

During this aspect of the skill Creative Thinkers the children will learn to think for themselves, using their imagination to solve problems.

<p>Activity Name: What’s in the box? (2)</p>	<p>Resources needed: Large box, wrapped (from the Independent enquirers activity)</p>
<p>Learning Outcome: Children can make up what’s in the box.</p>	
<p>Instructions:</p> <ul style="list-style-type: none"> Place a wrapped box where children can see and touch it. Do not let them open it. Ask them to imagine what might be inside it. Encourage them to guess. Set up an art area for children to draw and paint pictures and attempt to write what they think might be inside the box. Give them a clue each day and ask them if that makes them change their mind. This activity has endless possibilities but links well to Literacy. Link to a story character the children are familiar with and explain the box contains their birthday present. What might be in the box for the Big Bad Wolf? What might be in the box for Jack from Jack and the Beanstalk? Set up role-play corner linked to the story and leave the box for children to explore. At the end of the week you could open the box and explain that the present is invisible, then do some work on mime. Ask the children to pass the ‘present’ round and give them different descriptions, for example at first it could be really heavy, then something that is wriggling around. Ask the children to show you what they think they are holding by miming it. 	
<p>Reflection time: Ask the children to think about what the story characters might need for example, the Big Bad Wolf could have a big meal so he wasn’t hungry anymore and wouldn’t eat the Three Little Pigs. Maybe there would be some chicks for Jack so he could have his own chicken farm so he and his Mother wouldn’t go hungry.</p>	
<p>Possible links to Early Learning Goals:</p> <ul style="list-style-type: none"> CLL – Show an understanding of the elements of stories, such as main character, sequence of events and openings, and how information can be found in non-fiction texts to answer questions about where, who, why and how CLL – Attempt writing for different purposes, using features of different forms such as lists, stories and instructions CD – Use their imagination in art and design, music, dance, imaginative and role-play and stories 	
<p>Suggestions for adapting the activity:</p> <ul style="list-style-type: none"> Provide children with a selection of different sized boxes and wrapping paper to wrap birthday presents for different story characters. They can make up what’s inside, write a label and then compare the boxes, put in size order etc. (PSRN – Use language such as ‘greater’, ‘smaller’, ‘heavier’ or ‘lighter’ to compare quantities. PSRN – Use language such as ‘circle’ or ‘bigger’ to describe the shape and size of solids and flat shapes) Link to the Independent enquirers activity on asking questions. Link to the Teddy’s Birthday activities below. Ask children to wrap a present to take to his party. 	
<p>You will know the children are using the skills when: They can suggest what’s in the box. They can link the present to a story character.</p>	
<p>Assessment example: ‘I think it’s a mobile phone for Little Red Riding Hood so she can phone the woodcutter when she sees the wolf.’</p>	