

Planning Activities 20th March - 21st April (Painting and Making Room)

Activity	Joining	Painting - Exploring thickness of brushes	Storytelling – ongoing from previous cycle	Outdoor Role-Play
Resources	Hole punches, staplers, treasury tags, paper clips, split pins, glue	paper, paint, thick and thin brushes	Storytelling props (KW choice) e.g. story dice, poles, prop box, puppets	Bus/agency
Focused Curriculum	<p>Active Learning - to keep on trying when things get difficult.</p> <p>Expressive Arts and Design - to join different materials in a variety of ways.</p>	Expressive Arts and Design - to paint with increasing complexity and detail. To develop ideas and decide which resources to use to express them.	Communication and Language - to listen to oral stories with enjoyment, joining in with familiar parts and repeat refrains.	Understanding the World - to show an awareness of the world around them, recreating roles and experiences
Other possible curriculum links	Physical Development - to develop fine motor skills when joining and connecting materials.	Communication and Language - to use language to describe and compare.	Literacy - To begin to understand the structure of a story.	<p>Personal, Social and Emotional Development - to play with other children as part of a group.</p> <p>Literacy - to make meaningful marks in play.</p>
Language and Questioning	<p>How could you join the materials together? So far we've used glue and tape. Teach the children how to use new joining materials. What can you see happening?</p> <p>Staple, stapler, hole punch, push, press, join, connect, split pin, treasury tag.</p>	<p>Invite the children to explore the different sized brushes. What do you notice? What would you like to paint today? Which brush will you choose? Why? What colours will you choose? Will you need to mix any colours?</p> <p>Brush, thick, thin, wide, narrow, different,</p>	<p>KWs to choose props that will engage and excite their keygroup. Use the props to create a story together. Who will be in our story? What do they look like? Where are they? Is there going to be a problem?</p> <p>Use the props to make up a story with a character, setting, problem and solution.</p> <p>Character, appearance (descriptive words), setting and related vocabulary, problem, solution, events</p>	<p>Introduce the new outdoor role play areas to the children. Model and extend play ideas in the chosen area, continuing to encourage mark making opportunities</p> <p>Bus, journey, destination, ticket, driver, receipt, appointment, list,</p>
Individual Learning Opportunities	<ul style="list-style-type: none"> For all children to explore the new resources For most children to use the tools to join materials For some children to choose the most appropriate way of joining to achieve their plan. 	<ul style="list-style-type: none"> For all children to explore the paint For most children to experiment with both the thick and thin brushes For some children to choose their brush carefully according to their plan. 	<ul style="list-style-type: none"> For all children to show an interest in the props and actions For most children to talk about the characters and events For some children to suggest characters, settings, problems and solutions. 	<ul style="list-style-type: none"> For all children to explore the new areas For most children to take on a role For some children to make meaningful marks in their play.