

**Planning Activities 26th April – 21st May 2021 (Week 3)**

<b>Activity</b>	<b>Spinner Art (in)</b> – Each child will be given an art spinner and be encouraged to squeeze a variety of different coloured paint onto the spinner. Then they spin the spinner and watch the paint mix and spray onto the paper.	<b>Sweet/sour tasting (in)</b> – Talk about what the fruit/vegetable looks like, what it looks like on the inside and on the outside. For every child to use their senses to smell, taste a selection of fruit/veg that taste sweet or sour. Talk about likes and dislikes of the fruit.	<b>Music and Movement (out)</b> – For children to participate in a range of nursery rhymes/songs on the move.	<b>Salt Writing (in)</b> – Each child will be given a tray of coloured salt. The children will be encouraged to make different marks in the coloured salt.
<b>Resources</b>	Art spinner, a variety of coloured bottled paint, large paper	Plates, a variety of fruits/vegetables – orange, lemon, lime, red and yellow peppers	outdoor space, claves	Tray, salt, food colouring
<b>Focused Curriculum</b>	<b>Expressive Arts and Design</b> – to create a collaborative piece; to mix array of colours together to create a picture. <b>Physical Development</b> – to develop their fine manipulative skills and hand/eye co-ordination when spinning and twisting the spin	<b>Understanding of the World/Communication and Language</b> – to talk about the benefits of eating fruit and vegetables; to describe what is our favourite and less favourite and why; what does it taste like	<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. <b>Personal, Social and Emotional Development</b> – to work in a small group, to have a go at new activities.	<b>Literacy</b> – to be able to make marks and assign meaning to what they have made. <b>Physical Development</b> – to work on a large scale; to use their fine and large motor skills when mark making.
<b>Other possible curriculum links</b>	<b>Communication and Language</b> – To talk about what is happening to the paint when they spin the spinner; to describe what they have created. <b>Mathematics</b> – to recognise and name a variety of colours.	<b>Mathematics</b> – to do a tally of what our favourite fruit (extension activity) – what did people say was their favourite fruit and least favourite. <b>Communication and Language</b> – to use descriptive vocabulary, to talk about what they like and dislike,	<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 communicate what they have drawn; describing the marks they are making. <b>Maths</b> – To identify any shapes that they have drawn.
<b>Language and Questioning</b>	What colours do you want to put on the spinner? I wonder what it will look like on the paper. What colours have you made on the picture?  Spinner, spin, twist, paint, paper, squeeze, mix, spray	How many plates? What does it feel/look like? What can you smell? How does it taste?  Fruit, vegetable, sweet, sour, sharp, juicy, delicious, yummy, tasty	How many have we got left now? Who could be the What way should we move our bodies to this song?  singing, rhyme, actions, moving.	I wonder what you can make in the salt... What have you drawn? What did you write? Can you tell me what you drawn? What have you made? Can you tell me something about your marks?  Salt, draw, mark, writing, shake, finger, movement,
<b>Individual Learning Opportunities</b>	<ul style="list-style-type: none"> <li>For all children to have a go at spinning their spinner.</li> <li>For most children to be able to choose the colours that they want on their spinner and be able to spin their spinner.</li> <li>For some children to describe what they have created.</li> </ul>	<ul style="list-style-type: none"> <li>For all children to have to use their senses to smell and taste a variety of fruits and vegetables.</li> <li>For most children to taste a variety of fruits/vegetables naming the fruit that they are eating.</li> <li>For some children to describe what they are eating indicating what was their favourite and least favourite and why.</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 an action.</li> </ul>	<ul style="list-style-type: none"> <li>For all children to have a go at mark marks</li> <li>For most children to be assign meaning to the marks that they are making.</li> <li>For some children to describe in detail the marks they are making.</li> <li>For some children to offer suggestions of marks that we can make in the salt.</li> </ul>