

Planning activities 4th July - 20th July 2022 (Blue Room)

Activity	Self Portraits	Loose Part Play	Story Sequencing/Mapping
Resources	Mirrors, paper, range of paints/crayons/pencils	Continuous provision – loose part play area. Extension – use chalk/sticks to create frames	Three Billy Goats story table and individual props. Sequencing pictures Paper & pens for story mapping
Focused Curriculum	Expressive Arts and Design – to paint with increasing complexity and detail. Understanding the World – to talk about the differences between ourselves and others.	Expressive Arts and Design – Explore different materials freely, develop their own ideas about how to use them. Creating and Thinking Critically - to have and develop their own ideas and make links between things	Communication and Language/Literacy – to listen to stories with enjoyment, joining in with familiar parts and repeat refrains. To talk about the character, setting and main events.
Other possible curriculum links	Personal, Social and Emotional Development – to begin to understand that we are all different	Maths - To be able to talk about and identify patterns. Understanding the World -Explore collections of materials with similar and/or different properties	
Language and Questioning	Invite the children to look at themselves in mirrors. What do you notice? Are we all the same? How are we similar/different? What colours will you choose to paint yourself? What will you add? Will you need to mix any colours? Face, eyes, ears, nose, mouth, hair, same, similar, different, differences,	Invite the children to explore the collection of materials. What do you notice? I wonder what you could use them for? Model making patterns/pictures. E.g. I'm using the long sticks to make a frame. These would make good eyes for my face. How could we... Plan, design, pattern, create, hard, soft, smooth, shiny, long, short, big, small,	Recap on the story of The Three Billy Goats from previous cycle, using props to retell it. Model drawing a story map of the main events. Where did the story happen? Who were the characters? What happened first? Next? How did the story end? Would you like to make your own map of the story? Character, setting, main events, first, next, then, last, end,
Individual Learning Opportunities	<ul style="list-style-type: none"> • For all children to explore the paint • For most children to be able add facial features to their painting • For some children to begin to recognise similarities and differences between themselves and others. 	<ul style="list-style-type: none"> • For all children to explore and handle resources. • For most children to use the resources to represent ideas and create patterns. • For some children to plan the use of resources and to be able to describe and explain their choices. 	<ul style="list-style-type: none"> • For all children to join in with some parts of the story. • For most children to orally retell the story • For some children to sequence/draw the main events of the story.