

Planning Activities 29th October – 30th November 2018 (Big Room 3)

<p>Activity</p>	<p>Exploring the Winter Kitchen/Understanding of the World (out) - For the children to explore the understanding of the world/ winter kitchen.</p>	<p>Cutting (in) - Adult to model to children how to use scissors safely; children are encouraged to have a go at cutting or tearing paper.</p> <p>Extension Activity: for some children to create a picture using their cuttings.</p>	<p>Name Cards (Y.R.) To encourage the children have an attempt at writing their name from their name card.</p> <p>Extension Activity: the adult to sound out the letters in the child's name</p>
<p>Resources</p>	<p>Winter Kitchen, Understand of the world resources - magnified glasses, view finders, conkers, wood, books</p>	<p>Scissors, a range of different materials for the children to cut - old cards, paper, material; pritt stick, paper</p>	<p>Name cards, card, felt tips</p>
<p>Focused Curriculum</p>	<p>Understanding of the world - to explore a variety of natural materials; to notice the changes when the mud/sand is dry and when you add water.</p>	<p>Physical Development - to use their fine motor skills - when cutting, to find a comfortable grip when holding the scissors. To model how to safely hold and use the scissors; To develop the fine/large motor movements when tearing different materials e.g. paper, card</p>	<p>Literacy - to link letters and sounds to their name, to explore different sounds and have fun with sounds! To write for a purpose.</p>
<p>Other possible curriculum links</p>	<p>Communication and Language - to talk about what they are making, to comment on what is happening and to describe the texture of mud when it is dry and wet.</p> <p>Mathematics - To explore with capacity when filling the different containers with conkers.</p>	<p>Communication and Language - to use language appropriate to their play, to engage with peers, to ask questions and comment on what they see.</p> <p>Personal, Social and Emotional Development - To talk about safety when using the scissors to cut, to take turns and share resources with peers.</p> <p>Expressive Arts and Design - To create a picture using the cuttings that they have cut.</p>	<p>Expressive Arts and Design - to explore marking their name, to ascribe meaning to what they have done, to make meaningful marks.</p> <p>Physical development - to hold a pencil in their hand, to show preference for a dominant hand.</p> <p>Personal, Social and Emotional Development - to be confident to have a go at writing their name, to respond to keyworker's encouragement and to be proud of what they have done.</p>
<p>Language and Questioning</p>	<p>What can see? Where can we look? What can we do with it? What have you found? Why did...?</p> <p>Magnified glasses, view finders, clipboards and pencils, wood, mini-beasts, insects, dinosaurs, pot and pans, conkers, spoons, drain pipes, roll, pour, mix, stir, look, found</p>	<p>Can you tell what you have made? How can we use the scissors safely?</p> <p>Scissors, old cards (birthday), material, cut, tear, rip, left, right, thumb and fingers</p>	<p>I wonder what letters you have in your name... What sound do they make? What do they look like? Let's 'have a go'</p> <p>Letters, sounds, writing, mark making, pens, pencils.</p>
<p>Individual Learning Opportunities</p>	<ul style="list-style-type: none"> • For all children to explore the winter kitchen/understanding of the world areas • For most children to describe what they are making. • For some children to add imaginative storyline to their play. 	<ul style="list-style-type: none"> • For all children to have a go at tearing paper • For most children to have a go at cutting • For some children to use a comfortable grip when cutting with scissors. 	<ul style="list-style-type: none"> • For all children to begin to recognise their name/letters in the name, to make marks and assign meaning. • For most children to write/copy part of their name from name card forming some of the letters and assign meaning • For some children to write their name independently forming most of the letters in their name.

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