

<u>EaD</u> <u>Being Imaginative</u>	<h2 style="color: purple;">Nursery Skills</h2>	<u>Development Matters 30-50months</u> <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. farm animals needing rescue from an armchair 'cliff'. • 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. 	<h2 style="color: purple;">Reception Skills</h2>	<u>Development Matters 40-60months</u> <p>Create simple representations of events, people and objects.</p> <ul style="list-style-type: none"> • 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>
<p><u>Autumn 1</u></p> <p style="color: blue;">Environment</p>	<p style="color: purple;">To develop preferences for forms of expression</p> <p style="color: purple;">To be able to use movement to express feelings</p>	<p style="color: blue;">Music playing in the environment or on the IWB</p> <p style="color: blue;">Familiar songs playing</p> <p style="color: blue;">Book area with a range of books</p>	<p style="color: purple;">To be able to choose a particular colour to use for a purpose</p> <p style="color: purple;">To be able to play alongside other children who are engaged in the same theme</p>	<p style="color: green;">Topic: We've got the Whole World in Our Hands</p> <p style="color: blue;">A range of colour paints</p> <p style="color: blue;">Pallets for children to mix colours</p> <p style="color: blue;">A range of colouring pencils, pens, chalks, crayons etc.</p> <p style="color: blue;">Range of prompts, pictures, real life objects, props etc</p> <p style="color: blue;">Engaging activities set up including water/sand area, small world, book corner, role play area/</p>
<p style="color: green;">Activities</p>		<p style="color: green;">Singing nursery rhymes</p> <p style="color: green;">Using musical instruments in the environment.</p> <p style="color: green;">Making musical instruments with rice and recycled materials.</p> <p style="color: green;">Story telling using different voices.</p>		<p style="color: green;">Children will draw their self-portrait at the start and end of their reception journey. Choosing each colour purposefully linked to themselves e.g. brown hair or blue eyes.</p>

		<p>Making a stage for children to perform songs and dances.</p> <p>Role play resources such as microphone, stereo etc.</p> <p>Vocabulary: music, sound, move, dance</p>		<p>Children will be encouraged to choose the activities they like and adults will be co- playing with the children.</p> <p>Children will draw where they live and who they live with</p> <p>Getting to know each other circle time games to encourage play during choosing time</p> <p>Vocabulary: face, self-portrait,</p>
What you will see		<p>Children listening to music linked to topic or calm background music.</p> <p>Children learning new songs and singing them throughout the day.</p> <p>Children having access to a range of musical instruments.</p>		<p>Children engaging in activities alongside one another both inside and outside the classroom</p> <p>Children becoming independent in gathering resources they need</p> <p>Children having access to a range of resources around the classroom e.g. the writing area and creative table</p>
Autumn 2	To be able to create movement in response to music	<p>Musical instruments</p> <p>Music playing in the classroom</p> <p>Role play stage and microphones</p>	<p>To be able to initiate new combinations of movement and gesture in order to express and respond to feelings, ideas and experiences</p> <p>To create simple representations of events, people and objects.</p>	<p>Topic: Let's Celebrate</p> <p>Materials to draw, write and paint</p> <p>Junk modelling</p>
Environment		<p>Using PE lessons linked to travelling to music in different ways e.g. jungle or ocean music.</p> <p>Moving like animals linked to stories</p> <p>Listening to a range of music, singing songs and nursery rhymes.</p> <p>Making music with musical instruments</p> <p>-copying beats</p> <p>-loud and quiet music</p>		<p>Provide multisensory experiences linked to festivals, for example, cooking and tasting food all linked to celebrations.</p> <p>Children to draw pictures about different celebrations such as Diwali - Rangoli patterns</p> <p>Children learn about a range of celebrations such as Christmas and learn about the story of Jesus.</p>
Activities				

		<p>Making up dance routines to musical instruments</p> <p>Children making their own band and making a stage to perform on</p> <p>Vocabulary: instrument, singing, song, dance</p>		<p>Children act out a Christmas play for parents and careers to watch.</p> <p>Children use small world objects to recreate events and people linked to celebrations.,</p> <p>Vocabulary: celebration, idea, tradition</p>
What you will see		Children enjoying music and sounds in the environment & during their PE lessons.		Children being able to link their experiences together and talk about them
Spring 1	To engage in imaginative role-play based on own first-hand experiences	<p>Role play home corner set up with real life objects and materials for children to access.</p> <p>Role play area outside</p> <p>Dressing up clothes and equipment</p> <p>Range of stories and books</p>	To introduce a storyline or narrative into their play	<p>Topic: A Helping Hand</p> <p>A range of books on display and in the environment</p> <p>Small world resources</p> <p>Role play resources</p> <p>Puppets</p>
Environment		<p>Different types of role play available for the children.</p> <p>Following the children's interests and having role play dressing up and resources to use in the moment.</p> <p>Engaging small world resources and activities to support narrative and role play through characters, transport etc.</p> <p>Adults reading stories and modelling role play to support children's imaginations.</p> <p>Vocabulary: character, story,</p>		<p>Adult's co-play and model narrative and language in play.</p> <p>Adults encourage others to join in play.</p> <p>Children to listen to stories and have puppets to re tell.</p> <p>Children to make puppets to retell familiar stories.</p> <p>Children to use dressing up clothes linked to help who help us e.g. police, fire fighter.</p> <p>Vocabulary: story, character, retell</p>
Activities		<p>Children engaging in meaningful role play in the role play area and around the classroom.</p> <p>Children continuing role play outside</p> <p>Children using role play resources effectively.</p>		Children using props to support their language and narrative in their play
What you will see				

<p>Spring 2</p> <p>Environment</p>	<p>To imitate what is observed and then doing it spontaneously when the adult is not there</p>	<p>A range of resources available such as arts and crafts, paints, paper, construction etc.</p> <p>A range of books</p>	<p>To play cooperatively as part of a group to develop and act out a narrative.</p>	<p>Topic: Let it Grow</p> <p>Classroom rules</p> <p>dressing up resources linked to growing</p> <p>Resources for growing -soil & gardening equipment</p>
<p>Activities</p>		<p>Adults modelling how to read a story.</p> <p>Adults modelling how to using the resources for an art activity e.g. holding scissors, using cellotape etc.</p> <p>Adults modelling how to use fine motor tools such as play dough, tweezers.</p> <p>At the start of the day the teacher will model the table top activities that are out for children to access independently.</p> <p>Vocabulary: have a go!</p>		<p>Children to work together with an adult to plant seeds and grow beans in the classroom.</p> <p>Children to use role play equipment linked to topic growing (garden centre).</p> <p>Circle time on classroom rules and routines and how to use resources to help take turns e.g., sand timer.</p> <p>Looking together at growth over time e.g. caterpillars and communicating at that activity table.</p> <p>Vocabulary: together, team, character, story</p>
<p>What you will see</p>		<p>Children accessing a range of activities set up and modelled first by the teacher.</p> <p>Children being independent learners and selecting the resources they need to use to support them.</p>		<p>Children playing effectively in groups with small world resources</p> <p>Children accessing the book corner with a range of texts</p> <p>Children communicating effectively to each other</p>
<p>Summer 1</p> <p>Environment</p>	<p>To begin to sing to self and make up simple songs</p> <p>To make up rhythms</p>	<p>Listening to a range of songs and nursery rhymes</p> <p>A range of rhyming stories on display in book area</p>	<p>To be able to think about uses and purposes</p>	<p>Topic: Fairy Tales</p> <p>Range of construction materials</p> <p>Junk modelling in the environment</p> <p>Loose parts outside</p> <p>Wooden blocks and picture cards</p>

<p>Activities</p>		<p>Adults singing a range of Nursery Rhymes and children using musical instruments.</p> <p>Children to copy rhythms that the teacher does on their own musical instrument.</p> <p>Have a session using the large African drums to support with listening and copying the beat.</p> <p>Children and adults both singing a variety of songs.</p> <p>Adults clapping to stop the children from an activity and clapping to count.</p> <p>Vocabulary: beat, instrument, song</p>		<p>Children can follow the pictures to construct castles, buildings etc. using the wooden blocks.</p> <p>Children to make their own castles and adults prompting them to think about how they can make it even better.</p> <p>Children to use construction materials to make Jack's beanstalk, three little pigs' houses.</p> <p>Children to make a plan before they construct.</p> <p>Children to follow set instructions to construct together.</p> <p>Vocabulary: change, adapt, make better</p>
<p>What you will see</p>		<p>Children accessing the classroom with a range of resources to support.</p>		<p>Children accessing materials independently to build and make things linked to topic</p>
<p><u>Summer 2</u></p> <p>Environment</p>	<p>To be able to build stories around toys, e.g. farm animals needing rescue from an armchair 'cliff'.</p> <p>To attempt to create props to support role-play</p>	<p>A range of small worlds both inside and outside the classroom</p>	<p>To represent their own ideas, thoughts and feelings through design and technology, art, music, dance, role play and stories</p>	<p>Topic: Under the Sea</p> <p>A range of texts linked to topics</p> <p>Junk modelling</p> <p>Wooden work bench tools and resources</p> <p>Musical instruments</p> <p>Pictures and real life objects</p> <p>Role play area linked to under the sea</p>
<p>Activities</p>		<p>Adults to give children a story stimulus a 'wow' moment to set children off to explore throughout the classroom e.g. giants foot print or a large volcano.</p> <p>Adults to model how to access the small world and model what each of the objects are.</p> <p>Children setting up a small world with the adults.</p> <p>Some small worlds will have a couple of items like a bridge and a house and the children will add to it throughout the day.</p>		<p>Children to make their own under the sea world out of shoe boxes and can include anything to do with under the sea.</p> <p>Children to use junk modelling to make their own under the sea creatures or endangered creatures.</p> <p>Children to look at different materials that are recyclable and not recyclable linked to under the sea creatures.</p> <p>Children to make their own treasure maps</p>

		<p>Puppet show and children can make their own sock puppets</p> <p>Children can use junk modelling to make their own characters from their favourite stories.</p> <p>Vocabulary: small world, story, character</p>		<p>Children to learn pirate songs.</p> <p>Role play areas modelled by adults linked to sea creatures, pirates, boats etc</p> <p>Vocabulary: pirate, sea creature, ocean, recycle</p>
What you will see		<p>Children accessing the small world both inside and outside the classroom.</p> <p>Children using the small world resources to create their own learning.</p>		<p>Children can confidently talk about the topic and link their learning to their experiences.</p>