



CM27



10-15 minutes

GIRLS IN THE WOOD



- To develop curiosity and creativity
- To use a given procedure to add and modify specified features
- To work collaboratively
- To develop understanding of the structure of the human body
- To develop understanding of appropriate seasonal clothing



FROM YOUR FELT PACK

- ❖ Your completed 'Snowy Wood' scene from the last session:



- ❖ Access to the pieces from the full felt pack and the extra felt sheets for cutting out small, personalised details to add to the girls



- ❖ A pair of scissors (per child)



Tell your child: *The Christmas/midwinter celebrations are over, and so the decorations have to be put away until next year. The rabbits need some help with putting everything away, and so they have invited the girls who live near the wood to help them. Look, here come the girls...*

Construct a girl wearing a long winter coat out of appropriate substitute shapes. Talk about your actions as you construct the figure, for example: *Let's start by constructing the girl's head. It's round so let's take a small brown circle. Her coat is very long and it gets wider towards the bottom so let's use a red triangle for that. We can make the sleeves of the coat from red ovals ...* Remind your child that as it is so cold in the wood at this time of year, that the girls need to wear thick winter coats to cover their body and legs, to keep themselves really warm.



When you have constructed the figure of a girl, review it together – ask your child to name the different parts of the girl's body and then talk about the substitute shapes of felt used to represent each part. Model the use of sequential language to explain what was added and in which order, for example: *First we ... Then we ... After that ...* and so on.

Now ask: *Can you give the rabbits some more helpers? Some of the helpers will be younger girls, and some older girls.* Check that your child understands that this means that they should add 'big girls' and 'small girls'. Allow your child to work as independently as possible. Provide help where necessary by prompting them about the order in which to construct the figures, by asking questions and by suggesting that they look at the model you have already provided. Encourage them not to copy yours exactly, as *not every child looks or dresses the same*, but to choose their own shapes and colours to create the figures.

When they have finished, ask them to modify their figures and yours by adding details, for example a hat, a bow or hairband, facial details and buttons for coats.

When they have finished, encourage your child to admire their creations and talk about the specific differences between the figures, for example posture, facial features, colours, accessories and so on.



- Your child actively engages, and can work both collaboratively and independently.
- Your child can create girls in opposing sizes, using the general procedure modelled for them.
- Your child can purposefully vary expressive details in constructing stylised girls rather than copying your girl exactly.
- Your child talks about their creations, using an ever-increasing range of language to describe objects and the natural world, and to express their thoughts and feelings.



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