

Medium Term Planning Nursery and Reception St Michael's Nursery & Infant School
SPECIFIC AREA - Expressive Arts and Design Spring 1 Traditional Tales Mrs C Sloan

Early Learning Goals	Learning Objectives	Learning Activities/Experiences
<ul style="list-style-type: none"> • Exploring and using media and materials: 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. • Being imaginative: 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>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. 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. Join construction pieces together to build and balance. Realise tools can be used for a purpose. Begins to build a repertoire of songs and dances. Construct with a purpose in mind, using a variety of resources. Use simple tools and techniques competently and appropriately. Select appropriate resources and adapts work where necessary. Select tools and techniques needed to</p>	<p>Learn new songs – Three singing pigs book, traditional tales Tap out simple rhythms on percussion instruments for ‘hammer, hammer, stitch and hammer’ and ‘little red hen rap’ – focus on strong pulse, marking it with body percussion. Identify other things with a regular beat (heart, clocks, windscreen wipers) FS express – investigate different sounds and speeds in music Experiment with different instruments for making the trip, trap sound of each of the 3BGG Outside – use different beaters on the instruments to vary the sound. Perform on the stage Make hens using different media– paint, feathers, card Work together on a large Hansel & Gretel display using paint and collage Make small houses from ‘junk’ materials and decorate with sweet and biscuit shapes either cut out or sponge-painted on. Make bridges from different construction and ‘junk’ materials. Look at photographs of real bridges. Which bridges will successfully hold the goats. Make troll masks Use flour, yeast and warm water to make bread. Talk about the texture, smell and feel of the bread Use a variety of vegetables to make soup, print with and photograph to turn into vegetable people Dip shoelaces in paint to make patterns Print with different shoes – wellies, slippers, trainers etc Work in the role play area as customers and shopkeepers (and then as a family in a house role play) cooperating with other children. Work firstly with an adult, then with peers imitating what they have seen. Use story sacks to aid the retelling and acting out of the traditional tales</p>

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	<p>shape, assemble and join materials they are using.</p> <p>Developing preferences for forms of expression.</p> <p>Notices what adults do, imitating what is observed and then doing it spontaneously when the adult is not there.</p> <p>Engage in imaginative role-play based on own first-hand experiences.</p> <p>Uses available resources to create props to support role-play.</p> <p>Chooses particular colours to use for a purpose.</p> <p>Introduces a storyline or narrative into their play.</p> <p>Plays alongside other children who are engaged in the same theme.</p> <p>Plays cooperatively as part of a group to develop and act out a narrative.</p>	<p>heard this half term. Provide props – masks, puppets, clothes, play food, soft toys etc</p>
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