

<p><u>EaD</u> <u>Exploring media and materials</u></p>	<h2>Nursery Skills</h2>	<p><u>Development Matters 30-50months</u></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. 	<h2>Reception Skills</h2>	<p><u>Development Matters 40-60months</u></p> <p>Begins to build a repertoire of songs and dances.</p> <ul style="list-style-type: none"> • 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 join materials they are using. <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><u>Autumn 1</u></p> <p>Environment</p>	<p>To begin to move rhythmically</p> <p>To be able to imitate movement in response to music</p> <p>To attempt to tap out simple repeated rhythms</p>	<p>Listening to music in the environment</p> <p>Musical instruments</p> <p>loose parts</p> <p>natural materials spoons pots and pans</p>	<p>To build a repertoire of songs and dances</p> <p>To manipulate materials to achieve a planned effect</p>	<p>Topic: We've got the Whole World in Our Hands</p> <p>Pictures and objects from countries we are exploring, changed every week.</p> <p>Easy accessible resources such as paint available every day.</p> <p>Adapting the tools available to children throughout the week - for example, in the water tray, starting with large jugs and then progressing to pipes etc.</p>
<p>Activities</p>		<p>Children can use the African drums an adult will tap and beat and the children have to copy, going from quiet to loud.</p> <p>Linking singing with musical instruments following a pattern.</p>		<p>Children can use the African drums an adult will tap and beat and the children have to copy, going from quiet to loud.</p> <p>Children will have opportunity to use Junk modelling to make different landmarks linked to topic.</p>

		<p>Adults and children singing nursery rhymes and songs daily.</p> <p>PE lessons in the hall where children learn about different ways of travelling.</p> <p>Children to make up their own songs and perform them to the class.</p> <p>Key Vocabulary: move, music, copy, repeat</p>		<p>Children can use powder paint to make big Rangoli patterns outside.</p> <p>Children can use different materials to make Diwali lamps.</p> <p>Children can copy or make up their own flag for countries.</p> <p>Children can make autumn pictures using different materials.</p> <p>Learn different songs and dances from around the world</p> <ul style="list-style-type: none"> - hello, bonjour song -Bollywood dancing -Greek dancing <p>Key Vocabulary: song, dance, copy, material</p>
What you will see		<p>Adults co-playing with groups following the children's interests.</p> <p>Children exploring all resources in the classroom.</p> <p>Adults using clapping and songs during different points of the day.</p>		<p>You will see group led arts and craft activities linked to topic and children independently choosing activities.</p> <p>Children will have accessible arts and crafts area..</p>
<u>Autumn 2</u> Environment	<p>To attempt to join in with dancing and ring games</p> <p>To be able to sing a few familiar songs</p> <p>To start to explore and learn how sounds can be changed</p>	<p>Nursery rhyme books in the environment.</p> <p>Talking pegs and boxes for children to listen too.</p> <p>Listening to arrange of nursery rhymes, songs and poems.</p>	<p>To use simple tools and techniques competently and appropriately.</p>	<p>Topic: Let's Celebrate</p> <p>Photos or objects relating to chosen celebration.</p> <p>Art area / junk modelling accessible throughout the day.</p> <p>Children using the computer to make patterns/draw pictures.</p> <p>Arts and crafts table with different tools e.g. scissors, hole punch, cello tape dispenser.</p> <p>Chalks, card, paper, pencil, pens etc.</p>

<p>Activities</p>		<p>Children will learn Christmas songs and actions to perform to parents.</p> <p>Children will play games in the circle like pass the bear or copy the action round the circle.</p> <p>Sing nursery rhymes and learn the actions</p> <p>Listen to different types of music at different volume levels.</p> <p>Children to explore sound by using materials to make instruments e.g. wooden spoon and pan.</p> <p>Key Vocabulary: sound, change, sound, dance, game</p>		<p>Children will be writing and making Christmas cards.</p> <p>Children will be finger printing calendars linked to seasons of the year.</p> <p>Children will be writing and making birthday cards for the bears birthday party.</p> <p>Using ICT for firework pictures or glitter and glue firework pictures.</p> <p>Children learning about different celebrations each week and using arts and crafts to make representatives.</p> <p>Children will learning a range of Christmas show songs and lines.</p> <p>Key Vocabulary: tools, celebration, create</p>
<p>What you will see</p>		<p>Children learning their Christmas songs for the show</p> <p>Adults and children singing nursery rhymes throughout the day.</p>		<p>Children will be rehearsing for the nativity songs and actions.</p> <p>Children accessing the classroom independently and learning about a celebration a week e.g. birthday, Diwali, Eid, Chinese new year, bonfire night.</p>
<p><u>Spring 1</u></p> <p>Environment</p>	<p>To start to explore colour and how colours can be changed</p> <p>To begin to be interested in and describe the texture of things</p>	<p>Colouring materials in the environment such as paints chalks colouring pencils food colouring</p> <p>Different type of materials fake grass rocks stones shells wood</p> <p>cooking food ingredients</p> <p>play dough making resources</p>	<p>To be able to select appropriate resources and adapt work where necessary</p> <p>To construct with a purpose in mind, using</p>	<p>Topic: A Helping Hand</p> <p>Role play area linked to people who help us topic</p> <p>Dressing up clothes linked to topic</p> <p>Construction materials -wooden blocks -bricks -lego -duplo -mobilo</p> <p>Junk modelling table</p>

<p>Activities</p>		<p>Children have access daily to paints and pallet to mix colours both inside and outside.</p> <p>Children will do activities linked to using different materials e.g. paper mache to make a volcano.</p> <p>Children will use different ingredients in their weekly cooking session.</p> <p>Adults will model to the children how to make playdough and children can have a go.</p> <p>Key Vocabulary: texture, change, material, feel</p>	<p>a variety of resources</p>	<p>Children will be using a variety of construction materials to make transport vehicles linked to topic e.g. ambulance, fire truck etc.</p> <p>Children will use junk modelling materials to make buildings linked to topic e.g. hospitals, police stations etc.</p> <p>Children will have access to a range of builders tools and equipment and use sand and water as concrete with bricks or blocks.</p> <p>Children will design different uniforms linked to people who helps us and draw all the tools and equipment they use.</p> <p>Key Vocabulary: resources, construct, make</p>
<p>What you will see</p>		<p>Children will be accessing a range of materials around the classroom to support their interests with materials.</p> <p>Children will be using paints to explore colour in the environment.</p>		<p>Children will be engaged in purposeful construction using a variety of materials.</p> <p>Children will be learning about different people who help us and learn about one job each week.</p>
<p><u>Spring 2</u></p> <p>Environment</p>	<p>To use various construction materials.</p>	<p>Different types of construction materials in the environment including lego bricks wooden blocks shapes natural materials stones, conkers, shells</p> <p>Pictures and real life objects</p> <p>A range of texts linked to constructing</p>	<p>To be able to select tools and techniques needed to shape, assemble and join materials they are using</p> <p>To understand that different media can be combined to create new effects</p>	<p>Topic: Let it Grow</p> <p>Growing activities set up in the classroom</p> <p>Tools such as spade, fork, plant pot, seeds</p> <p>Beans, caterpillars and plants growing in the environment</p> <p>role play area linked to growing</p>
<p>Activities</p>		<p>Children will use pictures and real life objects as a stimulus to support their construction..</p> <p>Adults will use key questioning to extend construction - How could you make it even better?</p>		<p>Children experimenting with water and soil and what changes.</p> <p>Children to create water paint, chalks, crayons to draw flowers.</p>

		<p>Children will link building construction to stories read at carpet times.</p> <p>Outside children will use imagination and understanding to communicate and build using the loose parts such as tyres, pipes etc.</p> <p>Key Vocabulary: construction, build, make better</p>		<p>Children can use a variety of materials wool, felt and cotton to make bean stalks.</p> <p>Growing beans using different materials e.g. a wet tissue and a bag.</p> <p>Using paints and other art materials to draw pictures of the caterpillars changing.</p> <p>Use playdough to make the lifecycle of the caterpillar. Use a hole punch and green paper to make leaves and holes like the caterpillar is munching.</p> <p>Key Vocabulary: material, resources, change, assemble</p>
What you will see		Children will be using a range of materials both inside and outside the classroom to construct. Adults will be taking pictures and asking key questions to extend their learning.		Children will be able to talk about the growing topic and will be taking part in growing activities
<u>Summer 1</u>	To begin to construct, stacking blocks vertically and horizontally, making enclosures and creating spaces	<p>Nexus wooden blocks and pictures linked</p> <p>Different shape and size blocks</p> <p>Real bricks outside</p> <p>Foam bricks</p> <p>wooden blocks</p> <p>Other malleable materials such as counters, coins,</p>	To be able to safely use and explore a variety of materials, tools and techniques,	<p>Topic: Fairy Tales</p> <p>Arts and crafts table with resources linked to fairy tale topic</p> <p>Role play area linked to topic with resources dressing up clothes</p> <p>Props to recreate fairy tales e.g. three bowls, three houses</p> <p>A range of fairy tale books around the environment</p> <p>Fairy tale small world area</p>
Activities		<p>Carpet sessions linked to height -children can see how tall they can build a tower until it falls.</p> <p>Looking at how could they make it better? Is it safe?</p> <p>Key Vocabulary: vertical, horizontal, material, shape, size</p>		<p>Children will create their own castles and magical worlds for characters to live in.</p> <p>Children to use the wood work bench and various tools and materials to make magical vehicles.</p> <p>Key Vocabulary: tool, texture, materials</p>

What you will see		<p>Children using different types of building materials in the environment effectively.</p> <p>Adults will be questioning and extending learning.</p>		<p>Children will be creating a range of things linked to the fairy tale topic.</p>
<p>Summer 2</p> <p>Environment</p>	<p>To attempt to join construction pieces together to build and balance</p> <p>To start to realise that tools can be used for a purpose</p>	<p>wooden work bench with hammer and nails</p> <p>resources such as cellotape holder, scissors, hole punch, glue stick, rubber tweezers/tongs magnets</p>	<p>To be able to experiment with colour, design, texture, form and function</p>	<p>Topic: Under the Sea</p> <p>Activities set up linking to the topic Under the sea</p> <p>Small world linked to under the sea</p> <p>Dressing up clothes in the role play are linked to topic</p> <p>A range of resources in the creative and writing area</p>
Activities		<p>Children attempt to make their own vehicles using the wooden work bench and real tools.</p> <p>Children will start to independently use tools like scissors to cut and make their designs and models.</p> <p>Children will use junk modelling to create models using resources to stick items together.</p> <p>Children will have input from an adult possibly a story to start then children have a task to complete.</p> <p>Key Vocabulary: why, join, make better</p>		<p>Children to create their own sea creatures using junk modelling.</p> <p>Children to create their own under the sea using shoe boxes.</p> <p>Children to use playdough and cray to create their own sea creatures.</p> <p>Children will make different types of pirate boats and ships to float in water and test them to see if they float or sink.</p> <p>Children to design and make their own deep sea diver logbooks - facts about sharks.</p> <p>Key Vocabulary: Experiment, design, texture</p>
What you will see		<p>Children will be using construction materials to construct for different purposes.</p>		<p>Children will be engaged and taking part in adult led and independent activities linked to the topic under the sea.</p>