

Focus plan for Creative

(Goals for exploring media and materials) Activity - Making model environments

Date -

Learning intention

Working together to create a model environment *As an example, I have chosen a spring pond, but you can vary your environment to suit your season.

Resources

Shoe box, pasta shells, tissue, pipe cleaners, shredded paper, salt dough, bubble wrap, scissors, glue, clear sticky-backed plastic. Books about ponds and pond life

How the activity will be carried out

Discuss or recap on work you have done on pond life in spring, pointing out the books you have provided. Cut a large rectangular hole in the lid of the box. Invite the children to paint the sides of the box and lid in colours to resemble the banks of a pond. Show children the available resources and discuss what they can use them to make for the pond. Cover the lid with sticky backed plastic or other clear material to make a water surface. Children might like to add paper aquatic plants or lily pads to this. Display this in your room to celebrate their achievements. Photograph the process and mount these close by with captions and 'pond' words.

Questions to ask/Language to use

Pond, spring, frogs, frogspawn, tadpoles, fish, bubbles, stones, pebbles, mud, weed, snails, lily pad, flies, insects, water, clear, murky, dark, still, ripples

Differentiation (Birth to Three)

Provide materials, glue and card and invite them to collage a picture around their ideas of a pond. Display these close to your model pond

Extension

Leave your model pond on show, with resources available so children can develop and extend this over time, to reflect your work on the season.

Evaluation