

**Planning Activities 9<sup>th</sup> June – 27<sup>th</sup> June 2025 (Painting and Making Room)**

<b><u>Activity</u></b>	<b>Self Portraits</b>	<b>Tallying – Football/Basketball</b>	<b>Loose Part Play</b>	<b>Cross the River/Metal Mike/I spy/Simon Says –</b>
<b><u>Resources</u></b>	Mirrors, paper, range of paints/crayons/pencils	Tally sheets, chalkboards, balls, goals	Continuous provision – loose part play area.  Extension – use chalk/sticks to create frames	Objects with CVC or CCVC spellings, robot, material,  Fast paced games to promote oral blending and segmenting.  Extension – model writing words demonstrating the correspondence between the letter and the sound.
<b><u>Focused Curriculum</u></b>	<b>Expressive Arts and Design</b> – to paint with increasing complexity and detail.  <b>Understanding the World</b> – to talk about the differences between ourselves and others.	<b>Mathematics</b> – To experiment with symbols and marks as well as numerals. To solve real world mathematical problems with numbers up to 5. To compare quantities using language: ‘more than’, ‘fewer than’  <b>Physical Development</b> – to continue to develop ball skills.	<b>Expressive Arts and Design</b> – Explore different materials freely, develop their own ideas about how to use them.  <b>Creating and Thinking Critically</b> - to have and develop their own ideas and make links between things	<b>Reading</b> – to play with rhyming words, alliteration and to hear and say some letter sounds in words.  To link sounds to letters when blending and segmenting CVC words.
<b><u>Other possible curriculum links</u></b>	<b>Personal, Social and Emotional Development</b> – to begin to understand that we are all different	<b>Personal, Social and Emotional Development</b> – to join in with a game, agreeing on the rules together. To understand that we may not always win.	<b>Maths</b> - To be able to talk about and identify patterns.  <b>Understanding the World</b> -Explore collections of materials with similar and/or different properties	
<b><u>Language and Questioning</u></b>	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?  Face, eyes, ears, nose, mouth, hair, same, similar, different, differences,	Play a group game of football or basketball. How can we record our scores? Provide paper/chalk for tallying – making links to tallying at breadstick time. Who is in the lead? I have fewer points than....  Goal, score, points, mark, tally, how many, count, total, more, fewer, lead, first, second, third,	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...  Plan, design, pattern, create, hard, soft, smooth, shiny, long, short, big, small,	Listen to the robot talk... which word do you think he is saying? Let’s have a go at talking like the robot. What sounds can you hear?  Letters, sound, blend, segment, phoneme
<b><u>Individual Learning Opportunities</u></b>	<ul style="list-style-type: none"> <li>For all children to explore the paint</li> <li>For most children to be able add facial features to their painting</li> <li>For some children to begin to recognise similarities and differences between themselves and others.</li> </ul>	<ul style="list-style-type: none"> <li>For all children to join in with the group game.</li> <li>For most children to use marks/symbols to record their scores.</li> <li>For some children to use mathematical language of comparison.</li> </ul>	<ul style="list-style-type: none"> <li>For all children to explore and handle resources.</li> <li>For most children to use the resources to represent ideas and create patterns.</li> <li>For some children to plan the use of resources and to be able to describe and explain their choices.</li> </ul>	<ul style="list-style-type: none"> <li>For all children to join in with the games, taking turns to feed the robot or cross the river</li> <li>For most children to orally blend the sounds and match the object.</li> <li>For some children to orally segment the sounds in CVC words.</li> </ul>