

Medium Term Plans

Autumn 1

Blast into space



September 2018

Foundation Stage Medium Term Planner - Personal Social and Emotional

Autumn 1 - ourselves/Blast into Space

Learning Intentions EYFS Development matters statements 40-60 months	Ongoing and spontaneous learning opportunities	Planned activities	Resources, events, outings and visitors
<p>Making Relationships</p> <ul style="list-style-type: none"> • Initiates conversations, attends to and takes account of what others say. • Explains own knowledge and understanding, and asks appropriate questions of others. • Takes steps to resolve conflicts with other children, e.g. finding a compromise. <p>Early Learning Goal Children play co-operatively, taking turns with others. They take account of one another's ideas about how to organise their activity. They show sensitivity to others' needs and feelings, and form positive relationships with adults and other children.</p> <p>Self Confidence and Self-awareness</p> <ul style="list-style-type: none"> • Confident to speak to others about own needs, wants, interests and opinions. • Can describe self in positive terms and talk about abilities. <p>Early Learning Goal Children are confident to try new activities, and say why they like some activities more than others. They are confident to speak in a familiar group, will talk about their ideas, and will choose the resources they need for their chosen activities. They say when they do or don't need help.</p> <p>Managing Feelings and Behaviour</p> <p>Understands that own actions affect other people, for example, becomes upset or tries to comfort another child when they realise they have upset them.</p> <ul style="list-style-type: none"> • Aware of the boundaries set, and of behavioural expectations in the setting. • Beginning to be able to negotiate and solve problems without aggression, e.g. when someone has taken their toy. 	<ul style="list-style-type: none"> *Contribute to circle time - talk, listen and ask questions. *Share achievements with the group *Show work to class and in assemblies *Establish simple routines for various points in the day: <ul style="list-style-type: none"> - beginning and end of day - tidy up time - lunch time *Use busy bee to have special helpers throughout the day. *Take turns to use limited equipment- bikes, computer etc. *Work in pairs and small groups at classroom activities *Talk to adults and peers in various situations *Put on coats, aprons, dressing up clothes, wet suits. *Dress and undress for P.E *Communicate needs *Wash hands and mange personal hygiene. *Use planning names *Join in discussions about stories and books that emphasise moral issues *Introduce different customs through books, stories etc. 	<ul style="list-style-type: none"> *Formulate class rules together - display in classroom. *Discuss consequences of breaking rules *role play rules and manners to establish class protocols *Circle time - contribute to discussions about: <ul style="list-style-type: none"> - looking after yourself - likes/dislikes - feelings in different situations - say something nice about a chosen child *SEAL activities - good to be me *Set up personal hygiene rules and make posters to display in classroom. *Discuss personal hygiene with school nurse *look at photographs of children when they were babies - empathise with babies needs * ask questions about caring for a baby to a visiting new mum. *Wash, dress and undress baby dolls in role play and water tray *Play name games to familiarise each other with new class members *Scavenger hunt around school to familiarise themselves with the school *Empathise with 'Titch' when reading the story - relate to own family experiences *Discuss how the Owl Babies feel when they are left on their own. *Empathise with characters and relate to own experiences *Explore stories about caring for each other through role play, small world and puppetry. *Play circle games and matching games to emphasise turn taking 	<ul style="list-style-type: none"> *On - Entry assessments Using EExBA *Settling in *Invite people who help us into school: Margaret - lollypop lady Mr Wilson caretaker School cook School nurse *Invite a mum and new baby into school *SEAL documents * Ourselves Texts : Titch Owl babies At school Getting up Introduce ORT characters. <ul style="list-style-type: none"> • Space texts Whatever Next! Scrap man the Robot Q Pootle 5 in space Q Pootle 5 : Groobies Space wash Space poems Here come the Aliens The dinosaur that pooped a planet

Early Learning Goal Children talk about how they and others show feelings, talk about their own and others' behaviour, and its consequences, and know that some behaviour is unacceptable. They work as part of a group or class, and understand and follow the rules. They adjust their behaviour to different situations, and take changes of routine in their stride.			
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<p>Learning Intentions</p> <p>EYFS Development matters statements</p> <p>40-60 months</p>	<p>Ongoing and spontaneous learning opportunities</p>	<p>Planned activities</p>	<p>Resources, events, outings and visitors</p>
<p><u>Listening and attention</u></p> <ul style="list-style-type: none"> • Maintains attention, concentrates and sits quietly during appropriate activity. • Two-channelled attention - can listen and do for short span. <p>Early Learning Goal</p> <p>Children listen attentively in a range of situations. They listen to stories, accurately anticipating key events and respond to what they hear with relevant comments, questions or actions. They give their attention to what others say and respond appropriately, while engaged in another activity.</p> <p><u>Understanding</u></p> <ul style="list-style-type: none"> • Responds to instructions involving a two-part sequence. Understands humour, e.g. nonsense rhymes, jokes. • Able to follow a story without pictures or props. • Listens and responds to ideas expressed by others in conversation or discussion. <p>Early Learning Goal</p> <p>Children follow instructions involving several ideas or actions. They answer 'how' and 'why' questions about their experiences and in response to stories or events.</p> <p><u>Speaking</u></p> <ul style="list-style-type: none"> • Extends vocabulary, especially by grouping and naming, exploring the meaning and sounds of new words. • Uses language to imagine and recreate roles and experiences in play situations. • Links statements and sticks to a main theme or intention. • Uses talk to organise, sequence and clarify thinking, ideas, feelings and events. • Introduces a storyline or narrative into their play. <p>Early Learning Goal</p> <p>Children express themselves effectively, showing awareness of listeners' needs. They use past, present and future forms accurately when talking about events that have happened or are to happen in the future. They develop their own narratives and explanations by</p>	<ul style="list-style-type: none"> *Talk about personal experiences in class and group times circle times *Use imaginative talk in role play, small world, puppet play *Listen attentively in group times and play. *Converse with others in all classroom areas *Develop language skills through structured and unstructured discussions. *Choose to look at books with others and alone *Read class labels, names, signs *Talk about pictures and words in books *Retell familiar stories in role play, small world etc. *Join in with stories, rhymes and songs *Talk about and relate own experiences to books *Make up own stories inspired by books, songs etc. *Make marks to signify writing *write name at every opportunity - sign up for activities - label models *Practice forming letters using different media *Use school library *Write cards, invitations, lists, letters, labels, signs, messages. 	<ul style="list-style-type: none"> *Texts: ORT level 1 texts Whatever Next! Scrap man the Robot Super phonics: Robot Roy Q Pootle 5 in space Q Pootle 5 Groobies Space wash Space poems Here come the Aliens The dinosaur that pooped a planet <ul style="list-style-type: none"> *Begin letters and sounds programme *Play ORT and sound games *Play with words and sounds - dig in sand, fish for letters *Develop space role play into home area *Retell space stories and rhymes with story props/ puppets/ small world. *Play name recognition games *Go on a sound walk and describe the different sounds *Listen to texts on tape/ computer * Listen to visitors and respond with comments and questions *experiment with rhyme- songs 	<p>On - Entry assessments</p> <p>*Settling in</p> <p>*Invite people who help us into school:</p> <p>Margaret - lollypop lady</p> <p>Mr Wilson - caretaker</p> <p>School cook</p> <p>school nurse</p> <p>*Invite a mum and new baby in</p> <p>*SEAL documents</p>

connecting ideas or events.

Literacy

Reading

Enjoys rhyming and rhythmic activities.

- Shows awareness of rhyme and alliteration.
- Recognises rhythm in spoken words.
- Listens to and joins in with stories and poems, one-to-one and also in small groups.
- Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories.
- Beginning to be aware of the way stories are structured.
- Suggests how the story might end.
- Listens to stories with increasing attention and recall.
- Describes main story settings, events and principal characters.
- Shows interest in illustrations and print in books and print in the environment.
- Recognises familiar words and signs such as own name and advertising logos.
- Looks at books independently.
- Handles books carefully.
- Knows information can be relayed in the form of print.
- Holds books the correct way up and turns pages.
- Knows that print carries meaning and, in English, is read from left to right and top to bottom.
- Continues a rhyming string.
- Hears and says the initial sound in words.
- Can segment the sounds in simple words and blend them together and knows which letters represent some of them.
- Links sounds to letters, naming and sounding the letters of the alphabet.
- Begins to read words and simple sentences.
- Uses vocabulary and forms of speech that are increasingly influenced by their experiences of books.
- Enjoys an increasing range of books.
- Knows that information can be retrieved from books and computers.

Early Learning Goal

Children read and understand simple sentences. They use phonic knowledge to decode regular words and read

* Texts : ORT level 1 texts

Whatever Next!

Scrap man the Robot

Super phonics: Robot

Roy

Q Pootle 5 in space

Q Pootle 5 Groobies

Space wash

Space poems

The dinosaur that

pooped a planet

Here come the Aliens

Introduce ORT characters.

Visit Jarrow Library

<p>them aloud accurately. They also read some common irregular words. They demonstrate understanding when talking with others about what they have read.</p> <p style="text-align: center;"><u>Writing</u></p> <ul style="list-style-type: none"> • Ascribes meanings to marks that they see in different places. • Gives meaning to marks they make as they draw, write and paint. • Begins to break the flow of speech into words. • Continues a rhyming string. • Hears and says the initial sound in words. • Can segment the sounds in simple words and blend them together. • Links sounds to letters, naming and sounding the letters of the alphabet. • Uses some clearly identifiable letters to communicate meaning, representing some sounds correctly and in sequence. • Writes own name and other things such as labels and captions. • Attempts to write short sentences in meaningful contexts. <p>Early Learning Goal Children use their phonic knowledge to write words in ways which match their spoken sounds. They also write some irregular common words. They write simple sentences which can be read by themselves and others. Some words are spelt correctly and others are phonetically plausible.</p>		<ul style="list-style-type: none"> *Begin letters and sounds programme *Form letters in name correctly using different media by labelling models and signing up to class activities and surveys. *Make signs and labels for classroom using ICT, Mark making *Make a welcome card for Zig the space bear *Contribute to class information books about senses/ hygiene *Make growth books - from baby to astronaut *Take literacy resources into other areas to extend experiences 	
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<p>Learning Intentions EYFS Development matters statements 40-60 months</p>	<p>Ongoing and spontaneous learning opportunities and ongoing</p>	<p>Planned activities</p>	<p>Resources, events, outings and visitors</p>
<p><u>Numbers</u></p> <ul style="list-style-type: none"> • Recognise some numerals of personal significance. • Recognises numerals 1 to 5. • Counts up to three or four objects by saying one number name for each item. • Counts actions or objects which cannot be moved. • Counts objects to 10, and beginning to count beyond 10. • Counts out up to six objects from a larger group. <p>Selects the correct numeral to represent 1 to 5, then 1 to 10 objects.</p> <ul style="list-style-type: none"> • Counts an irregular arrangement of up to ten objects. • Estimates how many objects they can see and checks by counting them. • Uses the language of 'more' and 'fewer' to compare two sets of objects. • Finds the total number of items in two groups by counting all of them. • Says the number that is one more than a given number. • Finds one more or one less from a group of up to five objects, then ten objects. • In practical activities and discussion, beginning to use the vocabulary involved in adding and subtracting. • Records, using marks that they can interpret and explain. • Begins to identify own mathematical problems based on own interests and fascinations. <p>Early Learning Goal Children count reliably with numbers from one to 20, place them in order and say which number is one more or one less than a given number. Using quantities and objects, they add and subtract two single-digit numbers and count on or back to find the answer. They solve problems, including doubling, halving and sharing.</p>	<ul style="list-style-type: none"> *Sing number songs and rhymes *count 1-5, 1-10, 1-20 *Errors in counting forward and backwards using puppet: <ul style="list-style-type: none"> - missing number - repeated number - wrong order *Recite number names in order, continuing forwards or backwards from a given number *Count a set of objects, giving one number name to one object. *Estimate small numbers and check by counting *Recognise none and zero - when counting and in songs, stories and rhymes *Count sounds, movements, moving things *Count quietly on fingers and in head *Count in tens and twos *Recognise numerals 1-9 then 0 and 10 then beyond 10 *Compare two numbers and say which is more or less *Say a number which lies between two given numbers *Begin to use the vocabulary of adding and subtracting *Find one more or less than a number 1-10 *Solve simple practical problems and respond to "what could we try next?" 	<ul style="list-style-type: none"> *Familiarisation and CIL opportunities with maths games and resources *Contribute to pictogram/ graph about : <ul style="list-style-type: none"> - hair colour - eye colour - favourite planets and count responses *Collect information in a survey count responses and record *"Five/ ten little aliens <ul style="list-style-type: none"> - Learn song - re enact song using props - thread together 5 / 10 numbered aliens 	<p>On Entry assessments</p> <p>Settling in</p> <p>Number puppies</p> <p>Puppets - Colin the camel</p> <p>5/10 little men in a flying saucer</p> <p>5 little ducks</p> <p>5 speckled frogs</p> <p>10 green bottles</p> <p>10 little aliens</p> <p>Days of the week</p>

Shape Space and Measure

- Beginning to use mathematical names for 'solid' 3D shapes and 'flat' 2D shapes, and mathematical terms to describe shapes.
- Selects a particular named shape.
- Can describe their relative position such as '*behind*' or '*next to*'.
- Orders two or three items by length or height.
- Orders two items by weight or capacity.
- Uses familiar objects and common shapes to create and recreate patterns and build models.
- Uses everyday language related to time.
- Beginning to use everyday language related to money.
- Orders and sequences familiar events.
- Measures short periods of time in simple ways.

Early Learning Goal

Children use everyday language to talk about size, weight, capacity, position, distance, time and money to compare quantities and objects and to solve problems. They recognise, create and describe patterns. They explore characteristics of everyday objects and shapes and use mathematical language to describe them.

- *Measure heights using large plastic bricks
- * Compare sizes of planets
- *Use hands and feet to measure children and classroom objects and count
- *Devise ways to measure and compare heights of children
- * Use non-standard star measuring rulers
- *Compare and order heights of a group of children
- *Sorts sets of classroom objects by size and compare and order
- * Play number games using fingers and toes
- *Form numerals 1- 5 in different media
- *print sets of 2,5,10 objects
- *Compare size and shape of Autumn leaves
- *Count parts of body (arms, legs, fingers)
- *Count correct number of aliens and match to numeral
- *Match camels to pictures
- * Match number puppies

Learning Intentions EYFS Development matters statements 40-60 months	Ongoing and spontaneous learning opportunities	Planned activities	Resources, events, outings and visitors
<p><u>People and Communities</u></p> <p>Shows interest in the lives of people who are familiar to them.</p> <ul style="list-style-type: none"> • Remembers and talks about significant events in their own experience. • Recognises and describes special times or events for family or friends. • Shows interest in different occupations and ways of life. • Knows some of the things that make them unique, and can talk about some of the similarities and differences in relation to friends or family. • Enjoys joining in with family customs and routines. <p>Early Learning Goal Children talk about past and present events in their own lives and in the lives of family members. They know that other children don't always enjoy the same things, and are sensitive to this. They know about similarities and differences between themselves and others, and among families, communities and traditions.</p> <p><u>The World</u></p> <p>Comments and asks questions about aspects of their familiar world such as the place where they live or the natural world.</p> <ul style="list-style-type: none"> • Can talk about some of the things they have observed such as plants, animals, natural and found objects. • Talks about why things happen and how things work. • Developing an understanding of growth, decay and changes over time. 	<ul style="list-style-type: none"> *Build construction houses for play people families *Get to know where things are kept in the classroom *Become familiar with regular journeys within the school- dinner hall *Observe things closely and record through drawing and modelling *Discuss changes, patterns, similarities and differences *Explore textures - wet/dry sand, gravel, dough *Make models with junk materials *Make family puppets *Explore modelling through clay, junk, cookery <ul style="list-style-type: none"> *use small world and role play to explore other lives and environments *visit other people and places *find out about the world through books, artefacts, pictures and talking to visitors *develop language of time through sequencing events and daily routines 	<ul style="list-style-type: none"> *Taste different space foods, identify them and state a favourite flavour and say why *Make different jellies and guess flavour, taste , smell , touch and say their favourite *Smell different pots and describe them, discuss likes and dislikes *Touch different fabrics and materials in feely bag, and describe *Play feely bag games describing objects hidden within *Listen to sound tape and draw what they hear *Listen to instruments behind a screen and guess what made the noise *Sort instruments into the sounds they make *Experiment with mirrors, magnifying glasses, kaleidoscopes, colour screens etc *Play blindfolded guessing games based on smell, touch etc. *Play senses bingo *Talk about visits to doctors, dentists, hospital *Ask a mum about looking after a new baby and recollect childhood experiences *show baby photos and guess who is who *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 *Make a book about growing from a baby to child to adult to grandparent *Identify signs of Autumn *Observe and record weather on daily calendar 	<p>On Entry assessments</p> <p>Settling in</p> <p>Invite a mother and new baby in</p> <p>*Invite people who help us into school: Margaret - lolly pop lady Mr Wilson - caretaker School cook school nurse</p> <p>Visit Centre For Life Planetarium.</p>

<ul style="list-style-type: none"> • Shows care and concern for living things and the environment. • Use parents' knowledge to extend children's experiences of the world. • Support children with sensory impairment by providing supplementary experience and information to enhance their learning about the world around them. • Arouse awareness of features of the environment in the setting and immediate local area, e.g. make visits to shops or a park. • Introduce vocabulary to enable children to talk about their observations and to ask questions. • Use the local area for exploring both the built and the natural environment. • Provide opportunities to observe things closely through a variety of means, including magnifiers and photographs. • Provide play maps and small world equipment for children to create their own environments. • Teach skills and knowledge in the context of practical activities, e.g. learning about the characteristics of liquids and solids by involving children in melting chocolate or cooking eggs. • Looks closely at similarities, differences, patterns and change. <p>Early Learning Goal Children know about similarities and differences in relation to places, objects, materials and living things. They talk about the features of their own immediate environment and how environments might vary from one another. They make observations of animals and plants and explain why some things occur, and talk about changes.</p> <p>Technology Knows how to operate simple equipment, e.g. turns on CD player and uses remote control.</p> <ul style="list-style-type: none"> • Shows an interest in technological toys with knobs or pulleys, or real objects such as cameras or mobile phones. 	<p>*Use computers, I pads, calculators, programmable toys, tape recorders and cameras confidently</p>		
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<ul style="list-style-type: none"> • Shows skill in making toys work by pressing parts or lifting flaps to achieve effects such as sound, movements or new images. • Knows that information can be retrieved from computers <p>Completes a simple program on a computer.</p> <ul style="list-style-type: none"> • Uses ICT hardware to interact with age-appropriate computer Software. <p>Early Learning Goal Children recognise that a range of technology is used in places such as homes and schools. They select and use technology for particular purposes.</p>			
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Foundation Stage Medium Term Planner - Physical Development

Term Autumn 1 Ourselves/Blast into Space

<p>Learning Intentions EYFS Development matters statements 40-60 months</p>	<p>Spontaneous learning opportunities and ongoing</p>	<p>Planned activities</p>	<p>Resources, events, outings and visitors</p>
<p>Moving and Handling</p> <p>Moves freely and with pleasure and confidence in a range of ways, such as slithering, shuffling, rolling, crawling, walking, running, jumping, skipping, sliding and hopping.</p> <ul style="list-style-type: none"> • Mounts stairs, steps or climbing equipment using alternate feet. • Walks downstairs, two feet to each step while carrying a small object. • Runs skilfully and negotiates space successfully, adjusting speed or direction to avoid obstacles. • Can stand momentarily on one foot when shown. • Can catch a large ball. • Draws lines and circles using gross motor movements. • Uses one-handed tools and equipment, e.g. makes snips in paper with child scissors. • Holds pencil between thumb and two fingers, no longer using whole-hand grasp. • Holds pencil near point between first two fingers and thumb and uses it with good control. • Can copy some letters, e.g. letters from their name. <p>Experiments with different ways of moving.</p> <ul style="list-style-type: none"> • Jumps off an object and lands appropriately. • Negotiates space successfully when playing racing and chasing games with other children, adjusting speed or changing direction to avoid obstacles. • Travels with confidence and skill around, under, over and through balancing and climbing equipment. • Shows increasing control over an object in pushing, patting, 	<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 (space walking, running, hopping, skipping, jumping) and body parts *Develop throwing and catching skills through P.E lessons and outdoor play <p>Fine Motor</p> <ul style="list-style-type: none"> *Make a range of jigsaws *Sewing - cards, binca, holes punched in paper *Threading beads, reels, pasta, shapes etc. *dressing up *Make collages/ models using junk, scissors, glue, tape *Use woodwork tools with support *Use paintbrushes and mark makers *Play with sand and water toys *Use computer keyboard and mouse *Model with dough, clay, plasticine, rolling pins ,cutters etc *Explore textures- gravel, talc, *use cutlery independently at lunchtimes <p>Health</p> <ul style="list-style-type: none"> *Adopt health and hygienic routines throughout the school day 	<ul style="list-style-type: none"> *Play shooting stars - starting and stopping on a signal games *Explore ways of travelling (through space) using different body parts (feet only, hands/ feet) *Do space aerobics classes to music and explore changes in bodies afterwards *practice sewing skills by punching holes in star shapes (body, face) to sew through *Play sending and receiving games with bats and balls, bean bags, quoits, hoops etc 	<p>On entry assessments</p> <p>Settling in</p>

<p>throwing, catching or kicking it.</p> <ul style="list-style-type: none"> • Uses simple tools to effect changes to materials. • Handles tools, objects, construction and malleable materials safely and with increasing control. • Shows a preference for a dominant hand. • Begins to use anticlockwise movement and retrace vertical lines. • Begins to form recognisable letters. • Uses a pencil and holds it effectively to form recognisable letters, most of which are correctly formed. <p>Early Learning Goal Children show good control and co-ordination in large and small movements. They move confidently in a range of ways, safely negotiating space. They handle equipment and tools effectively, including pencils for writing.</p> <p>Health and Self-care</p> <ul style="list-style-type: none"> • Can tell adults when hungry or tired or when they want to rest or play. • Observes the effects of activity on their bodies. • Understands that equipment and tools have to be used safely. • Gains more bowel and bladder control and can attend to toileting needs most of the time themselves. • Can usually manage washing and drying hands. • Dresses with help, e.g. puts arms into open-fronted coat or shirt when held up, pulls up own trousers, and pulls up zipper once it is fastened at the bottom. <p>Eats a healthy range of foodstuffs and understands need for variety in food.</p> <ul style="list-style-type: none"> • Usually dry and clean during the day. • Shows some understanding that good practices with regard to exercise, eating, sleeping and hygiene can contribute to good health. • Shows understanding of the need for safety when tackling new challenges, and considers and manages some risks. • Shows understanding of how to transport and store 		<ul style="list-style-type: none"> *Make plates of dough food (healthy and unhealthy) *sort out pictures/ menus 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) *Read "I want my potty" as a starting point for discussing toileting routines *Role play: space station astronauts <p>Home corner: keeping babies clean and fed</p> <ul style="list-style-type: none"> *Talk about effect of exercise after P.E or outside play – perspiration, racing heart beat, heavy breathing, tiredness 	
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<p>equipment safely.</p> <ul style="list-style-type: none">• Practices some appropriate safety measures without direct Supervision. <p>Early Learning Goal</p> <p>Children know the importance for good health of physical exercise, and a healthy diet, and talk about ways to keep healthy and safe. They manage their own basic hygiene and personal needs successfully, including dressing and going to the toilet independently.</p>			
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<p>Learning Intentions EYFS Development matters statements 40-60 months</p>	<p>Spontaneous learning opportunities and ongoing</p>	<p>Planned activities</p>	<p>Resources, events, outings and visitors</p>
<p><u>Expressive Arts and Design</u></p> <p>Exploring and Using Media and Materials</p> <ul style="list-style-type: none"> • Enjoys joining in with dancing and ring games. • Sings a few familiar songs. • Beginning to move rhythmically. • Imitates movement in response to music. • Taps out simple repeated rhythms. • Explores and learns how sounds can be changed. • Explores colour and how colours can be changed. • Understands that they can use lines to enclose a space, and then begin to use these shapes to represent objects. • Beginning to be interested in and describe the texture of things. • Uses various construction materials. • Beginning to construct, stacking blocks vertically and horizontally, making enclosures and creating spaces. • Joins construction pieces together to build and balance. • Realises tools can be used for a purpose. Begins to build a repertoire of songs and dances. • Explores the different sounds of instruments. • Explores what happens when they mix colours. • Experiments to create different textures. • Understands that different media can be combined to create new effects. • Manipulates materials to achieve a planned effect. • Constructs with a purpose in mind, using a variety of resources. • Uses simple tools and techniques competently and appropriately. • Selects appropriate resources and adapts work where necessary. • Selects tools and techniques needed to shape, assemble and 	<ul style="list-style-type: none"> *Collage with different fabrics, papers, foods and materials *Painting (finger, bubble, hand, splatter) with different sized brushes, different types of paints on different sized, shaped and textured paper. *Printing with string, shapes, food, leaves, lino, *Drawing with pencils, pens, crayons, chalks, charcoal on different sized, shaped and textured paper. *Modelling with junk, clay, dough, construction, wood *Look at paintings and other forms of art and discuss content and style *Recreate and make up new characters and stories through imaginative and small world play *Make music through singing, body sounds, classroom objects and musical instruments *Listen to a wide range of music from around the world and from different times *Respond to music through painting, drawing and writing *Dance to a range of music from around the world and from different times 	<ul style="list-style-type: none"> *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" *Explore using body parts, including voices, to make sounds *Clap syllables in children's names and make into patterns over a steady beat *Explore different ways of making sounds with musical instruments *Design and create robots from junk *Make collage alphabet or names with different textured materials. *Design and paint posters recommending healthy lifestyles e.g. brush your teeth, wash your hands *Make moon prints with hand prints, finger prints, foot prints etc. *Self portraits (Shape Aliens) using mirrors, mixing skin colours *Look at Van Gogh's self portrait and interpret style *Observation drawings of eyes using magnifying glasses *Make collages on paper plates of healthy and non-healthy meals *Use play dough to make different bones *Make faces on play dough mats - identify feelings (happy, sad) *Use different body parts to make textures e.g. bubble painting *Draw members of family focusing on scale * Explore different fruits and vegetables - using all senses * Music express activities - special people, - my turn your turn 	<p>On entry assessments</p> <p>Settling in</p> <p>Create self portraits / little astronauts</p> <p>Make salt dough moon prints of children's hands/ feet.</p>

<p>join materials they are using.</p> <p>Early Learning Goal Children sing songs, make music and dance, and experiment with ways of changing them. They safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</p> <p>Being Imaginative</p> <ul style="list-style-type: none">• Developing preferences for forms of expression.• Uses movement to express feelings.• Creates movement in response to music.• Sings to self and makes up simple songs.• Makes up rhythms.• Notices what adults do, imitating what is observed and then doing it spontaneously when the adult is not there.• Engages in imaginative role-play based on own first-hand experiences.• Builds stories around toys, e.g. Space bear Zig travelling back to planet Zog• Uses available resources to create props to support role-play.• Captures experiences and responses with a range of media, such as music, dance and paint and other materials or words. Create simple representations of events, people and objects.• Initiates new combinations of movement and gesture in order to express and respond to feelings, ideas and experiences.• Chooses particular colours to use for a purpose.• Introduces a storyline or narrative into their play.• Plays alongside other children who are engaged in the same theme.• Plays cooperatively as part of a group to develop and act out a narrative. <p>Early Learning Goal Children use what they have learnt about media and materials in original ways, thinking about uses and purposes. They represent their own ideas, thoughts and feelings through design and technology, art, music, dance, role play and stories.</p>			
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