

Planning Activities 13th June – 1st July 2022 (Painting and Making Room)

Activity	How have I changed? An opportunity to reflect on our time in Meadows.	Tallying – Football/Basketball	Clay – plan, make, paint (spread over two or three group time sessions). Work to be displayed in an ‘Ambleside Exhibition’.
Resources	Records	Tally sheets, chalkboards, balls, goals	Examples of clay sculptures, photographs, books. Planning sheets, clay, tools, paint
Focused Curriculum	Personal, Social and Emotional Development – to talk about how we have changed over time, both in terms of physical changes and our achievements.	Mathematics – To experiment with symbols and marks as well as numerals. To solve real world mathematical problems with numbers up to 5. To compare quantities using language: ‘more than’, ‘fewer than’ Physical Development – to continue to develop ball skills.	Expressive Arts and Design – To create with a purpose in mind, developing ideas and choosing how to express them. To return to and build on previous learning, refining ideas. Personal, Social and Emotional Development – to take pride in work and achievements.
Other possible curriculum links	Understanding of the World – to show an awareness of the past in relation to our own lives. Communication and Language – to use the past, present and future tenses in speech	Personal, Social and Emotional Development – to join in with a game, agreeing on the rules together. To understand that we may not always win.	Physical Development – to develop fine motor skills, using one handed tools with increasing control. Understanding of the World – to talk about the changes that occur in materials.
Language and Questioning	Let’s have a look at our records... You look so different in the first photo! I can see that... Could you do that when you first started in Meadows? What else can you do now? What are you looking forward to when you go to school? Now, then, past, present, changes, achievements,	Play a group game of football or basketball. How can we record our scores? Provide paper/chalk for tallying – making links to tallying at breadstick time. Who is in the lead? I have fewer points than... Goal, score, points, mark, tally, how many, count, total, more, fewer, lead, first, second, third,	Look at the examples of sculptures. What do you notice? How do you think they have been made? Which do you like? Encourage the children to think back to their previous experiences with clay. What would you like to make? Can you draw your design? Provide time for children to plan, create and paint their work, explaining that they will be displayed in the Ambleside Gallery. Sculpture, model, plan, design, clay, wet, dry, change, tools, cut, squeeze, roll, paint, display, gallery, exhibition
Individual Learning Opportunities	<ul style="list-style-type: none"> For all children to look at their records, pointing and labelling. For most children to talk about how they have changed For some children to talk about what they have learnt and what they are looking forward to learning at school. 	<ul style="list-style-type: none"> For all children to join in with the group game. For most children to use marks/symbols to record their scores. For some children to use mathematical language of comparison. 	<ul style="list-style-type: none"> For all children to make a model with the clay. For most children to plan, make and paint their models. For some children to talk about the examples and carefully plan their own work, choosing how to express their ideas.