

Medium Term Plan



Autumn 1 Magnificent Me!

September 2022

Learning Intentions EYFS Development Matters statements	Ongoing and spontaneous learning opportunities	Planned activities	Resources, events, outings and visitors
<p>Children in Reception will be learning to:</p> <p>See themselves as a valuable individual.</p> <p>Build constructive and respectful relationships.</p> <p>Express their feelings and consider the feelings of others.</p> <p>Show resilience and perseverance in the face of challenge.</p> <p>Identify and moderate their own feelings socially and emotionally.</p> <p>Think about the perspectives of others.</p> <p>Manage their own needs: Personal hygiene</p> <p>Early Learning Goals <u>ELG: Self Regulation</u> Children at the expected level of development will: *Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly. *Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate. *Give focussed attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions. <u>ELG: Managing Self</u> *Be confident to try new activities and show independence, resilience and perseverance in the face of challenge.</p>	<p>*Contribute to group time - talk, listen and ask questions.</p> <p>*Share achievements with the group and show work to class</p> <p>*Establish simple routines for various points in the day: - beginning and end of day - tidy up time - lunch time.</p> <p>*Use Busy Bee to select a special helper each day and encourage children to take responsibility.</p> <p>*Take turns to use limited equipment- bikes, computer etc.</p> <p>*Work in pairs and small groups for continuous provision activities.</p> <p>*Use spoken language to communicate needs and wants to adults and peers in various situations.</p> <p>*Put on coats, aprons, dressing up clothes, wet suits.</p> <p>*Communicate toileting needs.</p> <p>*Wash hands and manage personal hygiene.</p>	<p>*Formulate class rules together - display in classroom.</p> <p>*Discuss consequences of breaking rules and rewards for displaying positive behaviour - Class Dojo.</p> <p>*Role play classroom expectations to establish class protocols.</p> <p>*Circle time - contribute to discussions about: - looking after yourself - likes/dislikes - feelings in different situations - say something nice about a chosen child.</p> <p>*Discuss personal hygiene and expectations for handwashing, blowing nose, coughing etc in school.</p> <p>*Look at photographs of children when they were babies.</p> <p>* Ask questions about caring for a baby to a visiting new mum.</p> <p>*Wash, dress and undress baby dolls in role play and water tray.</p> <p>*Play name games to familiarise each other with new class members.</p> <p>*Scavenger hunt around school to familiarise themselves with the whole building.</p> <p>*Discuss how the Owl Babies feel when they are left on their own.</p>	<p>*On - Entry assessments using RBA</p> <p>*Settling into the environment and daily routines</p> <p>*Invite people who help us into class: Mrs Thurkettle/Miss Hutchinson - Office admin Mr Wilson - caretaker Mrs Jackson - safeguarding lead School cook School nurse Miss Barnett - breakfast club Mrs Whiting and Mrs Dobson - Lunchtime supervisors</p> <p>*Invite a mum and new baby into school</p> <p>*Visit from the Dental Hygiene team</p> <p>* Texts :</p> <p>The Barnabus Project (School Book)</p> <p>Owl Babies At School Getting Up I Really Want To Shout</p>

<p>*Explain the reasons for rules, know right from wrong and try to behave accordingly.</p> <p>*Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.</p> <p><u>ELG: Building Relationships</u></p> <p>* Work and play co-operatively and take turns with others.</p> <p>*Form positive attachments to adults and friendships with peers.</p> <p>*Show sensitivity to their own and others' needs.</p>	<p>*Join in with discussions about stories and books that highlight moral issues</p> <p>*Model the use of each classroom area.</p> <p>*Discuss healthy choices for lunchtime and encourage the trying of new foods.</p>	<p>*Empathise with characters and relate to own experiences through a wide range of texts.</p> <p>*Explore stories about caring for each other through role play, small world and puppetry.</p> <p>*Play circle games and matching games to demonstrate and embed turn taking</p>	<p>Red Red Red</p> <p>Hippo is Happy</p> <p>Alligator is Angry</p> <p>Sheep is Scared</p> <p>Kitten Learns to Listen</p> <p>Hamster Learns to Help</p> <p>*Owl Visit in Week 4</p>

EYFS Medium Term Plan - Communication and Language and Literacy

Term Autumn 1 - Magnificent Me

Learning Intentions EYFS Development Matters statements	Ongoing and spontaneous learning opportunities	Planned activities	Resources, events, outings and visitors
<p><u>Communication and Language</u></p> <p>Children in Reception will be learning to:</p> <p>Understand to listen carefully and why listening is important.</p> <p>Learn new vocabulary.</p> <p>Use new vocabulary through the day.</p> <p>Ask questions to find out more and to check they understand what has been said to them.</p> <p>Articulate their ideas and thoughts in well-formed sentences.</p> <p>Connect one idea or action to another using a range of connectives.</p> <p>Describe events in some detail.</p> <p>Use talk to help work out problems and organise thinking and activities, and to explain how things work and why they might happen.</p> <p>Develop social phrases.</p> <p>Engage in storytimes.</p> <p>Listen to and talk about stories to build familiarity and understanding.</p> <p>Retell the story, once they have developed a deep familiarity with the text, some as exact repetition and some in their own words.</p> <p>Use new vocabulary in different contexts.</p> <p>Listen carefully to rhymes and songs, paying attention to how they sound.</p> <p>Learn rhymes, poems and songs.</p>	<p>*Talk about personal experiences in class and small group times.</p> <p>*Use imaginative talk in role play, small world, puppet play.</p> <p>*Listen attentively in group times and play.</p> <p>*Converse with others in all classroom areas</p> <p>*Develop language skills through structured and unstructured discussions.</p> <p>*Choose to look at books with others and alone.</p> <p>*Read class labels, names, signs.</p> <p>*Talk about pictures and words in books.</p> <p>*Retell familiar stories in role play, small world etc.</p> <p>*Join in with stories, rhymes and songs.</p> <p>*Talk about and relate own experiences to those they encounter in stories, rhymes and poems.</p> <p>*Make up own stories inspired by books, songs etc.</p> <p>*Make marks to signify early writing.</p>	<p>*Introduce wordless books to the children through shared reading sessions. Send home in week 1.</p> <p>*Use pre-phonics planning created by LA to deliver activities linked to speaking and listening skills, including rhyme and rhythm, oral blending.</p> <p>*Introduce Read Write Inc phonics programme.</p> <p>*Play sound games from PhonicsPlay.co.uk</p> <p>*Play with words and sounds - dig in sand, fish for letters.</p> <p>*Develop home corner role play using real-life objects and props.</p> <p>*Retell stories and rhymes with story props/ puppets/ small world.</p> <p>*Play name recognition games.</p> <p>*Go on a sound walk and describe the different sounds.</p> <p>*Audio stories</p> <p>* Listen to visitors and respond with comments and questions</p> <p>*Mark making resources such as books, clipboards and blackboards available in other areas to encourage recording and to extend experiences.</p>	<p>On - Entry assessments using RBA</p> <p>*Use of talking objects to encourage speaking and listening skills</p> <p>*Class visitors (see PSED)</p> <p>*Jarrow Cross story time reading spine</p> <p>*Talk for Writing documents</p> <p>*ORT wordless books</p> <p>*RWI blending books</p> <p>*RWI Book Bag Books</p> <p>*Nursery rhyme basket/bag</p> <p>*Puppets</p> <p>*Texts:</p> <p>*Oi Frog</p> <p>*Oi Dog</p> <p>*Oi Duck-billed Platypus</p> <p>*We're Going on a Bear Hunt</p> <p>*Owl Babies</p> <p>*ORT Wordless Big Books</p> <p>*Nonsense Rhymes</p>

<p>Engage in non-fiction books.</p> <p>Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.</p> <p>Early Learning Goals <u>ELG: Listening, Attention and Understanding</u> *Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions. *Make comments about what they have heard and ask questions to clarify their understanding. *Hold conversation when engaged in back-and-forth exchanges with their teacher and peers.</p> <p><u>ELG: Speaking</u> *Participate in small group, class and one-one discussions, offering their own ideas, using recently introduced vocabulary. *Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate. *Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.</p> <p>Literacy Read individual letters by saying the sounds for them.</p> <p>Blend sounds in words, so that they can read short words made up of known letter-sound correspondences.</p> <p>Read some letter groups that each represent one sound and say sounds for them.</p> <p>Read a few common exception words matched to the school's phonic programme.</p> <p>Read simple phrases and sentences, made up of words with known letter-sound correspondences and, where necessary, a few exception words.</p>	<p>*Write name at every opportunity - daily name write - labels for drawings -message centre - sign up for activities - label models.</p> <p>*Practice forming letters using different media.</p> <p>*Use Talk for Writing to encourage retell of stories and the use of story maps.</p> <p>*Use Story Sacks to encourage reading at home.</p> <p>*Visit local library to sign up for first library card and collect books for class collection.</p> <p>*Write cards, invitations, lists, letters, labels, signs, messages.</p> <p>*Home readers for all children, beginning with ORT wordless books before moving on to RWI Blending Books and Book Bag Books.</p>	<p>*Daily book vote so that children have the opportunity to consider a book's cover/blurb and have a flick through the book before voting on their story for home time.</p>	<p>*Visit Jarrow Library</p>
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<p>Re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment.</p> <p>Form lower case and capital letters correctly.</p> <p>Spell words by identifying the sounds and then writing the sound with letter/s.</p> <p>Write short sentences with words with known sound-letter correspondences using a capital letter and full stop.</p> <p>Re-read what they have written to check that it makes sense.</p> <p>Early Learning Goals</p> <p><u>ELG: Comprehension</u></p> <ul style="list-style-type: none"> *Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary. *Anticipate - where appropriate - key events in stories. *Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play. <p><u>ELG: Word Reading</u></p> <ul style="list-style-type: none"> *Say a sound for each letter in the alphabet and at least 10 digraphs. *Read words consistent with their phonic knowledge by sound blending. *Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words. <p><u>ELG: Writing</u></p> <ul style="list-style-type: none"> *Write recognisable letters, most of which are correctly formed. *Spell words by identifying sounds in them and representing the sounds with a letter or letters. *Write simple phrases and sentences that can be read by others. 			
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Learning Intentions EYFS Development Matters statements	Ongoing and spontaneous learning opportunities	Planned activities	Resources, events, outings and visitors
<p>Children in Reception will be learning to:</p> <p>Count objects, actions and sounds.</p> <p>Subitise.</p> <p>Link the number symbol (numeral) with its cardinal number value.</p> <p>Count beyond ten.</p> <p>Compare numbers.</p> <p>Understand the 'one more than/one less than' relationship between consecutive numbers.</p> <p>Explore the composition of numbers to 10.</p> <p>Automatically recall number bonds for numbers 0-5 and some to 10.</p> <p>Select, rotate and manipulate shapes to develop spatial reasoning skills.</p> <p>Compose and decompose shapes so that children recognise a shape can have other shapes within it, just as numbers can.</p> <p>Continue, copy and create repeating patterns.</p> <p>Compare length, weight and capacity.</p> <p>Early Learning Goals <u>ELG: Number</u> *Have a deep understanding of number to 10, including the composition of each number. *Subitise (recognize quantities without counting) up to 5.</p>	<p>*Sing number songs and rhymes.</p> <p>*Counting the number of children at a table, in an area or lining up.</p> <p>*Use snack time to support counting - have we got enough, who has got an apple and who has not etc.</p> <p>*At lunchtime, talk about how many children chose different types of food.</p> <p>*Use classroom shadowing/storage for sorting and classifying objects.</p> <p>*Copy patterns of movements when lining up, e.g. clapping out a rhythm.</p> <p>*Record scores in a game using tallies, dots or numerals.</p> <p>*Practise verbal counting in games such as Hide and Seek.</p> <p>*Deliberate errors for children to notice in counting forward and backwards using puppet: - missing number - repeated number - wrong order.</p> <p>*Recite number names in order, continuing forwards or backwards from a given number.</p> <p>*Count a set of objects, giving one number name to one object.</p>	<p>*'Who has had snack?' chart using five frames and children's photos to identify who has had snack.</p> <p>*Introduce daily book vote as an opportunity for discussing more/less and counting.</p> <p>*'Who is in school today?' using tens frames and children's photos to discuss how many children are at school/at home, how that is represented on a tens frame and how it is represented as a number.</p> <p>*Daily maths meeting looking at 'how many days have we been in school' - initially based on how many days this week to focus on numbers 1-5 in the Autumn term.</p> <p>*Nursery rhyme time throughout Autumn 1 using props.</p> <p>*Number game and card games.</p> <p>*Building, jigsaw and pattern sets within continuous provision to develop spatial reasoning.</p> <p>*Familiarisation and modelling of CIL opportunities with maths games and resources.</p> <p>*Numberblocks series as well as classroom resources.</p>	<p>On - Entry assessments using RBA</p> <p>Numberblocks table</p> <p>Number Puppies books and small world resources</p> <p>Puppets</p> <p>Rhymes; *Five currant buns *Five little speckled frogs *Five little ducks *5 little men in a flying saucer *10 green bottles</p> <p>Texts: *10 Little Princess/Superheroes/Dinosaurus/Pirates series *Pete the Cat *Ten Black Dots *I Spy Numbers *Mouse Count</p>

<p>*Automatically recall number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts.</p> <p><u>ELG: Numerical Patterns</u></p> <p>*Verbally count beyond 20, recognizing the pattern of the counting system.</p> <p>*Compare quantities up to 10 in different contexts, recognizing when one quantity is greater than, less than or the same as the other quantity.</p> <p>*Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.</p>	<p>*Estimate small numbers of objects and check by counting. Have we got enough for everyone?</p> <p>*Recognise zero - when counting and in songs, stories and rhymes, no snack left.</p> <p>*Count sounds, movements and moving things as part of continuous provision.</p> <p>*Solve simple practical problems and respond to "what could we try next?"</p>	<p>*Measure heights using large plastic bricks</p> <p>*Play number games using fingers and toes.</p> <p>*Form numerals 1- 5 in different media</p> <p>*Count and compare size and shape of Autumn leaves .</p> <p>*Count parts of body (arms, legs, fingers).</p>	
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Learning Intentions EYFS Development Matters statements	Ongoing and spontaneous learning opportunities	Planned activities	Resources, events, outings and visitors
<p>Children in Reception will be learning to:</p> <p>Talk about members of their immediate family and community.</p> <p>Name and describe people who are familiar to them.</p> <p>Comment on images of familiar situations in the past.</p> <p>Compare and contrast characters from stories, including figures from the past.</p> <p>Draw information from a simple map.</p> <p>Understand that some places are special to members of their community.</p> <p>Recognise that people have different beliefs and celebrate special times in different ways.</p> <p>Recognise some similarities and differences between life in this country and life in other countries.</p> <p>Explore the natural world around them.</p> <p>Describe what they see, hear and feel whilst outside.</p> <p>Recognise some environments that are different from the one in which they live.</p> <p>Understand the effect of changing seasons on the natural world around them.</p> <p>Early Learning Goals ELG: Past and Present</p>	<p>*Build homes and buildings using construction materials</p> <p>*Become familiar with regular journeys within the school- dinner hall, home time</p> <p>*Observe living things closely and record through drawing and modelling</p> <p>*Discuss changes, patterns, similarities and differences in the learning environment</p> <p>*Explore textures - wet/dry sand, gravel, dough</p> <p>*Explore modelling through clay, junk, cookery</p> <p>*Use small world and role play to explore other lives and environments</p> <p>*Visit other people and local places of interest</p> <p>*Find out about the wider world through books, artefacts, pictures and talking to visitors</p> <p>*Develop understanding and use of language of time through sequencing familiar events and daily routines</p>	<p>*Visit from Durham Falconry - meet and hold an owl</p> <p>*Harvest festival celebrations</p> <p>*Identify signs of Autumn/Spring/Summer</p> <p>*Observe and record weather on daily calendar</p> <p>*Taste different foods, identify them and talk about preferences</p> <p>*Make different jellies and guess flavour, taste, smell , touch and say their favourite</p> <p>*Smell different pots and describe them, discuss likes and dislikes</p> <p>*Touch different fabrics and materials in feely bag and describe</p> <p>*Play feely bag games describing objects hidden within</p> <p>*Listen to sound tape and draw what they hear</p> <p>*Listen to instruments behind a screen and guess what made the noise</p> <p>*Sort instruments by the sounds they make</p> <p>*Experiment with mirrors, magnifying glasses, kaleidoscopes, colour screens etc</p> <p>*Play blindfolded guessing games based on smell, touch etc.</p> <p>*Play senses bingo</p>	<p>On - Entry assessments using RBA</p> <p>Invite a mother and new baby in</p> <p>Invite people from the community into school</p> <p>Maps of classroom, school and local area.</p> <p>Images of local areas of interest and landmarks</p> <p>Owl visit from Durham Falconry</p> <p>Texts: *Three to tango *Families! Families! Families! *The Same But Different Too</p>

<p>*Talk about the lives of the people around them and their roles in society.</p> <p>*Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.</p> <p>*Understand the past through settings, characters and events encountered in books read in class and storytelling.</p> <p><u>ELG: People, Culture and Communities</u></p> <p>*Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.</p> <p>*Know some similarities between different religious and cultural communities in this country, drawing on their experiences and what has been read in class.</p> <p>*Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and - when appropriate - maps.</p> <p><u>ELG: The Natural World</u></p> <p>*Explore the natural world around them, making observations and drawing pictures of animals and plants.</p> <p>*Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class.</p> <p>*Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.</p>	<p>*Observe changes to the immediate environment as the weather and seasons change.</p>	<p>*Talk about visits to doctors, dentists, hospital</p> <p>*Ask a mum about looking after a new baby and recollect childhood experiences.</p> <p>*Share baby photos and guess who is who</p> <p>*Wash dress and undress baby dolls. Discuss what babies can and can't do and what they need when they are young (bottle, cot) and explain why</p>	
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EYFS Medium Term Plan – Physical Development

Term Autumn 1 – Magnificent Me

Learning Intentions EYFS Development Matters statements	Spontaneous learning opportunities and ongoing	Planned activities	Resources, events, outings and visitors
<p>Children in Reception will be learning to:</p> <p>Revise and refine the fundamental movement skills they have already acquired: rolling, crawling, walking, jumping, running, hopping, skipping, climbing.</p> <p>Progress towards a fluent style of moving, with developing control and grace.</p> <p>Develop the overall body strength, co-ordination, balance and agility needed to engage successfully with future PE sessions and other physical disciplines including dance, gymnastics, sport and swimming.</p> <p>Develop their small motor skills so that they can use a range of tools competently, safely and confidently.</p> <p>Use their core muscle strength to achieve a good posture when sitting at a table or on the floor.</p> <p>Combine different movements with ease and fluency.</p> <p>Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group.</p> <p>Develop overall body strength, balance, co-ordination and agility.</p> <p>Further develop and refine a range of ball skills including: throwing, catching, kicking, passing, batting and aiming.</p> <p>Develop confidence, competence, precision and accuracy when engaging in activities that involve a ball.</p> <p>Develop the foundations of a handwriting style which is fast, accurate and efficient.</p>	<p>Gross Motor</p> <ul style="list-style-type: none"> *Explore a range of climbing, balancing and sliding apparatus, wheeled toys and bats and balls, hoops etc in outside area *Join in with P.E lessons that focus on travelling skills (walking, running, hopping, skipping, jumping). *Develop throwing and catching skills through P.E lessons and outdoor play *Move heavy objects around the setting in a confident and safe manner <p>Fine Motor</p> <ul style="list-style-type: none"> *Jigsaws *Threading beads, reels, pasta, shapes etc. *Dressing up and putting on coats *Make collages/ models using tools including scissors, glue, tape *Use woodwork tools with support *Use paintbrushes and mark makers *Use sand and water resources with precision *Use computer keyboard and mouse 	<ul style="list-style-type: none"> *Explore ways of travelling around obstacle courses in different directions body parts (feet only, hands/ feet) *Wake up shake up for daily morning exercise and explore changes in bodies afterwards *Daily playdough disco *Daily supported name write to encourage correct pencil grasp and independence in identifying and writing name *Sticky Kids song sessions *Regular yoga for mindfulness and physical development *Forest school – den building, rope swing, rope ladder *Play sending and receiving games with bats and balls, bean bags, quoits, hoops etc *Make plates of dough food (healthy and unhealthy) and use real cutlery to cut them up appropriately *Sort foods/ menus into collections of healthy and unhealthy food and display as pictogram *Design and make posters concerning personal hygiene routines (teeth brushing, hand washing) *Make a class book about things that help us to grow healthy (sleep, food, water) and things that don't (smoking, sweets) 	<ul style="list-style-type: none"> On – Entry assessments using RBA Dough disco dough pots for every child Collection Sticky Kids Toilet routine visual board Weekly PE session – Mrs Cryer Yoga

<p>Know and talk about the different factors that support their overall health and wellbeing: regular physical activity, healthy eating, toothbrushing, sensible amounts of 'screen time', having a good sleep routine, being a safe pedestrian.</p> <p>Further develop the skills they need to manage the school day successfully: lining up and queuing, mealtimes,</p> <p>Early Learning Goals <u>ELG: Gross Motor Skills</u> *Negotiate space and obstacles safely, with consideration for themselves and others. *Demonstrate strength, balance and coordination when playing. *Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.</p> <p><u>ELG: Fine Motor Skills</u> *Hold a pencil effectively in preparation for fluent writing - using the tripod grip in almost all cases *Use a range of small tools, including scissors, paintbrushes and cutlery. *Begin to show accuracy and care when drawing.</p>	<p>*Model with dough, clay, plasticine, rolling pins, cutters etc</p> <p>*Explore textures- gravel, talc, dough</p> <p>*Use cutlery independently at lunchtimes</p> <p>Health *Handwashing support</p> <p>*Making sensible choices at lunch time with regards to healthy eating</p>	<p>*Read "I want my potty" as a starting point for discussing toileting routines</p> <p>*Talk about effect of exercise after P.E or outside play - perspiration, racing heart beat, heavy breathing, tiredness</p> <p>*Model correct use of a range of transport equipment - wheelbarrows, trikes, two wheel balance bikes, hoppers.</p> <p>*Daily modelled letter formation taught alongside daily phonic sound</p> <p>*Oral Health Team visit</p>	
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EYFS Medium Term Plan -Expressive Arts and Design

Term Autumn 1 - Magnificent Me

Learning Intentions EYFS Development Matters statements	Spontaneous learning opportunities and ongoing	Planned activities	Resources, events, outings and visitors
<p>Explore, use and refine a variety of artistic effects to express their ideas and feelings.</p> <p>Return to and build on their previous learning, refining ideas and developing their ability to represent them.</p> <p>Create collaboratively, sharing ideas, resources and skills.</p> <p>Listen attentively, move to and talk about music, expressing their feelings and responses.</p> <p>Watch and talk about dance and performance art, expressing their feelings and responses.</p> <p>Sing in a group or on their own, increasingly matching the pitch and following the melody.</p> <p>Develop storylines in their pretend play.</p> <p>Explore and engage in music making and dance, performing solo or in groups.</p> <p>Early Learning Goals <u>ELG: Creating with Materials</u> *Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. *Share their creations, explaining the process they have used. *Make use of props and materials when role playing characters in narratives and stories.</p> <p><u>ELG: Being Imaginative and Expressive</u> *Invent, adapt and recount narratives and stories with peers and their teacher</p>	<p>*Collage with different fabrics, papers, foods and materials</p> <p>*Painting (finger, bubble, hand, splatter) with different sized brushes, different types of paints on different sized, shaped and textured paper.</p> <p>*Printing with string, shapes, food, leaves, blocks</p> <p>*Drawing with pencils, pens, crayons, chalks, charcoal on different sized, shaped and textured paper.</p> <p>*Modelling with junk, clay, dough, construction, wood</p> <p>*Look at paintings and other forms of art and discuss content and style</p> <p>*Recreate and make up new characters and stories through imaginative and small world play</p> <p>*Make music through singing, body percussion, classroom objects and musical instruments</p> <p>*Listen to a wide range of music from around the world and from different times</p> <p>*Respond to music through painting, drawing and writing</p>	<p>*Sing songs relating to body parts e.g. "heads, shoulders, knees and toes", "1 finger, 1 thumb", "Tommy Thumb", "Clap your hands and wiggle your fingers", "If you're happy and you know it clap your hands"</p> <p>*Clap syllables in children's names and make into patterns over a steady beat</p> <p>*Explore different ways of making sounds with musical instruments</p> <p>*Design and create a 'magnificent thing' using junk materials</p> <p>*Make sound shakers using material, elastic band and a range of household items (lentils, pasta, rice).</p> <p>*Make collage alphabet or initial letter from names with different textured materials.</p> <p>*Design and create posters recommending healthy lifestyles e.g. brush your teeth, wash your hands</p> <p>*Self portraits using mirrors, mixing skin colours</p> <p>*Look at Van Gogh's self portrait and interpret style</p> <p>*Observation drawings of eyes using magnifying glasses</p> <p>*Draw members of family focusing on scale</p> <p>* Music express activities - special people, - my turn your turn</p>	<p>On - Entry assessments using RBA</p> <p>Creative cupboard - tools, materials etc</p> <p>Musical instruments</p>

*Sing a range of well-known nursery rhymes and songs

*Perform songs, rhymes, poems and stories with others and -
when appropriate - try to move in time with music

*Dance to a range of music from
around the world and from different
times