunchy, crispy, soft.
Individual Learning Opportunities	<ul style="list-style-type: none"> For all children to have a go at exploring the dough and manipulating the dough. For most children to create a piece of dough. For some children to comment on what is happening to the mixture and describe what they are making, 	<ul style="list-style-type: none"> For all children to have a go at using the springy spider and picking up the card. For most children to say what image is on the card. For some children to be able describe what is happening in the picture using e.g. the boy is washing his hair. 	<ul style="list-style-type: none"> For all children to have a go at transferring the water from one container to another. For most children to explore with the concept of capacity using the language associated - full, empty, half-full, nearly empty. For some children to talk about what is happening. 	<ul style="list-style-type: none"> For all children to use a knife safely to spread butter on their crumpet. For most children to observe the changes when spreading the butter on their crumpet and comment on what is happening. For some children to predict what will happen to the crumpet when it is put in the toaster; to observe the changes when the bread goes into the toaster and comment what they can see happening to the crumpet.

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