

Planning Activities 24th February – 14th March (Painting and Making Room)

Activity	Shape Pictures	Dough Disco	Emotions	Clay (Painting)
Resources	A range of materials cut into different shapes. Examples of pictures made from shapes, pritt stick, PVA glue	Playdough, music or tablet/laptop to copy YouTube tutorial	Feelings box and puppets. mirrors	Photographs of clay models, designs and models from the previous planning cycle
Focused Curriculum	Mathematics - to name and describe 2D shapes. To talk about their properties and how they fit together.	Physical Development to develop fine motor skills and strength in hand muscles (in a fun and interactive way!)	Personal, Social & Emotional Development – to talk about feelings using words like happy, sad, worried or angry. To begin to show an understanding of how others may be feeling.	Expressive Arts and Design – to create with a purpose in mind.
Other possible curriculum links	Expressive Arts and Design – to create with a purpose in mind.	Literacy To develop the skills and strength in hands needed to write effectively	Communication & Language – to express a point of view. To listen to dialogue/stories and answer why/how questions.	Physical Development – to develop fine motor skills, using one handed tools with increasing control. Understanding of the World – to talk about the changes that occur in materials.
Language and Questioning	Recap on the shape hunt – can you remember any of the shapes we found? Show the children a variety of shape pictures. What can you see? What would you like to make with the shapes? Shape, square, circle, triangle, rectangle	Introduce the ‘Dough Disco’, modelling different hand exercises using the playdough (examples on Youtube kids). Mould the playdough in time to music performing different actions such as rolling it into a ball, flattening it, rolling it into a sausage and squeezing it. What else could we do? Squeeze, pinch, roll, squash, flatten, stretch, pull,	Use the picture cards, stories or puppets. How do you think they are feeling? How do you know? Why do you think they are feeling that way? I wonder what would make them feel better. Can you tell me about a time that you felt that way? Can you make your face e.g. happy? I can see you’re smiling. Feelings, emotions, happy, sad, worried, angry, cross, scared, excited, body language, face, why? How?	Do you remember when we explored the clay before? How did it feel? (offer a piece of clay to prompt discussions) Have a look at the model you made - has it changed? Recap on the children’s designs – what will you need to finish your sculpture? Clay, wet, dry, senses – look, feel, smell, tools, cut, squeeze, roll, plan, design, make, change, dried, hard, sculpture,
Individual Learning Opportunities	<ul style="list-style-type: none"> • For all children to make a picture with the shapes • For most children to create with a purpose in mind • For some children to talk about the properties of the shapes. 	<ul style="list-style-type: none"> • For all children to explore the playdough • For most children to follow the examples modelled (either by KW, peers or the tutorial) • For some children to label their actions and suggest new ideas. 	<ul style="list-style-type: none"> • For all children to copy facial expressions in the mirror • For most children to say how the character may be feeling. • For some children to talk about why they are feeling that way. 	<ul style="list-style-type: none"> • For all children to paint their clay models • For most children to talk about their choices/design • For some children to talk about the clay, making comparisons to both other materials they have explored and between the wet and dry clay.

