

<b>Early Learning Goals</b>	<b>Learning Objectives</b>	<b>Learning Activities/Experiences</b>
<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 stories.</li> </ul>	<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- The 3 little pigs (combining different sound qualities), Goldilocks and the 3 bears (High, medium and low voices), Jack and the Beanstalk (sounds going up and down) Tap out simple rhythms on percussion instruments and with body percussion. Identify other things with a regular beat (heart, clocks, windscreen wipers) FS express – investigate different sounds and speeds in music Work together to make large displays of The Gingerbread Man and Jack and the Beanstalk, Goldilocks, Snow White and The 3 little pigs Make running gingerbread men with children's photos on and threaded gingerbread men Make ginger scented play dough and experiment with different cutters Work in the role play areas (Snow White and the 7 dwarf's house and Grandma's house in little red riding hood), cooperating with other children. Work firstly with an adult, then with peers imitating what they have seen. Use story baskets to aid the retelling and acting out of the traditional tales heard this half term. Provide props – masks, puppets, clothes, play food, soft toys etc Make hand mirrors using foil and ask children to draw or paint their face to go on the mirror. Use real mirrors when drawing faces so children use correct colours. Make 3D models of houses using different materials for the 3 little pigs Work with Miss Rachel (from 14<sup>th</sup> Jan) each week developing dance skills and a routine Colouring pictures of traditional tales, selecting correct coloured pencils or paints to complete the pictures.</p>

**Medium Term Planning**  
**SPECIFIC AREA - Expressive Arts and Design**

**Reception**

**St Michael's Nursery & Infant School**

**Spring 1 Traditional Tales**

**Sarah Ives**

	<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>	
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