Planning Activities 16th November-4th December (Painting and Making Room)

Activity	**Table top painting**	**Bikes**	**Christmas Singing**	**Shopping lists**
Resources	Primary colours of paint Cleaning cloths to encourage independence	Numbered bikes and garage, traffic lights, zebra crossing	Christmas song book, props	Examples of lists, writing frames, KW knowledge of family
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 continue to develop their movement, balancing and riding (scooters, trikes and bikes) **Understanding the world** – to make links to real life experiences	**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.
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	**Personal, Social and Emotional Development** – to begin to recognise ways to look after ourselves and others. (road safety) **Mathematics** – to recognise and match numerals.	**Understanding the World** – to develop an awareness of celebrations within the community.	**Understanding of the World/ Personal, Social and Emotional Development** To think about special times of the year and celebrations. To have an awareness of giving, considering people who are special to us.
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	Spend time exploring the bikes/scooters and associated equipment. What do you notice? Model ways of playing – demonstrating how to use traffic lights and crossing the road. Teach the children how to store the bikes, matching the numerals in the parking bays. Bike, trike, scooter, traffic lights, zebra crossing, safety,	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	Talk about our upcoming Christmas Shopping Experience. Who do you think you might like to choose a gift for? I wonder what they might like? Model writing a list and invite the children to write their own. Shopping, list, giving, gift, present, names of special people in the family
Individual Learning Opportunities	• 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.	• For all children to explore the bikes and scooters • For most children to use the traffic lights and crossings purposefully. • For some children to talk about ways to keep safe when crossing the road with adults.	• 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.	• For all children to make marks • For most children to make marks and give them meaning • For some children to use letters or letter like shapes to record their ideas.