

Planning Activities 16th November - 18th December 2020 (Week 4)

Activity	Active Everyday (in) - Keyworker's choice. Adult to model a physical activity. Activity - Can you catch it? In the Hoop or Balance the Bag	Shape Printing (in) - For all children to create a picture using a selection of different shapes.	Follow the outline of a linear shape/pattern (in) - Adult to create a simple pattern and 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 using paint dabbers onto the outline. Extension: Some children are encouraged to make their own pattern on a piece of paper.	Building Blocks and Mini-me people (in) - For the children to make something for their mini-me.
Resources	Bean bags, hoop	A selection of shapes to print, assorted paint, paper	A selection of paper with a different shape/pattern on them, paint dabbers	Blocks, Duplo people with each child's face on one of the people.
Focused Curriculum	Physical Development - to move with confidence, to follow the instruction given by the adult and demonstrate the action.	Mathematics - to create shapes and to identify shapes, to discuss similarities and differences between shapes. Expressive arts and design - to explore and identify colour, to make marks and movements on paper, to explore printing.	Physical Development: To develop their fine manipulative skills when placing buttons/stones on an outline of a shape/pattern; to develop their hand/eye co-ordination.	Expressive arts and design - creating with a purpose in mind, playing imaginatively with the resources, adding a narrative to their play.
Other possible curriculum links	Communication and Language/Literacy - to listen and respond to an instruction. Remember to use our watching eyes/listening ears. Personal, Social and Emotional Development - To take turns, show awareness of others, to follow the instruction.	Physical development - to hold the shape and to demonstrate an awareness of how to print on to paper. Communication and language - encourage the chn to talk about the shapes they have made, marks they have made on the paper	Personal, Social and Emotional Development - to have a go at a new activity, to interact and work with a peer. Communication and Language - to follow instructions given by keyworker; to offer suggestions of a shape/pattern that they can create. Mathematics - to create their own pattern/shape.	Personal, Social, Emotional Development - working together, sharing resources Mathematics - counting blocks, naming shapes, using mathematical language e.g. taller, longer, shorter, smaller, less, more. Communication and Language - talking about what they have made, adding an imaginative storyline to their play.
Language and Questioning	How do we move? Can anyone think of different ways we can use the bean bag? Throw, catch, balance, space, stand, far away, near, lifting, bending, lying down	Tell me about your picture/pattern? What shapes have you used? Printing, shape, pattern, oval, circle, triangle, square, rectangle, wavy, bumpy.	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	What do you want it to look like? How can you make it? What do you need? What does it do? I wonder...? Wooden blocks, smaller, larger, long, short, square, rectangle, cylinder, arch, smaller, taller, longer, shorter, building.
Individual Learning Opportunities	<ul style="list-style-type: none"> For all children to have a go at doing the bean bag activity. For most children to follow the instruction given by adult and copying back the action. For some children to offer suggestion of an action that we can do - verbally or non-verbally. 	<ul style="list-style-type: none"> For all children to explore with the shapes when printing For most children to create a picture using a selection of shapes For some children to identify and name some of the shapes on their picture noting any distinct features. 	<ul style="list-style-type: none"> For all children to develop their fine manipulative skills when carefully placing small resources e.g. using the paint dabbers on the outline of a pattern/shape. For most children to have a go following the outline of a pattern/shape. For some children to create their pattern/shape with the resources 	<ul style="list-style-type: none"> For all children to explore the block area For most children to work in a pair/small group building with a purpose and playing imaginatively with each other. For some children to add a storyline/narrative to their play.