

Planning Activities 17th March - 4th April (Painting and Making Room)

Activity	Joining	Self-Portraits	Numicon - Kim's Game	Loose Part Play
Resources	Hole punches, staplers, treasury tags, paper clips, split pins, glue	Mirrors, paper, range of paints,	Numicon plates, tray, material to cover up plates	Continuous provision - loose part play area
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>	<p>Expressive Arts and Design - to paint with increasing complexity and detail.</p> <p>Understanding the World - to talk about the differences between ourselves and others.</p>	<p>Possible learning:</p> <p>Mathematics - to recite numbers in order, count with 1:1 correspondence, compare quantities, explore the composition of numbers to 10.</p> <p>To begin to subitise (recognise the value of the plates without counting the holes)</p>	<p>Expressive Arts and Design - Explore different materials freely, develop their own ideas about how to use them.</p> <p>Creating and Thinking Critically- to have and develop their own ideas and make links between things.</p>
Other possible curriculum links	Physical Development - to develop fine motor skills when joining and connecting materials.	Personal, Social and Emotional Development - to begin to understand that we are all different	<p>Personal, Social and Emotional Development - to take turns during structured games.</p> <p>- To develop concentration and memory skills</p>	<p>Maths- To be able to talk about and identify patterns.</p> <p>Understanding the World-Explore collections of materials with similar and/or different properties.</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 look at themselves in mirrors. What do you notice? Are we all the same? How are we similar/different? What colours will you choose to paint yourself? What will you add? Will you need to mix any colours?</p> <p>Face, eyes, ears, nose, mouth, hair, same, similar, different, differences,</p>	<p>Invite the children to explore the Numicon, commenting as they do so -looks like you're making a... you've used all the plates with two holes, my plate has three holes...we could put them together...it's the same as... is there another way of making...etc Introduce Kim's game...which plate is missing? How do you know?</p> <p>Numicon, plate, pattern, picture, shape, fit, turn, hole, count, number names, similar, same, different,</p>	<p>Invite the children to explore the collection of materials. What do you notice? I wonder what you could use them for? Model making patterns/pictures. E.g. I'm using the long sticks to make a frame. These would make good eyes for my face. How could we...</p> <p>Plan, design, pattern, create, hard, soft, smooth, shiny, long, short, big, small,</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 be able add facial features to their painting For some children to begin to recognise similarities and differences between themselves and others. 	<ul style="list-style-type: none"> For all children to take turns during the game For most children to say which plate is missing (either by colour or by number) For some children to explain how they know which plate is missing. 	<ul style="list-style-type: none"> For all children to explore and handle resources. For most children to use the resources to represent ideas and create patterns. For some children to plan the use of resources and to be able to describe and explain their choices.