

Planning Activities 18th November-6th December (Painting and Making Room)

Activity	Table top painting	Cutting and collage	Christmas Singing	Mud Pie Recipes
Resources	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,	Christmas song book, props	Continuous provision resources, including recipe books and cards. Additional clipboards and mark making equipment.
Focused Curriculum	Expressive Arts and Design - to explore paint using fingers and hands. Expressive Arts and Design to explore colour and colour mixing	Physical Development - to develop fine motor skills when cutting, using one handed tools with increasing control. Expressive Arts and Design - to explore different materials, developing ideas about how to use them.	Communication and Language - to join in with rhymes and songs, extending vocabulary by exploring unfamiliar words Expressive Arts and Design - to enjoy and sing a wide variety of songs and rhymes, leading towards performance with others.	Literacy - to mark marks during play, giving meaning to the marks they make. Expressive Arts and Design - to take part in pretend play, using resources to represent ingredients.
Other possible curriculum links	Literacy - to make marks in the paint, to form letters, attempt to write name Personal, Social and Emotional Development - to work collaboratively with others, developing a sense of responsibility	Understanding the World - to talk about the differences between materials	Understanding the World - to develop an awareness of celebrations within the community.	Communication and Language - to talk about what they are doing, what they see and what is happening.
Language and Questioning	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	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	I'm going to make a delicious mud pie... I need e.g. mud, bark, grass, water and flowers to decorate. What will you make? What ingredients do you need? Scribe the children's ingredients and encourage them to record their own ingredient lists/recipes. Mud, pie, ingredients, list, method, mix, pour, add, decorate, wet, dry, dig, scoop, fill, empty, large, big, small, tiny, spoon, saucepan, bowl,
Individual Learning Opportunities	<ul style="list-style-type: none"> For all children to explore the paint with their fingers, hands or a stick/brush For most children to explore colour and colour mixing For some children make marks, assigning meaning, forming letter like shapes or letters from their names. 	<ul style="list-style-type: none"> For all children to attempt to cut the resources using scissors For most children to use scissors with increasing control For some children to talk about and compare the properties of the materials as they are cutting them. 	<ul style="list-style-type: none"> For all children to join in with the actions of the Christmas rhyme For most children to sing and perform the songs to others For some children to develop their language, exploring the meaning of specific vocabulary. 	<ul style="list-style-type: none"> For all children to engage in pretend play to create a mud pie For most children to make marks and give them meaning For some children to use letters or letter like shapes to record their ideas.

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