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In the Museum

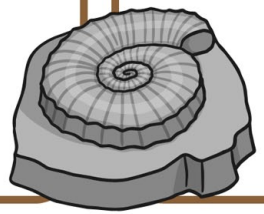
Focus- museums

Prop Box Contents

- Paintings framed with gold paper or braid
- Plastic minibeasts in small boxes (plastic or card)
- Collect bric-a-brac from car boot sales
- Museum signs and labels- 'this way', 'way in', 'exit', 'toilets', 'gift shop', 'tickets' etc.
- Thick card for making a route or queue
- Posters (the children can draw or paint these)
- Leaflets and booklets
- Tickets
- Till with pretend money, pens and pencils
- Reference books
- Uniforms and badges for staff

Suggested activities

- Look at and discuss unfamiliar objects and what they might be.
- Make 3D models and put them in an art gallery.
- Have a dinosaur collection.
- Make labels and notices.



Curriculum links

P, S+ ED: MR Initiates conversations, attends to and takes account of what others say. Explains own knowledge and understanding, and asks appropriate questions of others. (40-60)

P, S+ED Enjoys responsibility of carrying out small tasks. (30-50)

C+L: L+A Listens to others one to one or in small groups, when conversation interests them. Listens to stories with increasing attention and recall. (30-50)

C+L: S Uses a variety of questions (e.g. what, where, who). (22-36)

C+L: S Uses talk to connect ideas, explain what is happening and anticipate what might happen next, recall and relive past experiences. Questions why things happen and gives explanations. Asks e.g. who, what, when, how. (30-50)

M: S, S+M Uses everyday language related to time. (40-60)

UW: TW Developing an understanding of growth, decay and changes over time. (30-50)

EA+D: BI Create simple representations of events, people and objects. (40-60)

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