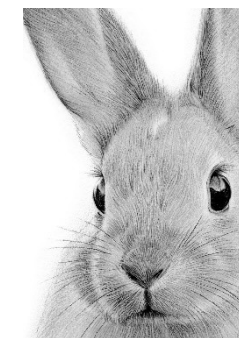




Short term curriculum plan

Writing



Intent	Implementation				Differentiated Impact
	Content	Metacognition	P4C	Resources	
The Intention is to create opportunities for children to want to engage in spontaneous mark making and begin to make marks in a wide variety of ways, both indoors and outdoors. Children will be supported to engage in sensory mark making experiences i.e. fingers in corn flour, glitter, paint, soap suds. Children will be supported to develop hand and arm strength Children will be supported to use a range of mark making tools safely and with purpose. Children will hear and use the following vocabulary Care, collaboration, share, take turns, kind, look after, help, change, name of mark making tools, write, draw, picture.	Children will be drawn into different sensory and purposeful opportunities to make marks, both with their bodies and mark making materials.	LookListen	Caring Collaboration	A range of mark making materials continuously available	Emerging: Enjoys drawing freely Enjoys movement and observes changes Explores in an exploratory way.
	Adults will scaffold and model mark making alongside the children, developing appropriate vocabulary that connects to the activity.	Connect		Sensory mark making resources i.e. corn flour, finger paint, sand trays, glitter trays etc.	Expected: Enjoys drawing freely Explores with developing control in their explorations.
	Adults will scaffold and model developmental skills, as the children access sensory materials and finger gym experiences, developing and extending vocabulary.	Zoom		Resources for big movements i.e. ribbons and scarves for dancing, big brushes and paint for outside Finger gym resources such as threading, using pegs, pipettes and tweezers	Exceeding: Makes purposeful marks, with developing control, and gives meaning through thoughtful describing. i.e. "mummy is in the garden" Makes marks on their picture to stand for their name.

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