

**Planning Activities 29th October – 30th November 2018 (Big Room 2)**

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| <b>Activity</b>                          | <b>Profile Pictures (in)</b> – Every term we encourage children to draw a picture of their family.  | <b>Constructing with marble run/construction (in)</b> – For the children to learn how to create a marble run or construct with a construction (keyworker's choice)  | <b>Making Sandwiches (out)</b> – For the children to experience eating and drinking at the snack area. To explain the importance of washing our hands before we eat and drink. To encourage skills – how to use a knife safely and spreading. Adult models to children how to make a sandwich. Children are encouraged to have a go at making their own sandwich. |
| <b>Resources</b>                         | Paper, felt tips  | Marble run, construction toys   | Plates, cups, knives, milk, water, sandwich, butter, fillings – butter, jam, marmite, cheese spread   |
| <b>Focused Curriculum</b>                | <b>Expressive Arts and Design</b> – To create a picture for a purpose; to draw a picture of their family.<br><b>Understanding of the World</b> – to talk about their family and home life.  | <b>Physical Development</b> – to understand how to connect the pieces together to make a marble run developing their fine motor skills.   | <b>Physical Development</b> – to use a knife for spreading. To show some fine motor control when spreading the filling on the bread.<br><b>Personal, Social and Emotional Development</b> – to understand why we need to wash our hands before we handle food. To demonstrate safety when using a knife.  |
| <b>Other possible curriculum links</b>   | <b>Communication and Language</b> – to talk about and describe the marks that they have made on the paper; to talk about their family.<br><b>Physical Development</b> – to select a dominant hand, to develop a comfortable grip when holding a pen; to make small movements on the paper. to use one handed tools, to draw lines and circles using gross motor movements<br><b>Personal, Social and Emotional Development</b> – to select and use resources independently. | <b>Communication and Language</b> – to talk about what they have made, to describe how they made their model<br><b>Personal, Social and Emotional Development</b> – to share resources with others; taking turns<br><b>Mathematical Development</b> – to explore with shape and space when building a marble run or constructing with a construction. | <b>Expressive Arts and Design</b> – to make their own sandwich, choosing their filling.<br><b>Communication and Language</b> – to talk about what they like to eat on their sandwich; to describe the taste and texture of their sandwich<br><b>Mathematics</b> – to demonstrate an awareness of mathematical language e.g. folding/cutting in half.              |
| <b>Language and Questioning</b>          | Who lives at home with you? What do they look like? Can you tell me about them? Talk to me about your picture.<br><br>Picture, drawing, colours, pens, pencils, pastels, create, paper, family.<br><br>When using felt tips teach the children how to look after them e.g. not pressing too hard so the nib doesn't break; remembering to put the lid on the pen and listen to the click; to remember that we need to match the lid with the colour at the end of the pen.  | What did you make? How did you make it?<br><br>Construction toys, marble, marble run, Duplo, Lego, connect,   | How many plate/ knives do we need? What do we need to make our sandwich? What was your favourite sandwich?<br><br>butter, cheese spread, marmite, bread, jam, knife, plate, dry, favourite  |
| <b>Individual Learning Opportunities</b> | <ul style="list-style-type: none"> <li>• For all children to make marks and communicate their ideas about what they have drawn using verbal/non-communication.</li> <li>• For most children to create a picture forming recognisable features and assign meaning to what they have drawn.</li> <li>• For some children to create a picture, carefully selecting the colour they want to use to create their picture.</li> </ul>   | <ul style="list-style-type: none"> <li>• For all children to have a go building a construction/marble run</li> <li>• For most children to create with a purpose.</li> <li>• For some children to describe what they have made.</li> </ul>   | <ul style="list-style-type: none"> <li>• For all children to have a go at making a sandwich</li> <li>• For most children to how a go at spreading a filling on a sandwich and to confidently use their knife safely.</li> <li>• For some children to talk about what they like/dislike about their sandwich.</li> </ul>   |