

**Planning Activities 21<sup>st</sup> November-9<sup>th</sup> December (Painting and Making Room)**

<b>Activity</b>	<b>Table top painting</b>	<b>Cutting and collage</b>	<b>Transient Art (Loose Part Play)</b>	<b>Christmas Singing</b>
<b>Resources</b>	Primary colours of paint  Cleaning cloths to encourage independence	Different types of paper, tissue, card, sugar paper, cardboard, materials of different thickness, straws  Glue, paper,	Loose part play resources, pattern cards	Christmas song book, props
<b>Focused Curriculum</b>	<b>Expressive Arts and Design</b> - to explore paint using fingers and hands.  <b>Expressive Arts and Design</b> to explore colour and colour mixing	<b>Physical Development</b> - to develop fine motor skills when cutting, using one handed tools with increasing control.  <b>Expressive Arts and Design</b> - to explore different materials, developing ideas about how to use them.	<b>Mathematics</b> - copy, extend and create patterns. Make comparisons between objects	<b>Communication and Language</b> - to join in with rhymes and songs, extending vocabulary by exploring unfamiliar words  <b>Expressive Arts and Design</b> - to enjoy and sing a wide variety of songs and rhymes, leading towards performance with others.
<b>Other possible curriculum links</b>	<b>Literacy</b> - to make marks in the paint, to form letters, attempt to write name  <b>Personal, Social and Emotional Development</b> - to work collaboratively with others, developing a sense of responsibility	<b>Understanding the World</b> - to talk about the differences between materials	<b>Understanding the World</b> - to explore collections of materials with similar or different properties.	<b>Understanding the World</b> - to develop an awareness of celebrations within the community.
<b>Language and Questioning</b>	How does the paint feel? Can you make marks with your fingers, whole hand? Talk to me about your pattern. I can see you are mixing the colours - what do you notice?  Colours, mix, marks, texture, feel, primary colour, secondary colour	Teach the children how to hold and use scissors safely. Explore cutting a variety of materials - which are easy, hard etc. (remind children of dribbling glue from previous cycle and invite collage)  (model tearing & scrunching if children are finding cutting too challenging)  Tear, rip, cut, scissors, hard, thick, thin, dribble, stick	Invite the children to explore the collections. What do you notice? Model using the resources to copy a pattern or create a pattern. What will you use them for? Talk to me about your creation.  Pattern, picture, repeat/repeating, hard, soft, smooth, rough, big, small,	Have a look at the song pictures/props... what can you see? Have you seen any of them before? Invite the children to discuss their experiences of Christmas/celebrations.  Explore the meaning of new vocabulary within the songs e.g. Christmas, celebration, festive, snowman, robin, reindeer, fairy, melt, stable, sleigh, chimney, soot
<b>Individual Learning Opportunities</b>	<ul style="list-style-type: none"> <li>For all children to explore the paint with their fingers, hands or a stick/brush</li> <li>For most children to explore colour and colour mixing</li> <li>For some children make marks, assigning meaning, forming letter like shapes or letters from their names.</li> </ul>	<ul style="list-style-type: none"> <li>For all children to attempt to cut the resources using scissors</li> <li>For most children to use scissors with increasing control</li> <li>For some children to talk about and compare the properties of the materials as they are cutting them.</li> </ul>	<ul style="list-style-type: none"> <li>For all children to explore the resources</li> <li>For most children to copy patterns</li> <li>For some children to extend and create their own patterns and pictures.</li> </ul>	<ul style="list-style-type: none"> <li>For all children to join in with the actions of the Christmas rhyme</li> <li>For most children to sing and perform the songs to others</li> <li>For some children to develop their language, exploring the meaning of specific vocabulary.</li> </ul>

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