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| **Date: 24th Oct 23** | **Class: SCC1 (P2-P4)** | **Mud Monsters** |
| **Learning intention** | To make a face on a tree from playdoh and natural resources | |
| **Prior learning** | The children have asked to talk about natural resources | |
| **Connected learning** | WAU (what is currently growing in the winter)  The arts (using natural materials to create decoration) TSPC (being creative, thinking, problem-solving) | |
| **Adult role** | 1 teacher and 2 classroom assistants  Provide differentiated support and encouragement. Foster a supportive and inclusive learning environment. Foster communication and social interactions | |
| **Resources needed** | Natural materials playdoh | |
| **Differentiation** | 1-1 support for LA group  Visual aids for behaviour and to support understanding Ear defenders (if required).  Be mindful of sensory processing difficulties and comfort levels- adjust activity as needed. | |
| **Health and Safety considerations** | See risk assessment for site Bring hand sanitiser  First aid kit  Mobile phone and contacts list | |
| **Introduction** | Set up boundaries and go over safety procedures  Discuss prior learning and what we are going to do today (learning intention). | |
| **Main activity** | Children to gather natural materials  Attach playdoh to tree  Make face in playdoh | |

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| **Date: 24th Oct 23** | **Class: SCC1 (P2-P4)** | **Ice decorations** |
| **Plenary** | Take photographs of the children’s work to upload to seesaw. Encourage the children to share their experiences and what they like about the other children’s work.  Use laminated face cards for children’s evaluation of the activity. What did they like? What did they not like?  Leave no trace rule (children tidy up forest before we return home). | |
| **Observations** | “I love the different colours”  “that piece was too heavy to stay on” | |
| **Evaluations** | All children engaged fully with the activity.  Some children needed support to complete the activity due to poor fine motor skills. | |
| **Ideas for follow up activities** |  | |

