

# Nursery Term 1

## **ourselves**

Objectives in blue are from 22-36 months, purple are 30 to 50 months,

Prime Area: Personal Social and Emotional Development

Learning Intentions	Spontaneous learning opportunities and ongoing	Planned activities	Resources, events, outings and visitors
<p><b>Making Relationships</b></p> <ul style="list-style-type: none"> <li>Interested in others' play and starting to join in.</li> <li>Seeks out others to share experiences.</li> <li>Shows affection and concern for people who are special to them.</li> <li>May form a special friendship with another child.</li> </ul> <p>• Can play in a group, extending and elaborating play ideas, e.g. building up a role-play activity with other children.</p> <p>• Initiates play, offering cues to peers to join them.</p> <p>• Keeps play going by responding to what others are saying or doing.</p> <p>• Demonstrates friendly behaviour, initiating conversations and forming good relationships with peers and familiar adults.</p> <p><b>Self Confidence and awareness</b></p> <ul style="list-style-type: none"> <li>Separates from main carer with support and encouragement from a familiar adult.</li> <li>Expresses own preferences and interests.</li> </ul> <p>• Can select and use activities and resources with help.</p> <p>• Welcomes and values praise for what they have done.</p> <p>• Enjoys responsibility of carrying out small tasks.</p> <p>• Is more outgoing towards unfamiliar people and more confident in new social situations.</p> <p>• Confident to talk to other children when playing, and will communicate freely about own home and community.</p> <p>• Shows confidence in asking adults for help.</p> <p><b>Managing feelings and behaviour</b></p> <ul style="list-style-type: none"> <li>Seeks comfort from familiar adults when needed.</li> <li>Can express their own feelings such as sad, happy, cross, scared, worried.</li> <li>Responds to the feelings and wishes of others.</li> <li>Aware that some actions can hurt or harm others.</li> <li>Tries to help or give comfort when others are distressed.</li> <li>Shows understanding and cooperates with some boundaries and routines.</li> <li>Can inhibit own actions/behaviours, e.g. stop themselves from doing something they shouldn't do.</li> <li>Growing ability to distract self when upset, e.g. by engaging in a new play activity.</li> </ul> <p>• Aware of own feelings, and knows that some actions and words can hurt others' feelings.</p> <p>• Begins to accept the needs of others and can take turns and share resources, sometimes with support from others.</p> <p>• Can usually tolerate delay when needs are not immediately met, and understands wishes may not always be met.</p> <p>• Can usually adapt behaviour to different events, social situations and changes in routine.</p>	<ul style="list-style-type: none"> <li>Circle time - talk, listen, ask questions, contribute own feelings and ideas</li> <li>Review of the day - share achievements with the group</li> <li>Show work to class</li> <li>Develop beginning and end of morning routines</li> <li>Establish simple routines of the morning</li> <li>Develop tidy up time routines</li> <li>Take turns to use limited equipment e.g. bikes, computer etc.</li> <li>Work in pairs and small groups at classroom activities</li> <li>Make presents and cards for people on their birthdays</li> <li>Talk to adults and peers in pairs and small groups</li> <li>Put on coats, aprons, dressing up clothes, sand hats</li> <li>Communicate needs</li> <li>Use self help systems - aprons, milk, register</li> <li>Join in discussions about stories and books that emphasise moral issues</li> <li>Introduce different customs through stories and books etc.</li> </ul>	<ul style="list-style-type: none"> <li>Introduce basic Nursery rules/routines</li> <li>Leaving parent or carer with support</li> <li>Playing together in small groups or alongside other children.</li> <li>Circle time -contribute to discussion about looking after yourself</li> <li>Set up personal hygiene rules and make posters to display in the classroom/toilet</li> <li>Ask questions about caring for babies to a visiting mum (If able)</li> <li>Wash, dress and undress baby dolls in role play and water tray.</li> <li>Play name games to familiarise each other with new class members</li> <li>Role play rules and manners to establish class protocols</li> <li>Explore stories about caring for each other through role-play, small world and puppetry.</li> <li>Play circle games and matching games to emphasise turn-taking.</li> <li>Share sweets/snacks in small groups</li> <li>Talk about feelings and what makes us feel these ways</li> <li>Special occasions</li> <li>Sit at table for snack time</li> <li>Feelings -what makes me happy/sad?</li> </ul>	<p>Settling in</p> <p>Invite a mum and new baby in</p>

# Ourselfs      Term 1                      Medium Term Planner   Nursery

## Prime Area: Communication and Language

Learning Intentions	Spontaneous learning opportunities and ongoing	Planned activities	Resources, events, outings and visitors
<p><b>Listening and attention</b></p> <ul style="list-style-type: none"> <li>• Listens with interest to the noises adults make when they read stories.</li> <li>• Recognises and responds to many familiar sounds, e.g. turning to a knock on the door, looking at or going to the door.</li> <li>• Shows interest in play with sounds, songs and rhymes.</li> <li>• Single channelled attention. Can shift to a different task if attention fully obtained - using child's name helps focus.</li> <li>• Listens to others one to one or in small groups, when conversation interests them.</li> <li>• Listens to stories with increasing attention and recall.</li> <li>• Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories.</li> <li>• Focusing attention – still listen or do, but can shift own attention.</li> <li>• Is able to follow directions (if not intently focused on own choice of activity).</li> </ul> <p><b>Understanding</b></p> <ul style="list-style-type: none"> <li>• Identifies action words by pointing to the right picture, e.g., "Who's jumping?"</li> <li>• Understands more complex sentences, e.g. 'Put your toys away and then we'll read a book.'</li> <li>• Understands 'who', 'what', 'where' in simple questions (e.g. Who's that/can? What's that? Where is.?).</li> <li>• Developing understanding of simple concepts (e.g. big/little).</li> <li>• Understands use of objects (e.g. "What do we use to cut things?")</li> <li>• Shows understanding of prepositions such as 'under', 'on top', 'behind' by carrying out an action or selecting correct picture.</li> <li>• Responds to simple instructions, e.g. to get or put away an object.</li> <li>• Beginning to understand 'why' and 'how' questions.</li> </ul> <p><b>Speaking</b></p> <ul style="list-style-type: none"> <li>• Uses language as a powerful means of widening contacts, sharing feelings, experiences and thoughts.</li> <li>• Holds a conversation, jumping from topic to topic.</li> <li>• Learns new words very rapidly and is able to use them in communicating.</li> <li>• Uses gestures, sometimes with limited talk, e.g. reaches toward toy, saying 'I have it'.</li> <li>• Uses a variety of questions (e.g. what, where, who).</li> <li>• Uses simple sentences (e.g. 'Mummy gonna work.')</li> <li>• Beginning to use word endings (e.g. going, cats).</li> <li>• Beginning to use more complex sentences to link thoughts (e.g. <i>using and, because</i>).</li> <li>• Can retell a simple past event in correct order (e.g. <i>went down slide, hurt finger</i>).</li> <li>• Uses talk to connect ideas, explain what is happening and anticipate what might happen next, recall and relive past experiences.</li> <li>• Questions why things happen and gives explanations. Asks e.g. <i>who, what, when, how</i>.</li> <li>• Uses a range of tenses (e.g. <i>play, playing, will play, played</i>).</li> <li>• Uses intonation, rhythm and phrasing to make the meaning clear to others.</li> <li>• Uses vocabulary focused on objects and people that are of particular importance to them.</li> <li>• Builds up vocabulary that reflects the breadth of their experiences.</li> <li>• Uses talk in pretending that objects stand for something else in play, e.g. 'This box is my castle.'</li> </ul>	<ul style="list-style-type: none"> <li>♦ Talk about personal experiences in class and group circle times, review times, class discussions</li> <li>♦ Use imaginative talk in role play, small world play, puppet play,</li> <li>♦ Listen attentively in group times, play and to audio tapes</li> <li>♦ Converse with others in all classroom areas</li> <li>♦ Develop language skills through structured and unstructured discussions linked to books, topics, routines, events etc.</li> <li>♦ Choose to look at books alone and with others</li> <li>♦ Talk about pictures in books</li> <li>♦ Retell familiar stories in role play and small world etc.</li> <li>♦ Join in stories, rhymes and songs</li> <li>♦ Talk about own experiences related to content of book</li> <li>♦ Make up own stories inspired by books, poems, pictures, music etc</li> </ul>	<p>Texts: Nursery Rhymes Rhyming texts Familiar stories with rhyming text Funnybones books Books about the body</p> <p>Phonics activities <b><i>NEW STARTERS</i></b> *SEE PHASE 1 LETTERS AND SOUNDS PLANNING WEEKS 1-7</p> <p><b><i>ALSO RRI rhymes and sounds</i></b></p>	<p>Settling in Books linked to topic</p>

**Ourselves Term 1**  
**Specific Area: Literacy**

**Medium Term Planner NURSERY**

Learning Intentions	Spontaneous learning opportunities and ongoing	Planned activities	Resources, events, outings and visitors
<p>Reading</p> <ul style="list-style-type: none"> <li>Has some favourite stories, rhymes, songs, poems or jingles.</li> <li>Repeats words or phrases from familiar stories.</li> <li>Fills in the missing word or phrase in a known rhyme, story or game, e.g. 'Humpty Dumpty sat on a ...'.</li> <li>Enjoys rhyming and rhythmic activities.</li> <li>Shows awareness of rhyme and alliteration.</li> <li>Recognises rhythm in spoken words.</li> <li>Listens to and joins in with stories and poems, one-to-one and also in small groups.</li> <li>Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories.</li> <li>Beginning to be aware of the way stories are structured.</li> <li>Suggests how the story might end.</li> <li>Listens to stories with increasing attention and recall.</li> <li>Describes main story settings, events and principal characters.</li> <li>Shows interest in illustrations and print in books and print in the environment.</li> <li>Recognises familiar words and signs such as own name and advertising logos.</li> <li>Looks at books independently.</li> <li>Handles books carefully.</li> <li>Knows information can be relayed in the form of print.</li> <li>Holds books the correct way up and turns pages.</li> <li>Knows that print carries meaning and, in English, is read from left to right and top to bottom.</li> </ul> <p>Writing</p> <ul style="list-style-type: none"> <li>Distinguishes between the different marks they make.</li> <li>Sometimes gives meaning to marks as they draw and paint.</li> <li>Ascribes meanings to marks that they see in different places.</li> </ul>	<ul style="list-style-type: none"> <li>Listen attentively in group times, play and to audio tapes</li> <li>Develop language skills through structured and unstructured discussions linked to books, topics, routines, events etc.</li> <li>Choose to look at books alone and with others</li> <li>Bring books and take books home</li> <li>Read class labels, names, signs</li> <li>Talk about pictures in books</li> <li>Retell familiar stories in role play and small world etc.</li> <li>Join in stories, rhymes and songs</li> <li>Talk about own experiences related to content of book</li> <li>Make up own stories inspired by books, poems, pictures, music etc</li> <li>Make marks to signify writing</li> <li>Write cards, invitations, lists, books, labels, signs, messages, instructions, letters, guessing cards, zig-zag books, flap books</li> <li>Write name at every opportunity - sign up for dinner, computer, bikes, as label for models, on any work on paper</li> <li>Practice forming letters using pens, pencils, crayons, chalks, paints, sand, dough,</li> </ul>	<p>Texts:</p> <p>Phonics activities</p> <ul style="list-style-type: none"> <li>Develop role play area into home corner</li> <li>Listen to above texts on the tape-recorder</li> <li>Retell above texts with story props/small world toys/puppets</li> <li>Guided reading sessions to share storysack</li> <li>Signs and labels for classroom and role-play area using ICT</li> <li>Make a thank-you card for any visitors we have</li> <li>Start Form letters in name correctly using pens, paints, sand, by labelling models + signing up for class surveys.</li> <li>Becoming familiar with books, holding correct way up, turning pages and distinguishing text/picture.</li> </ul> <p>Phonics activities</p> <p><b>NEW STARTERS</b></p> <p>*SEE PHASE 1 LETTERS AND SOUNDS PLANNING WEEKS 1-7</p> <p><b>ALSO RRI rhymes and sounds</b></p>	<p>Settling in</p> <p>Various books linked to topic</p>

# **Ourselves      Term 1      Medium Term Planner    Nursery**

## **Specific Area: Mathematics**

Learning Intentions	Spontaneous learning opportunities and ongoing	Planned activities	Resources, events, outings
<p><b>Numbers</b></p> <ul style="list-style-type: none"> <li>Selects a small number of objects from a group when asked, for example, 'please give me one', 'please give me two'.</li> <li>Recites some number names in sequence.</li> <li>Creates and experiments with symbols and marks representing ideas of number.</li> <li>Begins to make comparisons between quantities.</li> <li>Uses some language of quantities, such as 'more' and 'a lot'.</li> <li>Knows that a group of things changes in quantity when something is added or taken away.</li> <li>Uses some number names and number language spontaneously.</li> <li>Uses some number names accurately in play.</li> <li>Recites numbers in order to 10.</li> <li>Knows that numbers identify how many objects are in a set.</li> <li>Beginning to represent numbers using fingers, marks on paper or pictures.</li> <li>Sometimes matches numeral and quantity correctly.</li> <li>Shows curiosity about numbers by offering comments or asking questions.</li> <li>Compares two groups of objects, saying when they have the same number.</li> <li>Shows an interest in number problems.</li> <li>Separates a group of three or four objects in different ways, beginning to recognise that the total is still the same.</li> <li>Shows an interest in numerals in the environment.</li> <li>Shows an interest in representing numbers.</li> <li>Realises not only objects, but anything can be counted, including steps, claps or jumps.</li> </ul> <p><b>Shape, Space and Measure</b></p> <ul style="list-style-type: none"> <li>Notices simple shapes and patterns in pictures.</li> <li>Beginning to categorise objects according to properties such as shape or size.</li> <li>Begins to use the language of size.</li> <li>Understands some talk about immediate past and future, e.g. 'before', 'later' or 'soon'.</li> <li>Anticipates specific time-based events such as mealtimes or home time.</li> <li>Shows an interest in shape and space by playing with shapes or making arrangements with objects.</li> <li>Shows awareness of similarities of shapes in the environment.</li> <li>Uses positional language.</li> <li>Shows interest in shape by sustained construction activity or by talking about shapes or arrangements.</li> <li>Shows interest in shapes in the environment.</li> <li>Uses shapes appropriately for tasks.</li> <li>Beginning to talk about the shapes of everyday objects, e.g. 'round' and 'tall'.</li> </ul>	<ul style="list-style-type: none"> <li>Sing number songs and rhymes e.g.</li> <li>Count 1-5, 1-10, 1-20</li> <li>Match numerals to quantities of different objects.</li> <li>Match NUMICON pieces to the correct number</li> <li>Count objects using a ten frame.</li> <li>Recite number names in order, continuing the count forwards or backwards from a given number</li> <li>Estimate small numbers without counting e.g. 1-6 dice/dominoes or fingers</li> <li>Recognise none and zero in stories, rhymes and when counting</li> <li>Play error games with puppet e.g. count same object twice, miss out an object, make an error in counting sequence, touch but don't name, summarise incorrectly)</li> <li>Count sounds, movements, moving things, objects in a circle, blank number track</li> <li>Count quietly on fingers and in head</li> <li>Estimate a number and check by counting</li> <li>Recognise numerals 1-9, then 0 and 10, then 10 and beyond</li> <li>Compare two numbers and say which is more or less</li> <li>Group objects in different ways but notice the total stays the same</li> <li>Notice numbers in the Nursery environment</li> <li>Solve simple practical problems and respond to "what could we try next?"</li> <li>Solve practical problems using shape space and measure.</li> <li>Make shape pictures and patterns using 2d shapes</li> </ul>	<ul style="list-style-type: none"> <li>Measure heights/lengths using large plastic bricks Eg The teddy is 5 bricks high.</li> <li>Count body parts- I have 2 eyes, I have 10 fingers etc.</li> <li>Count children using a large ten frame.</li> <li>Counting footsteps outside/in nursery</li> <li>Sort sets of animals, compare bears, play people, shapes and other classroom objects by size and compare and order.</li> <li>Does it take longer to do 5 star jumps or 5 claps?</li> <li>Use hands and feet to measure children's silhouettes and count.</li> <li>Play counting games using fingers (and toes)</li> <li>Simple addition / subtraction</li> <li>Number ordering / counting</li> <li>Number recognition and formation</li> <li>Shape pictures</li> </ul>	<p>Settling in</p>

**Ourselves Term 1 Medium Term Planner Specific Area: Understanding the World**

Learning Intentions	Spontaneous learning opportunities and ongoing	Planned activities	Resources, events, outings and visitors
<p><b>People and Communities</b></p> <ul style="list-style-type: none"> <li>• Has a sense of own immediate family and relations.</li> <li>• In pretend play, imitates everyday actions and events from own family and cultural background, e.g. making and drinking tea.</li> <li>• Beginning to have their own friends.</li> <li>• Learns that they have similarities and differences that connect them to, and distinguish them from, others.</li> <li>• Shows interest in the lives of people who are familiar to them.</li> <li>• Remembers and talks about significant events in their own experience.</li> <li>• Recognises and describes special times or events for family or friends.</li> <li>• Shows interest in different occupations and ways of life.</li> <li>• Knows some of the things that make them unique, and can talk about some of the similarities and differences in relation to friends or family.</li> </ul> <p><b>The World</b></p> <ul style="list-style-type: none"> <li>• Enjoys playing with small-world models such as a farm, a garage, or a train track.</li> <li>• Notices detailed features of objects in their environment</li> <li>• Comments and asks questions about aspects of their familiar world such as the place where they live or the natural world.</li> <li>• Can talk about some of the things they have observed such as plants, animals, natural and found objects.</li> <li>• Talks about why things happen and how things work.</li> <li>• Developing an understanding of growth, decay and changes over time.</li> <li>• Shows care and concern for living things and the environment</li> </ul> <p><b>Technology</b></p> <ul style="list-style-type: none"> <li>• Seeks to acquire basic skills in turning on and operating some ICT equipment.</li> <li>• Operates mechanical toys, e.g. turns the knob on a wind-up toy or pulls back on a friction car.</li> <li>• Knows how to operate simple equipment, e.g. turns on CD player and uses remote control.</li> <li>• Shows an interest in technological toys with knobs or pulleys, or real objects such as cameras or mobile phones.</li> <li>• Shows skill in making toys work by pressing parts or lifting flaps to achieve effects such as sound, movements or new images.</li> <li>• Knows that information can be retrieved from computers</li> </ul>	<ul style="list-style-type: none"> <li>♦ Explore textures such as wet/dry sand, dough, sand mousse, gravel, talc, etc</li> <li>♦ Make DT models with junk materials</li> <li>♦ Make family puppets</li> <li>♦ Build construction houses for play people families</li> <li>♦ Get to know where things are kept in the classroom</li> <li>♦ Become familiar with regular journeys within the school premises e.g. class to hall, class to toilets etc.</li> <li>♦ Observe things closely, record through drawing and modelling</li> <li>♦ Discuss changes, patterns, similarities and differences e.g. Observe and record the weather</li> <li>♦ Use computers, calculators, programmable toys, tape recorders, cameras, iPads confidently</li> <li>♦ Explore modelling through clay, junk, fabric, construction kits, cookery, woodwork</li> <li>♦ Use small world and role play to explore other lives and environments</li> <li>♦ Visit other people and places</li> <li>♦ Find out about the world through looking at books, pictures, artefacts, talking to visitors</li> <li>♦ Develop language of time through sequencing events and daily routines</li> </ul>	<ul style="list-style-type: none"> <li>♦ Touch different fabrics and materials in class feely book/alphabet/names and describe</li> <li>♦ Play feely bag games, describing objects hidden within</li> <li>♦ Listen to sounds tape and draw what is heard and discuss as a group.</li> <li>♦ Listen to instruments behind a screen and guess which made the sound.</li> <li>♦ Experiment with magnifying glasses, telescopes, kaleidoscopes, colour filters, mirrors etc.</li> <li>♦ Compare and describe seasonal colours, flower colours,</li> <li>♦ Ask a new mum about looking after a baby</li> <li>♦ Wash, dress and undress baby dolls</li> <li>♦ Look at similarities/differences in our faces within the class (eye/hair colour).</li> <li>♦ Talking about where we live/our families</li> <li>♦ Talking about our favourite foods</li> <li>♦ Explore senses</li> <li>♦ Feely box</li> <li>♦</li> </ul>	<p>Settling in</p>



**Ourselves      Term 1      Medium Term Planner      Prime Area: Physical Development**

Learning Intentions	Spontaneous learning opportunities and ongoing	Planned activities	Resources, events, outings and visitors
<p><b>Moving and handling</b></p> <ul style="list-style-type: none"> <li>Runs safely on whole foot.</li> <li>Squats with steadiness to rest or play with object on the ground, and rises to feet without using hands</li> <li>Climbs confidently and is beginning to pull themselves up on nursery play climbing equipment.</li> <li>Can kick a large ball.</li> <li>Turns pages in a book, sometimes several at once</li> <li>Shows control in holding and using jugs to pour, hammers, books and mark-making tools.</li> <li>Beginning to use three fingers (tripod grip) to hold writing tools</li> <li>Imitates drawing simple shapes such as circles and lines.</li> <li>Walks upstairs or downstairs holding onto a rail two feet to a step.</li> <li>May be beginning to show preference for dominant hand.</li> <li>Moves freely and with pleasure and confidence in a range of ways, such as slithering, shuffling, rolling, crawling, walking, running, jumping, skipping, sliding and hopping.</li> <li>Mounts stairs, steps or climbing equipment using alternate feet.</li> <li>Walks downstairs, two feet to each step while carrying a small object.</li> <li>Runs skilfully and negotiates space successfully, adjusting speed or direction to avoid obstacles.</li> <li>Can stand momentarily on one foot when shown.</li> <li>Can catch a large ball.</li> <li>Draws lines and circles using gross motor movements.</li> <li>Uses one-handed tools and equipment, e.g. makes snips in paper with child scissors.</li> <li>Holds pencil between thumb and two fingers, no longer using whole-hand grasp.</li> <li>Holds pencil near point between first two fingers and thumb and uses it with good control.</li> <li><b>Can copy some letters, e.g. letters from their name.</b></li> </ul> <p><b>Health and self-care</b></p> <ul style="list-style-type: none"> <li>Feeds self competently with spoon.</li> <li>Drinks well without spilling.</li> <li>Clearly communicates their need for potty or toilet.</li> <li>Beginning to recognise danger and seeks support of significant adults for help.</li> <li>Helps with clothing, e.g. puts on hat, unzips zipper on jacket, takes off unbuttoned shirt.</li> <li>Beginning to be independent in self-care, but still often needs adult support.</li> <li>Can tell adults when hungry or tired or when they want to rest or play.</li> <li>Observes the effects of activity on their bodies.</li> <li>Understands that equipment and tools have to be used safely.</li> <li>Gains more bowel and bladder control and can attend to toileting needs most of the time themselves.</li> <li>Can usually manage washing and drying hands.</li> <li>Dresses with help, e.g. puts arms into open-fronted coat or shirt when held up, pulls up own trousers, and pulls up zipper once it is fastened at the bottom.</li> </ul>	<p><b>Gross motor</b></p> <ul style="list-style-type: none"> <li>Explore range of climbing, balancing and sliding apparatus, wheeled toys, bats and balls, hoops etc. in the outside area</li> </ul> <p><b>Fine motor</b></p> <ul style="list-style-type: none"> <li>Make range of jigsaws</li> <li>Sewing - cards, binca, holes punched in paper</li> <li>Threading beads, reels, pasta, shapes etc.</li> <li>Dressing up</li> <li>Make collages/models using scissors, glue, tape, paper, junk</li> <li>Use paintbrushes and mark-makers</li> <li>Play with sand and water toys,</li> <li>Use computer keys and mouse</li> <li>Model with dough, clay, plasticine rolling pins and cutters, etc.</li> <li>Explore textures e.g. gravel, talc,</li> <li>Use cutlery independently at lunchtimes (30 hours)</li> </ul> <p><b>Health</b></p> <ul style="list-style-type: none"> <li>Adopt healthy and hygienic routines throughout the school day</li> </ul>	<ul style="list-style-type: none"> <li>Fine motor investigating a variety of mark making.</li> <li>Using scissors to cut out</li> <li>Play starting and stopping on a signal games</li> <li>Explore ways of travelling using different body parts (feet only, hands/feet, tummies, etc.) to music</li> <li>Do aerobics / yoga classes to music and explore changes to bodies afterwards</li> <li>Make plates of dough food (healthy/non-healthy)</li> <li>Role play keeping "baby" clean and well-fed</li> <li>Practice sewing skills by punching holes in shapes (body, face) to sew through</li> <li>Play sending and receiving games/activities outside with bats and balls, bean bags, quoits, hoops etc.</li> <li>Dolls, dolls clothes with a wide variety of fastenings</li> </ul>	<p>Settling in</p>

**Ourselves Term 1 Medium Term Planner Specific Area: Expressive Arts and Design**

Learning Intentions	Spontaneous learning opportunities and ongoing	Planned activities	Resources, events, outings and visitors
<p><b>Exploring and Using materials</b></p> <ul style="list-style-type: none"> <li>• Joins in singing favourite songs.</li> <li>• Creates sounds by banging, shaking, tapping or blowing.</li> <li>• Shows an interest in the way musical instruments sound.</li> <li>• Experiments with blocks, colours and marks.</li> <li>• Enjoys joining in with dancing and ring games.</li> <li>• Sings a few familiar songs.</li> <li>• Beginning to move rhythmically.</li> <li>• Imitates movement in response to music.</li> <li>• Taps out simple repeated rhythms.</li> <li>• Explores and learns how sounds can be changed.</li> <li>• Explores colour and how colours can be changed.</li> <li>• Understands that they can use lines to enclose a space, and then begin to use these shapes to represent objects.</li> <li>• Beginning to be interested in and describe the texture of things</li> <li>• Uses various construction materials.</li> <li>• Beginning to construct, stacking blocks vertically and horizontally, making enclosures and creating spaces.</li> <li>• Joins construction pieces together to build and balance.</li> <li>• Realises tools can be used for a purpose.</li> </ul> <p><b>Being Imaginative</b></p> <ul style="list-style-type: none"> <li>• Beginning to use representation to communicate, e.g. drawing a line and saying 'That's me.'</li> <li>• Beginning to make-believe by pretending.</li> <li>• Developing preferences for forms of expression.</li> <li>• Uses movement to express feelings.</li> <li>• Creates movement in response to music.</li> <li>• Sings to self and makes up simple songs.</li> <li>• Makes up rhythms.</li> <li>• Notices what adults do, imitating what is observed and then doing it spontaneously when the adult is not there.</li> <li>• Engages in imaginative role-play based on own first-hand experiences.</li> <li>• Builds stories around toys, e.g. farm animals needing rescue from an armchair 'cliff'.</li> <li>• Uses available resources to create props to support role-play.</li> <li>• Captures experiences and responses with a range of media, such as music, dance and paint and other materials or words.</li> </ul>	<ul style="list-style-type: none"> <li>♦ Collage with different fabrics, papers, foods and materials</li> <li>♦ Painting (finger, bubble, hand, splatter) with different sized brushes, different types of paints on different sized, shaped and textured paper.</li> <li>♦ Printing with string, shapes, food, leaves, lino,</li> <li>♦ Drawing with pencils, pens, crayons, chalks, charcoal on different sized, shaped and textured paper.</li> <li>♦ Modelling with junk, clay, dough, construction, wood</li> <li>♦ Look at paintings and other forms of art and discuss content and style</li> <li>♦ Recreate and make up new characters and stories through imaginative and small world play</li> <li>♦ Make music through singing, body sounds, classroom objects and musical instruments</li> <li>♦ Listen to a wide range of music from around the world and from different times</li> <li>♦ Respond to music through painting, drawing and writing</li> <li>♦ Dance to a range of music from around the world and from different times</li> </ul>	<ul style="list-style-type: none"> <li>♦ Sing songs relating to body parts e.g. "heads, shoulders, knees and toes", "1 finger, 1 thumb", "Tommy Thumb", "Clap your hands and wiggle your fingers", "If you're happy and you know it clap your hands"</li> <li>♦ Explore using body parts, including voices, to make sounds</li> <li>♦ Clap syllables in children's names and make into patterns over a steady beat</li> <li>♦ Explore different ways of making sounds with musical instruments</li> <li>♦ Make collage alphabet or names with different textured materials.</li> <li>♦ Design and paint posters recommending healthy lifestyles e.g. brush your teeth, wash your hands</li> <li>♦ Make pictures with hand prints, finger prints, foot prints etc.</li> <li>♦ Self portraits using mirrors</li> <li>♦ Use different body parts to make textures e.g. bubble painting</li> <li>♦ Hand and feet prints</li> <li>♦ Making faces with collage materials</li> <li>♦ Draw around children to make life size figures</li> <li>♦ Finger painting pictures</li> </ul>	<p>Settling in</p>