

Expressive Arts and Design Focus

Creating with Materials 48m – Experiment with a variety of creative medias and materials.

Provocations: On the DT, creative and malleable tables provide a variety of materials to include;

Black playdough with match sticks, eyes and visual images of spiders, web mats with numbers on, can they make ‘three small spiders’.

Painting with string and spiders. Look for frosty webs outside, take photos and provide paper, glitter and glue. 

Adults Role – Allow children to use their imagination but provide visuals of webs and spiders, can they design their own web, what shape will it be? Can they put 8 legs on their spider?

Understanding the World Focus

The natural World 36m – Encourage the exploration of the world, demonstrate respect for living things.

Provocations: Go on ‘spider walks’, the children can use the ipad to take pictures of spiders and webs. Provide paper, clipboards and pencils or charcoal for observational

Adults Role – Children tend to be scared of spiders, but in fact spiders are more scared of children, teach children to look and leave alone.

Mathematics Focus

Number: 42m – May enjoy counting as far as they can go.

Provocations: Advent sock calendar counting up to 21 (last day of term) who can count further?

Counting the legs on a spider, can they draw lots of legs on their spider, help the children to count them all.

Counting children in the line, fingers on your hand.

‘8 legs on a spider’

Adults Role-



Point to the number on the number line to help the children recognise numbers, as you recite them together.

Personal, Social and Emotional Development Focus

Self-regulation 48m – Develop appropriate ways of being assertive.

Provocations:

Provide the sand timer for children who need to share or wait for their turn. Role model ‘how we talk to our friends’.

Show visuals of kind hands and feet.

Act out a ‘together time’ scenario based on children being appropriately assertive – “No thank you”

Adults Role –

Children need support to talk about their emotions, show children the emotions board and sit with them until they have calmed down and they are ready to talk.

Communication and Language Focus

Listening, attention and understanding: 42m – Able to follow an instruction with two parts. I.e. Get your coat on then line up at the door.

Provocations:

Include a together time, small focus group for following instructions. I.e. Sit down, then stand up. Turn around then jump.

Adults Role :-

Chunk instructions clearly throughout the day for all transitions.

Include ‘now’ then ‘next’ for children who need a little extra support.

Physical Development Focus

Fine motor skills – 42m – Shows control with mark making tools

Provocations:



Chalk with coloured sugar paper, paint brushes, charcoal, pipettes with watercolours.

Graphite pencils and white paper for simple mark making, teach children to pick up their pencil using ‘froggy fingers’.

Write dance – helps strengthen and coordinate big muscles to enable children to control small fine motor muscles.

Adults Role

Support children to hold the pencil at the bottom with a three finger grip. Which hand do they prefer to use? Encourage children to write their name on their work with labels provided.

Learning Intentions

04.12.2023

The Very Busy Spider

Moving the learning forwards from...

“Look, a spider over there”

“I found spider web”

“Can I hold the spider?”

The children have also enjoyed singing on the stage!

Provision prompts/ Together Times

Books – The very Busy Spider, Walter’s wonderful web.

Songs – Incy wincy spider, There’s a spider on the floor, 5 elephants went out to play on a spiders web.

Can we all draw the number 8

Cutting up spaghetti – safe, fine motor scissor use.

Frame a little spider picture.

How many legs can we draw on our spider body?

Find a spider and look closely at him then return him to his web – discuss how we look after and respect all creatures in our environment.

Everyone make a little play dough spider with 8 legs, and then sing the song ‘there is a spider on the floor’.

Watch a spider spin a web on the whiteboard.

Literacy Focus

Phonics: 36m – Fills in the missing word in a known rhyme.

Provocations: Using nursery rhymes that are familiar to the children (Incy wincy) Sing the rhyme together missing out a word, can the children remember what the word is? Moving on, if they can fill in the word, then replace the word with a different word, i.e. Incy wincy spider climbed up the water fall! Which word is different? Make it fun!



Adults Role The children have loved a stage outside, we can all sing nursery rhymes together, missing out words. Who can spot the missing word? This fun game can be replicated throughout the day with any rhyme.

The children have loved a being on the stage outside, we can all sing nursery rhymes together, missing out words. Who can spot the missing word?

