

**Group Times - 30<sup>th</sup> September - 18<sup>th</sup> October 2024 (Painting and Making Room)**

<b>Activity</b>	<b>Salt dough collage</b>	<b>Dribbling glue</b>	<b>Palette paint</b>	<b>Outdoor sand</b>
<b>Resources</b>	Card, salt dough, an assortment of different materials to decorate their dough.	PVA glue, spreaders, a selection of different materials to stick	Palette paint, brushes, water, paper	Continuous provision resources.
<b>Focused Curriculum</b>	<p><b>Physical Development</b> - to manipulate the dough, developing muscle strength.</p> <p><b>Expressive Arts and Design</b> - to make choices, selecting resources for a purpose.</p>	<b>Expressive Arts and Design</b> -to explore the glue and consider its purpose	<b>Expressive Arts and Design/Literacy</b> - to make marks on paper	<p><b>Understanding of the World</b> - To explore how the resources can be used. To show an interest in why things happen and how things work</p> <p><b>Personal, Social and Emotional Development</b> - to take turns and share resources.</p>
<b>Other possible curriculum links</b>	<b>Communication and Language</b> - to use a range of language to describe the dough/collage materials.	<b>Communication and Language</b> - to comment on how the glue dribbles/moves off the stick and onto their paper.	<p><b>Communication and Language</b> - to talk about their painting, adding meaning to their work</p> <p><b>Physical Development</b> - to use one handed tools, to make large/small movements on paper</p>	<p><b>Communication and Language</b> - to talk about what they are doing, what they see and what is happening.</p> <p><b>Mathematics</b> - to use vocabulary relating to size and capacity.</p>
<b>Language and Questioning</b>	<p>Tell me about the dough. How does it feel, look, smell? How is it different from playdough? What have you made? Why did you choose...</p> <p>Dough, roll, stretch, pull, twist, collage, shiny, rough, smooth, hard, soft</p>	<p>Watch the glue dribble... How does it move? What does it feel/look like? What can we use it for? Would you like to stick anything on?</p> <p>Runny, dribbling, fast, slow, thick, drip, sticky, gooey, collage, shiny, rough, smooth, hard, soft</p>	<p>Has anyone used these paints before? How are they different to the other paints you have used? What happens if you put more/less water on your brush?</p> <p>Brush, thick, thin, more, less, marks, colours, strokes,</p>	<p>What would you like to use? What can you do with it? How is this sand different from our inside sand? Have you sat in sand before? Where was that?</p> <p>Wet, dry, dig, hole, castle, build, size and capacity vocabulary,</p>
<b>Individual Learning Opportunities</b>	<ul style="list-style-type: none"> <li>For all children to explore and manipulate the dough</li> <li>For most children to create a collage with the dough</li> <li>For some children to use descriptive language when talking about the dough and materials.</li> </ul>	<ul style="list-style-type: none"> <li>For all children to explore the PVA glue</li> <li>For most children to dribble the glue and select collage materials.</li> <li>For some children to use descriptive language when talking about the glue and collage materials.</li> </ul>	<ul style="list-style-type: none"> <li>For all children to make marks with the paint.</li> <li>For most children to make a variety of marks</li> <li>For some children to talk about their work.</li> </ul>	<ul style="list-style-type: none"> <li>For all children to explore the sand and available resources.</li> <li>For most children to take turns to share resources.</li> <li>For some children to describe what is happening as they play.</li> </ul>