

**Medium Term Planning      Nursery      St Michael's Nursery & Infant School**  
**SPECIFIC AREA - Expressive Arts and Design      Summer 1      People who help us      C.Sloan**

Early Learning Goals	Learning Objectives	Learning Activities/Experiences
<ul style="list-style-type: none"> <li>• <b>Exploring and using media and materials:</b> 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.</li> <li>• <b>Being imaginative:</b> 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</li> </ul>	<p>Imitates movement in response to music.  Explores the different sounds of instruments.  Beginning to be interested in and describe the texture of things.  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 shape, assemble and join materials they are using.</p> <p>Engage in imaginative role-play based on own first-hand experiences.  Create simple representations of events, people and objects.  Initiate new combinations of movement and gesture in order to express and respond to feelings, ideas and experiences.  Uses available resources to create props to</p>	<p>Learn new songs – topic related  Tap out simple rhythms on percussion instruments to accompany songs  FS express – investigate different sounds and speeds in music  Outside – use different beaters on the instruments to vary the sound.  Perform on the stage  Role play areas - The police station, fire station and the hospital.  Encourage children to take turns, work together and act out/engage in role play.  Colour in body parts and use them to create split-pin people with moving heads, legs.  Make an emergency vehicle – police car, fire engine, ambulance  Paint and paper on the easels to encourage free drawing.  Work together on class displays of people who help us.  Fire painting using shades of red and yellow.  Firefighters from tubes, large fire engine for display  Make moving vehicles from junk, cotton reels, doweling etc.  Make black and white police patterns to be displayed in the police role play area.  Large collage of emergency service people to be displayed.  Smaller collages for the children to work on individually.  Finger print stamping with ink pads or paint and investigating these with magnifying glasses.  Chalk fire pictures on black paper.  Emergency service hats of all the services using cardboard.  Use small world fire station – act out scenarios and introduce storylines into play.</p>

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<p>stories.</p>	<p>support role-play.  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>	
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