

## Small Group Planning Activities 11<sup>th</sup> September – 29<sup>th</sup> September 2023 (Painting and Making)

Activity	Climbing Area	Sticking Area	Painting	Exploring the Book Area
<b>Resources</b>	Outdoor Climbing Area	Boxes, tubes, PVA glue, paper, sticky tape, feathers, shapes, straws.	Selection of paints, brushes, paper	Book area – core resources.
<b>Focused Curriculum</b>	<b>Physical Development</b> – to understand the importance of using the equipment safely. To move in a variety of ways.	<b>Personal, Social and Emotional Development</b> – to look after resources, learning how to choose them, use them and put them away.	<b>Expressive Arts and Design</b> – to make marks on paper, to create with a purpose, to name colours	<b>Personal, Social and Emotional Development</b> – to look after resources, learning how to choose them, use them and put them away.
<b>Other possible curriculum links</b>	<b>Personal, Social and Emotional Development</b> – to try less familiar activities. To show pride in achievements.	<b>Communication and Language</b> – to talk about what they are doing as they create.	<b>Communication and Language</b> – to talk about what they have painted; to add meaning to their work  <b>Physical Development</b> – to handle a paintbrush, to make large/small movements on paper	<b>Literacy</b> – to show an interest in books, holding them the correct way and turning the pages with care.
<b>Language and Questioning</b>	Introduce the climbing area and explain the rules in place to help us to stay safe. Encourage the children to explore, modelling and commenting on their movements.  Climbing area, castle, A-frame, stepping stones, woodchip, balance, under, over, climb, safe, safety, rules.	Introduce the children to the sticking area. Invite them to choose what they would like to use. Model how to use the resources and comment on the children's creations. Teach the children how to look after the equipment.  Sticking, glue, sticky tape, boxes, tubes, pots, creation, making, model, paper, sequences	Introduce the painting area, inviting children to choose an apron, paper and paint/brushes. Comment as they work, modelling how to change colour, ask for help writing their name and showing them where to put their painting to dry.  Paint, brush, patterns, wiggly, spots, big, little, dots, curly, lines, circles	Introduce the book area. Which book would you like to look at? Have you read it before? What do you think is happening in the pictures?  Books, stories, pictures, writing/text, front cover, back cover
<b>Individual Learning Opportunities</b>	<ul style="list-style-type: none"> <li>For all children to explore the climbing area safely with support.</li> <li>For most children to show an understanding of how to keep safe on the equipment.</li> <li>For some children to comment on what they are doing.</li> </ul>	<ul style="list-style-type: none"> <li>For all children to explore the sticking area</li> <li>For most children to select, use and tidy resources.</li> <li>For some children to talk about what they are doing as they work,</li> </ul>	<ul style="list-style-type: none"> <li>For all children to explore the painting area.</li> <li>For most children to make marks on paper.</li> <li>For some children to talk about their painting as they work.</li> </ul>	<ul style="list-style-type: none"> <li>For all children to explore the books with support.</li> <li>For most children handle books with care</li> <li>For some children to comment on the books, talking about characters and main events.</li> </ul>