

Planning Activities 30th June – 23rd July 2025 (Painting and Making Room)

<u>Activity</u>	Artist inspired collage	Story Sequencing/Mapping (KW choice, example Three Billy Goats)	Climbing Area – what can I do now that I couldn't before?	Exploding potions
<u>Resources</u>	Examples of artists' work e.g. Matisse, Modrian, paper, a range of collage materials, scissors, Pritt Stick, PVA glue	Three Billy Goats individual props. Sequencing pictures Paper & pens for story mapping	Continuous provision	Cups, baking soda, vinegar, washing up liquid, food colouring, glitter, spoons,
<u>Focused Curriculum</u>	Expressive Arts and Design –To develop ideas and decide which resources to use to express them.	Communication and Language/Literacy – to listen to stories with enjoyment, joining in with familiar parts and repeat refrains. To talk about the character, setting and main events.	Physical Development – to continue to develop movement and balancing skills. To go up steps and stairs, or climb up apparatus, using alternate feet	Communication & Language/Expressive Arts and Design: To engage in imaginative play and story telling through creating magical potions and spells. Understanding the World – an introduction to chemistry concepts in a fun and engaging way.
<u>Other possible curriculum links</u>	Physical Development – to develop fine motor control when using scissors		Personal, Social and Emotional Development – to be willing to take calculated risks when exploring the climbing area, showing an awareness of safety. Understanding the World/PSED – to reflect on previous experiences, how we have changed, grown, learnt new skills.	Physical Development – fine motor development through pouring, measuring, mixing and stirring Mathematics – to measure quantities, make predictions and estimates.
<u>Language and Questioning</u>	Look at the examples of artwork. What do you notice? How do you think the artist has made the pictures? Which do you like? Provide a range of materials for the children to cut & create their own pictures. What's your plan? What will you need? How will you...? Artist, paintings, shape names, side, corner, straight, flat, round, curved, design, collage	Recap on the story of The Three Billy Goats from previous cycle, using props to retell it. Model drawing a story map of the main events. Where did the story happen? Who were the characters? What happened first? Next? How did the story end? Would you like to make your own map of the story? Character, setting, main events, first, next, then, last, end,	(Recap on safety rules) Which piece of equipment will you use? How will you travel? Do you need any help? I wonder if you could... e.g. put one foot on each step? I remember you found that hard last time – now you can do it. Can you remember when... Safely, rules, climb, step, up, down, jump, travel, problem, solve,	Can you think of any stories with potions or magic spells? Tell the children that we are going to try and make our own. What do you think we will need? I wonder how many...? What do you think will happen? Spell, potion, ingredients, recipe, instructions, mixture, stir, pour
<u>Individual Learning Opportunities</u>	<ul style="list-style-type: none"> For all children to collage using the resources provided. For most children to look at the artists' work and think about the shapes needed to cut and collage. For some children to talk about the artists' work and plan their own picture, carefully selecting resources to achieve their plan. 	<ul style="list-style-type: none"> For all children to join in with some parts of the story. For most children to orally retell the story For some children to sequence/draw the main events of the story. 	<ul style="list-style-type: none"> For all children to use the equipment safely with support. For most children to take measured risks For some children to reflect on their actions e.g what they found difficult, what they have learnt/developed in. 	<ul style="list-style-type: none"> For all children to follow a recipe to mix a potion For most children to talk about what is happening and what they can see. For some children to engage in imaginative play/storytelling.