

Focus plan for Communication, language and literacy

(Goals for thinking) Activity - Shoe patterns

Date -

Learning intention

To begin to explore items and make observations on them.

Resources

A selection of different types of shoes, pictures of different types of shoes, thin paper, wax crayons

How the activity will be carried out

In a small group explore the different shoes. Discuss what they are used for and compare the styles. Turn them over to examine the soles. Discuss the differences you see and why they might be made like that. Look at your own shoes to compare. Invite the children to make rubbings of the patterns and display them alongside pictures of the appropriate shoes.

Questions to ask/Language to use

What are these shoes used for? Why do you think the soles look like that? What do your shoes look like? Pattern, smooth, rough, striped, swirly, ridged, tipped, knobbly, boots, wellingtons, sandals, plimsolls, shoes, tap shoes, ballet shoes, hard, soft, stiff, soft, laces, buttons, Velcro, buckle.

Differentiation (Birth to Three)

Jumble the shoes up and invite the children to pair them again. Feel the texture of the shoes, both uppers and soles. Share feelings generated. Do they have a smell (leather/canvas/rubber)

Extension

Invite the children to use the patterns they have observed creatively - printing with them, reproducing them to make wallpaper or wrapping paper, using them as the inspiration for a piece of collage or a story.

Evaluation