

**Planning Activities 11th January - 5th February 2021 (Week 1)**

<b>Activity</b>	<b>Junk Modelling</b> - to create a model using a range of household materials e.g. cardboard boxes, lids.	<b>Fine Manipulative Activities (in)</b> - For the children to use a range of fine manipulative activities to develop their fine motor skills.	<b>Core Stability (in)</b> - Adult to model a physical action for the children to copy being aware of different parts of the body.	<b>Springy Spider (Y.R)/Verb game</b> - 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
<b>Resources</b>	Glue, boxes, sticky tape, lids, pens, scissors.	Threading, pegs and boards, chain links (keyworker's choice)	Our bodies, chairs	Springy spider, cards (subject, verb, object)
<b>Focused Curriculum</b>	<b>Expressive Arts and Design</b> - to create with a purpose in mind, to explore using a variety of materials.	<b>Physical Development</b> - to develop their fine motor skills; to develop their hand/eye co-ordination	<b>Physical Development</b> - to repeat array of actions to be aware of different parts of our bodies; to move with confidence, to safely transfer into different posture, to move in a range of different ways e.g. lifting, small and large movements, to show an awareness of space.	<b>Communication and Language:</b> 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.
<b>Other possible curriculum links</b>	<b>Mathematics</b> - to name shapes, to count how many boxes/lids they need, to comment on different shapes. <b>Physical Development</b> - to use their hands to create with a variety of materials and one handed tools, to hold scissors and to use them to cut. <b>Communication &amp; Language</b> - to talk about what they have created, to ask for help.	<b>Personal, Social and Emotional Development</b> - to be confident to try out new activities; to work in a small group, working together, sharing resources, turn taking <b>Mathematics</b> - to re-create a pattern created by keyworker; to make a 2-colour pattern. <b>Communication and Language</b> - to talk about and describe what they have made.	<b>Personal, Social and Emotional Development</b> - To take turns, show awareness of others <b>Communication and Language</b> - to listen to and follow instructions, to show understanding of a variety of different actions to support our core strength e.g. sit up, lift your head, bend your knees, tuck your chin in.	<b>Personal, Social and Emotional Development</b> - to have a go at a new activity, to take turns using the springy spider and picking up an object.
<b>Language and Questioning</b>	What are you making? What do you want it to look like? How can we make it fit together? What do we need to do? Can you tell me about it?  Boxes, sticking, scissors, sticky tape, glue, dribbling, gloopy, sticky, connecting, fixing, box modelling.	I wonder how many beads you can thread on the string..... Can you tell me something about what you have made...?  Pattern, thread, string, beads, pegs, board, squeeze, connect, join, disconnect, clip	I wonder how we can move our bodies?  Small, large, circles, arms, muscle, shoulders, hips, tummy, lift, legs,	What is displayed on the card? How can we describe what is happening on the card?  Subject, verb, object
<b>Individual Learning Opportunities</b>	<ul style="list-style-type: none"> <li>For all children to create with a purpose in mind, using a variety of materials to make their model.</li> <li>For most children to talk about what they are creating and to persist when challenges occur.</li> <li>For some to be able to hold and use the scissors in a comfortable position.</li> </ul>	<ul style="list-style-type: none"> <li>For all children to have a go at exploring an activity chosen by keyworker to develop their fine motor skills.</li> <li>For most children to persevere and make something with the chosen activity.</li> <li>For some children to re-create a 2-colour pattern and tell their keyworker about what they have made.</li> </ul>	<ul style="list-style-type: none"> <li>For all children to explore in a variety of ways.</li> <li>For most children to demonstrate balance and co-ordination while moving.</li> <li>For most children to be aware of space and other children.</li> <li>For some children to tell their keyworker the parts of the body they are using when moving.</li> </ul>	<ul style="list-style-type: none"> <li>For all children to have a go at using the springy spider and picking up the card.</li> <li>For most children to say what image is on the card.</li> <li>For some children to be able to describe what is happening in the picture using e.g. the boy is washing his hair.</li> </ul>