

## Expressive Arts and Design

<p>7<sup>th</sup> Jan 7<sup>th</sup> January inset. 8<sup>th</sup> home visit. 9<sup>th</sup> Jan induction.</p> <p>14<sup>th</sup> Jan New Beginnings Settling In <b>EAL: Family Photos/Greetings</b> <b>Numbers/Shapes &amp; Space</b> <b>Maths Focus</b></p>	<p>Expressive arts and design 0 -11 months Babies explore media and materials as part of their exploration of the world around them. See Characteristics of Effective Learning – Playing and Exploring, Physical Development, Understanding the World – The World</p> <p>Expressive arts and design 8 – 20 months 16 – 26 months Explores and experiments with a range of media through sensory exploration, and using whole body.</p> <p>Expressive arts and design 8 – 20 months 16 – 26 months Move their whole bodies to sounds they enjoy, such as music or a regular beat.</p> <p>Expressive arts and design 8 – 20 months 16 – 26 months Imitates and improvises actions they have observed, e.g. clapping or waving.</p> <p>Expressive arts and design 8 – 20 months 16 – 26 months Begins to move to music, listen to or join in rhymes or songs.</p> <p>Expressive arts and design 8 – 20 months 16 – 26 months Notices and is interested in the effects of making movements which leave marks.</p> <p>Expressive arts and design 22 – 36 months Joins in singing favourite songs.</p> <p>Expressive arts and design 22 – 36 months Creates sounds by banging, shaking, tapping or blowing.</p> <p>Expressive arts and design 22 – 36 months Shows an interest in the way musical instruments sound.</p> <p>Expressive arts and design 22 – 36 months Experiments with blocks, colours and marks.</p> <p>Expressive arts and design 30 – 50 months Enjoys joining in with dancing and ring games.</p> <p>Expressive arts and design 30 – 50 months Sings a few familiar songs.</p> <p>Expressive arts and design 30 – 50 months Beginning to move rhythmically.</p>	<p>Sensory exploration in tuff trays: bubbles, shaving foam, water, sand, cornflour mix, baby lotion, paint in trays – exploration of marks that can be made with body parts in different mediums eg feet, hands, whole bodies etc</p> <p>Sensory exploration in tuff trays: bubbles, shaving foam, water, sand, cornflour mix, baby lotion, paint in trays – exploration of marks that can be made with body parts in different mediums eg feet, hands, whole bodies etc</p> <p>Children's favourite songs on interactive whiteboard, dancing to them individually and with friends.</p> <p>Watch dance videos on interactive whiteboard and copy moves</p> <p>Dance to songs on interactive whiteboard. Enjoy learning nursery rhymes and routine songs eg 1 empty bowl, it is time to go inside etc</p> <p>Feet, hand, body painting on big pieces of paper inside and outside, makes comments about and points to what they have created.</p> <p>Enjoys learning topic songs, routine songs and nursery rhymes. Explores instruments in the music area inside and also out in the garden. Explore sounds different instruments make, loud and quiet, long and short sounds etc Sponge painting with different shapes, painting on easel, splatter painting etc Duck duck goose, what's the time Mr Wolf, Hokey Kokey, Choose the one you love the most and dance away etc Enjoys learning topic songs and routine songs</p> <p>Move in time to music on interactive whiteboard</p>
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	<p>Expressive arts and design 30 – 50 months Imitates movement in response to music.</p> <p>Expressive arts and design 30 – 50 months Taps out simple repeated rhythms.</p> <p>Expressive arts and design 30 – 50 months Explores and learns how sounds can be changed.</p> <p>Expressive arts and design 30 – 50 months Explores colour and how colours can be changed.</p> <p>Expressive arts and design 30 – 50 months Understands that they can use lines to enclose a space, and then begin to use these shapes to represent objects.</p> <p>Expressive arts and design 30 – 50 months Beginning to be interested in and describe the texture of things.</p> <p>Expressive arts and design 30 – 50 months Uses various construction materials. Beginning to construct, stacking blocks vertically and horizontally, making enclosures and creating spaces.</p> <p>Expressive arts and design 30 – 50 months Joins construction pieces together to build and balance.</p> <p>Expressive arts and design 30 – 50 months Realises tools can be used for a purpose</p> <p>Expressive arts and design 40 – 60 months Begins to build a repertoire of songs and dances.</p> <p>Expressive arts and design 40 – 60 months Explores the different sounds of instruments.</p> <p>Expressive arts and design 40 – 60 months Explores what happens when they mix colours.</p> <p>Expressive arts and design 40 – 60 months Experiments to create different textures. Understands that different media can be combined to create new effects.</p> <p>Expressive arts and design 40 – 60 months Manipulates materials to achieve a planned effect.</p> <p>Expressive arts and design 40 – 60 months Constructs with a purpose in mind, using a variety of resources.</p> <p>Expressive arts and design 40 – 60 months Uses simple tools and techniques competently and appropriately.</p> <p>Expressive arts and design 40 – 60 months Selects appropriate resources and adapts work where necessary.</p> <p>Expressive arts and design 40 – 60 months Selects tools and techniques needed to shape, assemble</p>	<p>Creates own dances to music on IWB</p> <p>Clap out rhythms and get everyone else to copy at group time. Explores sounds of instruments in garden and music area.</p> <p>Mixing colours of paint to create large scale paintings.</p> <p>Still life drawings, painting on easel, portrait paintings</p> <p>Sensory tray with materials, get children to describe what they feel, look and sound like. Get children to describe properties of materials when junk modelling. Make buildings, structures etc out of different types of construction eg lego, mobilo, community blocks etc</p> <p>Make towers and skyscrapers using different types of construction materials. Role play builders using tool kits, manipulating playdough with tools, tools in woodwork, tools for baking etc Make up their own dances with friends, copy songs from interactive whiteboard and learn topic songs. Explore sounds of instruments and compose own songs and music with them. Colour mixing for painting still life, scenes, animals, people, insects etc inside and outside. Use different materials in junk modelling to make new textures and use sensory materials in tuff trays.</p> <p>Junk modelling opportunities within topics. Baking opportunities, playdough manipulation. Junk modelling opportunities within topics. Baking opportunities, playdough manipulation Junk modelling opportunities within topics. Baking opportunities, playdough manipulation</p> <p>Using knives to prepare snack, tools to manipulate simple word work outcomes, playdough tool manipulation, hole punch, scissors, staplers in craft opportunities. Explains why they use certain materials in craft and junk modelling learning opportunities.</p> <p>Explains why they use certain tools when they do</p>
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	<p>and join materials they are using.  Being Imaginative 0 – 11 months  8 – 20 months  Babies and toddlers need to explore the world and develop a range of ways to communicate before they can express their own ideas through arts and design. See Characteristics of Effective Learning; Communication and Language; Physical Development; Personal, Social and Emotional Development  Being Imaginative 16 – 26 months  Expresses self through physical action and sound.  Being Imaginative 16 – 26 months  Pretends that one object represents another, especially when objects have characteristics in common.  Being Imaginative 22- 36 months  Beginning to use representation to communicate, e.g. drawing a line and saying 'That's me.'  Being Imaginative 22 – 36 months  Beginning to make-believe by pretending.  Being Imaginative 30 – 50 months  Developing preferences for forms of expression.  Being Imaginative 30 – 50 months  Uses movement to express feelings.  Being Imaginative 30 – 50 months  Creates movement in response to music.  Being Imaginative 30 – 50 months  Sings to self and makes up simple songs.  Being Imaginative 30 – 50 months  Makes up rhythms.</p> <p>Being Imaginative 30 – 50 months  Notices what adults do, imitating what is observed and then doing it spontaneously when the adult is not there.  Being Imaginative 30 – 50 months  Engages in imaginative role-play based on own first-hand experiences.  Being Imaginative 30 – 50 months  Builds stories around toys, e.g. farm animals needing rescue from an armchair 'cliff'.  Being Imaginative 30 – 50 months  Uses available resources to create props to support role-play.  Being Imaginative 30 – 50 months  Captures experiences and responses with a range of media, such as music, dance and paint and other</p>	<p>building work and craft opportunities</p> <p>Bouncing to music, forming relationships with adults and peers, engaging with others in play, being read to etc</p> <p>Clap to music, copy actions, makes own movements in response to music and explores new movements outdoors.  Home corner role play, using objects to represent other things, using objects in garden for role play.  Drawing and mark making in writing area with pens and paint to represent animals, people or objects.</p> <p>Home corner and topic role play inside and outside individually and with others.</p> <p>Explaining preferences for music, dance etc</p> <p>Making dances for different types of songs and music to express different emotions.  Listen to music and then make up dances individually and in groups.  Makes own songs up within imaginary play.  Encourage children to tap out own rhythms when they play with musical instruments.</p> <p>Role play families, teachers, nursery, going to shops etc individually and with peers.</p> <p>Role play in home corner, set up topic role play areas individually and with friends.</p> <p>Use small world tuff tray set ups to create stories with animals and people figures.</p> <p>Use props inside and outside to support story that children make on their own and in groups.</p> <p>Paint pictures when they listen to music, see how music inspires them. Dance on paint on big pieces of paper in</p>
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	<p>materials or words.          Being Imaginative 40 – 60 months          Create simple representations of events, people and objects.          Being Imaginative 40 – 60 months          Initiates new combinations of movement and gesture in order to express and respond to feelings, ideas and experiences.          Being Imaginative 40 – 60 months          Chooses particular colours to use for a purpose.          Being Imaginative 40 – 60 months          Introduces a storyline or narrative into their play.          Being Imaginative 40 – 60 months          Plays alongside other children who are engaged in the same theme.          Being Imaginative 40 – 60 months          Plays cooperatively as part of a group to develop and act out a narrative.</p>	<p>response to music they hear.</p> <p>Painting and writing pictures of topic scenes, animals, people, environments etc on easel and at tables, on floor in gardens using chalks etc          Creates new dance movements and create their own sign language to communicate to each other and adults.</p> <p>Talks about colours they use for pictures and why.</p> <p>Role play topic scenarios with friends inside and outside in set up areas and areas they make.</p> <p>Build on role play ideas within topics and children's own interest with their peers.</p> <p>Talk to each other, listen to each other and introduce ideas as they role play topic scenarios and games.</p>
<p>21<sup>st</sup> Jan / 28<sup>th</sup> Jan          Australia Day: 26<sup>th</sup>/28<sup>th</sup> January          Animals          Songs/stories          Environment          Dressing up          Travelling – holidays          Role play          Occupations          Diary of a Wombat</p>	<p>Expressive arts and design 0 -11 months          Babies explore media and materials as part of their exploration of the world around them. See Characteristics of Effective Learning – Playing and Exploring, Physical Development, Understanding the World – The World          Expressive arts and design 8 – 20 months          16 – 26 months          Explores and experiments with a range of media through sensory exploration, and using whole body.</p> <p>Expressive arts and design 8 – 20 months          16 – 26 months          Move their whole bodies to sounds they enjoy, such as music or a regular beat.          Expressive arts and design 8 – 20 months          16 – 26 months          Imitates and improvises actions they have observed, e.g. clapping or waving.          Expressive arts and design 8 – 20 months          16 – 26 months          Begins to move to music, listen to or join in rhymes or songs.          Expressive arts and design 8 – 20 months          16 – 26 months</p>	<p>Sensory exploration in tuff trays: bubbles, shaving foam, water, sand, cornflour mix, baby lotion, paint in trays – exploration of marks that can be made with body parts in different mediums eg feet, hands, whole bodies etc</p> <p>Sensory exploration in tuff trays: bubbles, shaving foam, water, sand, cornflour mix, baby lotion, paint in trays – exploration of marks that can be made with body parts in different mediums eg feet, hands, whole bodies etc</p> <p>Children's favourite songs on interactive whiteboard, dancing to them individually and with friends.</p> <p>Watch dance videos on interactive whiteboard and copy moves Jump like a kangaroo, aboriginal music</p> <p>Dance to songs on interactive whiteboard Jump like a kangaroo etc</p> <p>Enjoy learning nursery rhymes and routine songs eg 1 empty bowl, it is time to go inside etc</p> <p>Feet, hand, body painting on big pieces of paper inside and outside, makes comments about and points to what</p>

	<p>Notices and is interested in the effects of making movements which leave marks. Expressive arts and design 22 – 36 months Joins in singing favourite songs. Expressive arts and design 22 – 36 months Creates sounds by banging, shaking, tapping or blowing. Expressive arts and design 22 – 36 months Shows an interest in the way musical instruments sound. Expressive arts and design 22 – 36 months Experiments with blocks, colours and marks. Expressive arts and design 30 – 50 months Enjoys joining in with dancing and ring games. Expressive arts and design 30 – 50 months Sings a few familiar songs. Expressive arts and design 30 – 50 months Beginning to move rhythmically. Expressive arts and design 30 – 50 months Imitates movement in response to music. Expressive arts and design 30 – 50 months Taps out simple repeated rhythms. Expressive arts and design 30 – 50 months Explores and learns how sounds can be changed. Expressive arts and design 30 – 50 months Explores colour and how colours can be changed. Expressive arts and design 30 – 50 months Understands that they can use lines to enclose a space, and then begin to use these shapes to represent objects. Expressive arts and design 30 – 50 months Beginning to be interested in and describe the texture of things.</p> <p>Expressive arts and design 30 – 50 months Uses various construction materials. Beginning to construct, stacking blocks vertically and horizontally, making enclosures and creating spaces. Expressive arts and design 30 – 50 months Joins construction pieces together to build and balance. Expressive arts and design 30 – 50 months Realises tools can be used for a purpose Expressive arts and design 40 – 60 months Begins to build a repertoire of songs and dances. Expressive arts and design 40 – 60 months Explores the different sounds of instruments. Expressive arts and design 40 – 60 months Explores what happens when they mix colours.</p>	<p>they have created: aboriginal art and music painting Enjoys learning topic songs, routine songs and nursery rhymes: Kookaburra, Jump like a kangaroo Explores instruments in the music area inside and also out in the garden. Explore sounds different instruments make, loud and quiet, long and short sounds etc Australian instruments Sponge painting with different shapes, painting on easel, splatter painting etc Aboriginal artwork Duck duck goose, what's the time Mr Wolf, Hokey Kokey, Choose the one you love the most and dance away etc Enjoys learning topic songs and routine songs Kookaburra, Jump like a kangaroo etc Move in time to music on interactive whiteboard Aboriginal dances, baby shark song dance etc Creates own dances to music on IWB Australian music and ocean dances Clap out rhythms and get everyone else to copy at group time.</p> <p>Explores sounds of instruments in garden and music area.</p> <p>Mixing colours of paint to create large scale paintings. Aboriginal artwork Still life drawings, painting on easel, portrait paintings Australian scenes, Australian animals etc Sensory tray with materials, get children to describe what they feel, look and sound like. Get children to describe properties of materials when junk modelling. Make buildings, structures etc out of different types of construction eg lego, mobilo, community blocks etc: Sydney opera house, Sydney bridge etc</p> <p>Make Sydney opera house, Australian bridge, Australian outback, huts etc Role play builders using tool kits, manipulating playdough with tools, tools in woodwork, tools for baking etc Make up their own dances with friends, copy songs from interactive whiteboard and learn topic songs. Explore sounds of instruments and compose own songs and music with them. Digeridoo exploration Colour mixing for painting Australian animals, scenes, Great barrier reef sea creatures etc Use different materials in junk modelling to make new textures and use sensory materials in tuff trays.</p>
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	<p>Expressive arts and design 40 – 60 months Experiments to create different textures. Understands that different media can be combined to create new effects.</p> <p>Expressive arts and design 40 – 60 months Manipulates materials to achieve a planned effect.</p> <p>Expressive arts and design 40 – 60 months Constructs with a purpose in mind, using a variety of resources.</p> <p>Expressive arts and design 40 – 60 months Uses simple tools and techniques competently and appropriately.</p> <p>Expressive arts and design 40 – 60 months Selects appropriate resources and adapts work where necessary.</p> <p>Expressive arts and design 40 – 60 months Selects tools and techniques needed to shape, assemble and join materials they are using.</p> <p>Being Imaginative 0 – 11 months 8 – 20 months Babies and toddlers need to explore the world and develop a range of ways to communicate before they can express their own ideas through arts and design. See Characteristics of Effective Learning; Communication and Language; Physical Development; Personal, Social and Emotional Development</p> <p>Being Imaginative 16 – 26 months Expresses self through physical action and sound.</p> <p>Being Imaginative 16 – 26 months Pretends that one object represents another, especially when objects have characteristics in common.</p> <p>Being Imaginative 22- 36 months Beginning to use representation to communicate, e.g. drawing a line and saying 'That's me.'</p> <p>Being Imaginative 22 – 36 months Beginning to make-believe by pretending.</p> <p>Being Imaginative 30 – 50 months Developing preferences for forms of expression.</p> <p>Being Imaginative 30 – 50 months Uses movement to express feelings.</p> <p>Being Imaginative 30 – 50 months Creates movement in response to music.</p> <p>Being Imaginative 30 – 50 months Sings to self and makes up simple songs.</p> <p>Being Imaginative 30 – 50 months</p>	<p>Junk modelling opportunities within topics. Baking opportunities, playdough manipulation. Make outback and aboriginal huts and syney opera house out of junk modelling, Make boomerangs and digeridoos out of junk modelling</p> <p>Using knives to prepare snack, tools to manipulate simple word work outcomes, playdough tool manipulation, hole punch, scissors, staplers in craft opportunities. Explains why they use certain materials in craft and junk modelling learning opportunities.</p> <p>Explains why they use certain tools when they do building work and craft opportunities</p> <p>Bouncing to music, forming relationships with adults and peers, engaging with others in play, being read to etc</p> <p>Clap to music, copy actions, makes own movements in response to music and explores new movements outdoors. Home corner role play, using objects to represent other things, using objects in garden for role play. Drawing and mark making in writing area with pens and paint to represent animals, people or objects.</p> <p>Home corner and topic role play inside and outside individually and with others.</p> <p>Explaining preferences for music, dance etc</p> <p>Making dances for different types of songs and music to express different emotions. Listen to music and then make up dances individually and in groups.</p> <p>Makes own songs up within imaginary play. Encourage children to tap out own rhythms when they play with musical instruments.</p> <p>Role play families, teachers, nursery, going to shops etc</p>
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	<p>Makes up rhythms.  Being Imaginative 30 – 50 months  Notifies what adults do, imitating what is observed and then doing it spontaneously when the adult is not there.  Being Imaginative 30 – 50 months  Engages in imaginative role-play based on own first-hand experiences.  Being Imaginative 30 – 50 months  Builds stories around toys, e.g. farm animals needing rescue from an armchair 'cliff'.  Being Imaginative 30 – 50 months  Uses available resources to create props to support role-play.  Being Imaginative 30 – 50 months  Captures experiences and responses with a range of media, such as music, dance and paint and other materials or words.  Being Imaginative 40 – 60 months  Create simple representations of events, people and objects.  Being Imaginative 40 – 60 months  Initiates new combinations of movement and gesture in order to express and respond to feelings, ideas and experiences.  Being Imaginative 40 – 60 months  Chooses particular colours to use for a purpose.  Being Imaginative 40 – 60 months  Introduces a storyline or narrative into their play.  Being Imaginative 40 – 60 months  Plays alongside other children who are engaged in the same theme.  Being Imaginative 40 – 60 months  Plays cooperatively as part of a group to develop and act out a narrative.</p>	<p>individually and with peers.</p> <p>Role play in home corner, set up topic role play areas individually and with friends.</p> <p>Use small world tuff tray set ups to create stories with animals and people figures.</p> <p>Use props inside and outside to support story that children make on their own and in groups.</p> <p>Paint pictures when they listen to music, see how music inspires them. Dance on paint on big pieces of paper in response to Australian music they hear.</p> <p>Painting and writing pictures of topic scenes, animals, people, environments etc on easel and at tables, on floor in gardens using chalks etc</p> <p>Creates new dance movements to Australian music based on Australian aboriginal dances they have watched etc</p> <p>Talks about colours they use for pictures and why for aboriginal artwork  Role play topic scenarios with friends inside and outside in set up areas and areas they make.</p> <p>Driving plane, air stewards, airport security etc great barrier reef scoober diving, beach tourist role play  Airport role play, tourist role play at the beach and scoober diving in Great Barrier Reef etc</p> <p>Make digeridoos  Make signs and posters for safety on beach – role play  Learn Australian National anthem  Makaton kangaroo song</p>
<p>4<sup>th</sup> Feb Chinese NY: 5<sup>th</sup> feb  <b>Numbers/Shapes &amp; Space</b></p>	<p>Expressive arts and design 0 -11 months  Babies explore media and materials as part of their exploration of the world around them. See Characteristics of Effective Learning – Playing and</p>	<p>Sensory exploration in tuff trays: bubbles, shaving foam, water, sand, cornflour mix, baby lotion, paint in trays – exploration of marks that can be made with body parts in different mediums eg feet, hands, whole bodies etc</p>

<p><b>Maths Focus</b></p>	<p>Exploring, Physical Development, Understanding the World – The World</p> <p>Expressive arts and design 8 – 20 months 16 – 26 months</p> <p>Explores and experiments with a range of media through sensory exploration, and using whole body.</p> <p>Expressive arts and design 8 – 20 months 16 – 26 months</p> <p>Move their whole bodies to sounds they enjoy, such as music or a regular beat.</p> <p>Expressive arts and design 8 – 20 months 16 – 26 months</p> <p>Imitates and improvises actions they have observed, e.g. clapping or waving.</p> <p>Expressive arts and design 8 – 20 months 16 – 26 months</p> <p>Begins to move to music, listen to or join in rhymes or songs.</p> <p>Expressive arts and design 8 – 20 months 16 – 26 months</p> <p>Notices and is interested in the effects of making movements which leave marks.</p> <p>Expressive arts and design 22 – 36 months</p> <p>Joins in singing favourite songs.</p> <p>Expressive arts and design 22 – 36 months</p> <p>Creates sounds by banging, shaking, tapping or blowing.</p> <p>Expressive arts and design 22 – 36 months</p> <p>Shows an interest in the way musical instruments sound.</p> <p>Expressive arts and design 22 – 36 months</p> <p>Experiments with blocks, colours and marks.</p> <p>Expressive arts and design 30 – 50 months</p> <p>Enjoys joining in with dancing and ring games.</p> <p>Expressive arts and design 30 – 50 months</p> <p>Sings a few familiar songs.</p> <p>Expressive arts and design 30 – 50 months</p> <p>Beginning to move rhythmically.</p> <p>Expressive arts and design 30 – 50 months</p> <p>Imitates movement in response to music.</p> <p>Expressive arts and design 30 – 50 months</p> <p>Taps out simple repeated rhythms.</p> <p>Expressive arts and design 30 – 50 months</p> <p>Explores and learns how sounds can be changed.</p> <p>Expressive arts and design 30 – 50 months</p> <p>Explores colour and how colours can be changed.</p> <p>Expressive arts and design 30 – 50 months</p>	<p>Sensory exploration in tuff trays: bubbles, shaving foam, water, sand, cornflour mix, baby lotion, paint in trays – exploration of marks that can be made with body parts in different mediums eg feet, hands, whole bodies etc</p> <p>Children's favourite songs on interactive whiteboard, dancing to them individually and with friends.</p> <p>Watch Chinese dance videos on interactive whiteboard and copy moves</p> <p>Dance to Chinese music on interactive whiteboard.</p> <p>Enjoy learning nursery rhymes and routine songs eg 1 empty bowl, it is time to go inside etc</p> <p>Feet, hand, body painting on big pieces of paper inside and outside, makes comments about and points to what they have created.</p> <p>Enjoys learning Chinese and Mulan topic songs, routine songs and nursery rhymes.</p> <p>Explores instruments in the music area inside and also out in the garden.</p> <p>Explore sounds different instruments make, loud and quiet, long and short sounds etc</p> <p>Sponge painting with different shapes, painting on easel, splatter painting etc</p> <p>Duck duck goose, what's the time Mr Wolf, Hokey Kokey, Choose the one you love the most and dance away etc</p> <p>Enjoys learning Chinese topic songs, Mulan songs and</p> <p>Move in time to Chinese music on interactive whiteboard</p> <p>Creates own dances to Chinese music on IWB, Chinese dragon parade</p> <p>Clap out rhythms and get everyone else to copy at group time.</p> <p>Explores sounds of instruments in garden and music area.</p> <p>Mixing colours of paint to create large scale paintings.</p>
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	<p>Understands that they can use lines to enclose a space, and then begin to use these shapes to represent objects. Expressive arts and design 30 – 50 months Beginning to be interested in and describe the texture of things. Expressive arts and design 30 – 50 months Uses various construction materials. Beginning to construct, stacking blocks vertically and horizontally, making enclosures and creating spaces. Expressive arts and design 30 – 50 months Joins construction pieces together to build and balance. Expressive arts and design 30 – 50 months Realises tools can be used for a purpose Expressive arts and design 40 – 60 months Begins to build a repertoire of songs and dances. Expressive arts and design 40 – 60 months Explores the different sounds of instruments. Expressive arts and design 40 – 60 months Explores what happens when they mix colours. Expressive arts and design 40 – 60 months Experiments to create different textures. Understands that different media can be combined to create new effects. Expressive arts and design 40 – 60 months Manipulates materials to achieve a planned effect. Expressive arts and design 40 – 60 months Constructs with a purpose in mind, using a variety of resources. Expressive arts and design 40 – 60 months Uses simple tools and techniques competently and appropriately. Expressive arts and design 40 – 60 months Selects appropriate resources and adapts work where necessary. Expressive arts and design 40 – 60 months Selects tools and techniques needed to shape, assemble and join materials they are using.</p> <p>Being Imaginative 0 – 11 months 8 – 20 months Babies and toddlers need to explore the world and develop a range of ways to communicate before they can express their own ideas through arts and design. See Characteristics of Effective Learning; Communication and Language; Physical Development; Personal, Social</p>	<p>Dragon paintings, cherry blossom paintings etc</p> <p>Sensory tray with materials, get children to describe what they feel, look and sound like. Get children to describe properties of materials when junk modelling. Make buildings, structures etc out of different types of construction eg lego, mobilo, community blocks etc</p> <p>Make Chinese buildings and Chinese boats</p> <p>Role play builders using tool kits, manipulating playdough with tools, tools in woodwork, tools for baking etc Make up their own Chinese dances with friends, copy songs from interactive whiteboard and learn topic songs. Explore sounds of instruments and compose own Chinese songs and music with them. Colour mixing for painting still life, scenes, animals, people, insects etc inside and outside. Use different materials in junk modelling to make new textures and use sensory materials in tuff trays.</p> <p>Junk modelling opportunities within topics. Chinese New Year lanterns, dragons Junk modelling opportunities within topics. Chinese Dragon's tail, props for Chinese parade Junk modelling opportunities within topics. Chinese New Year costumes, lanterns, lamps etc Using knives to prepare snack, tools to manipulate simple word work outcomes, playdough tool manipulation, hole punch, scissors, staplers in craft opportunities. Explains why they use certain materials in craft and junk modelling learning opportunities.</p> <p>Explains why they use certain tools when they do building work and craft opportunities</p> <p>Bouncing to music, forming relationships with adults and peers, engaging with others in play, being read to etc</p>
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	<p>and Emotional Development</p> <p>Being Imaginative 16 – 26 months Expresses self through physical action and sound.</p> <p>Being Imaginative 16 – 26 months Pretends that one object represents another, especially when objects have characteristics in common.</p> <p>Being Imaginative 22- 36 months Beginning to use representation to communicate, e.g. drawing a line and saying 'That's me.'</p> <p>Being Imaginative 22 – 36 months Beginning to make-believe by pretending.</p> <p>Being Imaginative 30 – 50 months Developing preferences for forms of expression.</p> <p>Being Imaginative 30 – 50 months Uses movement to express feelings.</p> <p>Being Imaginative 30 – 50 months Creates movement in response to music.</p> <p>Being Imaginative 30 – 50 months Sings to self and makes up simple songs.</p> <p>Being Imaginative 30 – 50 months Makes up rhythms.</p> <p>Being Imaginative 30 – 50 months Notices what adults do, imitating what is observed and then doing it spontaneously when the adult is not there.</p> <p>Being Imaginative 30 – 50 months Engages in imaginative role-play based on own first-hand experiences.</p> <p>Being Imaginative 30 – 50 months Builds stories around toys, e.g. farm animals needing rescue from an armchair 'cliff'.</p> <p>Being Imaginative 30 – 50 months Uses available resources to create props to support role-play.</p> <p>Being Imaginative 30 – 50 months Captures experiences and responses with a range of media, such as music, dance and paint and other materials or words.</p> <p>Being Imaginative 40 – 60 months Create simple representations of events, people and objects.</p> <p>Being Imaginative 40 – 60 months Initiates new combinations of movement and gesture in order to express and respond to feelings, ideas and experiences.</p>	<p>Clap to music, copy actions, makes own movements in response to music and explores new movements outdoors.</p> <p>Home corner role play, using objects to represent other things, using objects in garden for role play.</p> <p>Drawing and mark making in writing area with pens and paint to represent animals, people or objects.</p> <p>Chinese New Year parade and Chinese restaurant role play, panda sanctuary role play</p> <p>Explaining preferences for Chinese music, dance etc</p> <p>Making dances for different types of Chinese songs and music to express different emotions.</p> <p>Listen to music and then make up dances individually and in groups.</p> <p>Makes own Chinese songs up within imaginary play.</p> <p>Encourage children to tap out own rhythms when they play with musical instruments.</p> <p>Role play families, teachers, nursery, going to shops etc individually and with peers.</p> <p>Role play in home corner, set up topic role play areas individually and with friends.</p> <p>Use small world tuff tray set ups to create stories with animals and people figures for Chinese New Year race</p> <p>Use props inside and outside to support story that children make on their own and in groups.</p> <p>Paint pictures when they listen to music, see how Chinese music inspires them. Dance on paint on big pieces of paper in response to music they hear.</p> <p>Painting and writing pictures of Chinese New Year race animals, Chinese buildings, Chinese scenery, Chinese writing</p> <p>Creates new Chinese dance movements and create their own sign language to communicate to each other and adults.</p>
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	<p>Being Imaginative 40 – 60 months Chooses particular colours to use for a purpose. Being Imaginative 40 – 60 months Introduces a storyline or narrative into their play. Being Imaginative 40 – 60 months Plays alongside other children who are engaged in the same theme. Being Imaginative 40 – 60 months Plays cooperatively as part of a group to develop and act out a narrative.</p>	<p>Talks about colours they use for pictures and why.</p> <p>Role play topic panda sanctuary, Chinese New Year parade, Chinese restaurant scenarios.</p> <p>Chinese New Year, Mulan, panda sanctuary, Chinese Restaurant, Chinese New Year race role play.</p> <p>Talk to each other, listen to each other and introduce ideas as they role play topic scenarios and games.</p> <p>Make flags for the CNY races. Make Chinese restaurant decorations Make Chinese New Year lanterns and decorations Paint Chinese symbols Make Chinese flower wreaths Paint cherry blossom with water bottle printing Chinese New Year dragon dance Make lucky envelopes Oragami pigs Make Chinese hats</p>
<p>11<sup>th</sup> Feb Valentine's Day: 14<sup>th</sup> feb</p>	<p>Expressive arts and design 0 -11 months Babies explore media and materials as part of their exploration of the world around them. See Characteristics of Effective Learning – Playing and Exploring, Physical Development, Understanding the World – The World Expressive arts and design 8 – 20 months 16 – 26 months Explores and experiments with a range of media through sensory exploration, and using whole body. Expressive arts and design 8 – 20 months 16 – 26 months Move their whole bodies to sounds they enjoy, such as music or a regular beat. Expressive arts and design 8 – 20 months 16 – 26 months Imitates and improvises actions they have observed, e.g. clapping or waving. Expressive arts and design 8 – 20 months 16 – 26 months Begins to move to music, listen to or join in rhymes or songs. Expressive arts and design 8 – 20 months</p>	<p>Sensory exploration in tuff trays: bubbles, shaving foam, water, sand, cornflour mix, baby lotion, paint in trays – exploration of marks that can be made with body parts in different mediums eg feet, hands, whole bodies etc</p> <p>Sensory exploration in tuff trays: bubbles, shaving foam, water, sand, cornflour mix, baby lotion, paint in trays – exploration of marks that can be made with body parts in different mediums eg feet, hands, whole bodies etc</p> <p>Children's favourite songs on interactive whiteboard, dancing to them individually and with friends. Watch dance videos on interactive whiteboard and copy moves</p> <p>Dance to songs on interactive whiteboard. I love you, you love me we're a great big family, all you need is love, choose the one you love the most songs</p> <p>Feet, hand, body painting on big pieces of paper inside</p>

	<p>16 – 26 months          Notices and is interested in the effects of making movements which leave marks.          Expressive arts and design 22 – 36 months          Joins in singing favourite songs.          Expressive arts and design 22 – 36 months          Creates sounds by banging, shaking, tapping or blowing.          Expressive arts and design 22 – 36 months          Shows an interest in the way musical instruments sound.          Expressive arts and design 22 – 36 months          Experiments with blocks, colours and marks.          Expressive arts and design 30 – 50 months          Enjoys joining in with dancing and ring games.          Expressive arts and design 30 – 50 months          Sings a few familiar songs.          Expressive arts and design 30 – 50 months          Beginning to move rhythmically.          Expressive arts and design 30 – 50 months          Imitates movement in response to music.          Expressive arts and design 30 – 50 months          Taps out simple repeated rhythms.          Expressive arts and design 30 – 50 months          Explores and learns how sounds can be changed.          Expressive arts and design 30 – 50 months          Explores colour and how colours can be changed.          Expressive arts and design 30 – 50 months          Understands that they can use lines to enclose a space, and then begin to use these shapes to represent objects.          Expressive arts and design 30 – 50 months          Beginning to be interested in and describe the texture of things.          Expressive arts and design 30 – 50 months          Uses various construction materials.          Beginning to construct, stacking blocks vertically and horizontally, making enclosures and creating spaces.          Expressive arts and design 30 – 50 months          Joins construction pieces together to build and balance.          Expressive arts and design 30 – 50 months          Realises tools can be used for a purpose          Expressive arts and design 40 – 60 months          Begins to build a repertoire of songs and dances.          Expressive arts and design 40 – 60 months          Explores the different sounds of instruments.          Expressive arts and design 40 – 60 months          Explores what happens when they mix colours.</p>	<p>and outside, makes comments about and points to what they have created.</p> <p>Enjoys learning topic songs: we're a great big family, all you need is love, etc          Explores instruments in the music area inside and also out in the garden.          Explore sounds different instruments make, loud and quiet, long and short sounds etc          Sponge painting with different shapes, painting on easel, splatter painting etc          Duck duck goose, what's the time Mr Wolf, Hokey Kokey, Choose the one you love the most and dance away etc          Enjoys learning topic songs and routine songs</p> <p>Move in time to music on interactive whiteboard</p> <p>Creates own dances to music on IWB</p> <p>Clap out rhythms and get everyone else to copy at group time.</p> <p>Explores sounds of instruments in garden and music area.</p> <p>Mixing colours of paint to create large scale paintings.</p> <p>Family paintings, wedding pictures, heart pictures</p> <p>Sensory tray with materials, get children to describe what they feel, look and sound like. Get children to describe properties of materials when junk modelling.          Make buildings, structures etc out of different types of construction eg lego, mobilo, community blocks etc</p> <p>Make towers and skyscrapers using different types of construction materials.          Role play builders using tool kits, manipulating playdough with tools, tools in woodwork, tools for baking etc          Make up their own dances with friends, copy songs from interactive whiteboard and learn topic songs.          Explore sounds of instruments and compose own songs and music with them.          Colour mixing for painting still life, scenes, animals, people, insects etc inside and outside.</p>
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	<p>Expressive arts and design 40 – 60 months Experiments to create different textures. Understands that different media can be combined to create new effects.</p> <p>Expressive arts and design 40 – 60 months Manipulates materials to achieve a planned effect.</p> <p>Expressive arts and design 40 – 60 months Constructs with a purpose in mind, using a variety of resources.</p> <p>Expressive arts and design 40 – 60 months Uses simple tools and techniques competently and appropriately.</p> <p>Expressive arts and design 40 – 60 months Selects appropriate resources and adapts work where necessary.</p> <p>Expressive arts and design 40 – 60 months Selects tools and techniques needed to shape, assemble and join materials they are using.</p> <p>Being Imaginative 0 – 11 months 8 – 20 months Babies and toddlers need to explore the world and develop a range of ways to communicate before they can express their own ideas through arts and design. See Characteristics of Effective Learning; Communication and Language; Physical Development; Personal, Social and Emotional Development</p> <p>Being Imaginative 16 – 26 months Expresses self through physical action and sound.</p> <p>Being Imaginative 16 – 26 months Pretends that one object represents another, especially when objects have characteristics in common.</p> <p>Being Imaginative 22- 36 months Beginning to use representation to communicate, e.g. drawing a line and saying 'That's me.'</p> <p>Being Imaginative 22 – 36 months Beginning to make-believe by pretending.</p> <p>Being Imaginative 30 – 50 months Developing preferences for forms of expression.</p> <p>Being Imaginative 30 – 50 months Uses movement to express feelings.</p> <p>Being Imaginative 30 – 50 months Creates movement in response to music.</p> <p>Being Imaginative 30 – 50 months Sings to self and makes up simple songs.</p> <p>Being Imaginative 30 – 50 months</p>	<p>Use different materials in junk modelling to make new textures and use sensory materials in tuff trays.</p> <p>Junk modelling opportunities within topics. Hanging hearts, flower arrangements for wedding table Junk modelling opportunities within topics. Making groom and bride, wedding train etc Junk modelling opportunities within topics. Heart playdough biscuits, wedding playdough cakes Using knives to prepare snack, tools to manipulate simple word work outcomes, playdough tool manipulation, hole punch, scissors, staplers in craft opportunities. Explains why they use certain materials in craft and junk modelling learning opportunities. Explains why they use certain tools when they do building work and craft opportunities</p> <p>Bouncing to music, forming relationships with adults and peers, engaging with others in play, being read to etc</p> <p>Clap to music, copy actions, makes own movements in response to music and explores new movements outdoors. Home corner role play, using objects to represent other things, using objects in garden for role play. Drawing and mark making in writing area with pens and paint to represent animals, people or objects.</p> <p>Home corner and topic role play inside and outside individually and with others.</p> <p>Explaining preferences for music, dance etc</p> <p>Making dances for different types of songs and music to express different emotions. Listen to music and then make up dances individually and in groups. Makes own songs up within imaginary play.</p>
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	<p>Makes up rhythms. Being Imaginative 30 – 50 months Notices what adults do, imitating what is observed and then doing it spontaneously when the adult is not there.</p> <p>Being Imaginative 30 – 50 months Engages in imaginative role-play based on own first-hand experiences. Being Imaginative 30 – 50 months Builds stories around toys, e.g. farm animals needing rescue from an armchair 'cliff'. Being Imaginative 30 – 50 months Uses available resources to create props to support role-play. Being Imaginative 30 – 50 months Captures experiences and responses with a range of media, such as music, dance and paint and other materials or words. Being Imaginative 40 – 60 months Create simple representations of events, people and objects. Being Imaginative 40 – 60 months Initiates new combinations of movement and gesture in order to express and respond to feelings, ideas and experiences. Being Imaginative 40 – 60 months Chooses particular colours to use for a purpose. Being Imaginative 40 – 60 months Introduces a storyline or narrative into their play. Being Imaginative 40 – 60 months Plays alongside other children who are engaged in the same theme. Being Imaginative 40 – 60 months Plays cooperatively as part of a group to develop and act out a narrative.</p>	<p>Encourage children to tap out own rhythms when they play with musical instruments.</p> <p>Role play families, teachers, nursery, going to shops etc individually and with peers. Role play in home corner, set up topic role play areas individually and with friends.</p> <p>Use small world tuff church tray set ups to create wedding stories with people figures.</p> <p>Use props inside and outside to support story that children make on their own and in groups.</p> <p>Paint pictures when they listen to music, see how music inspires them. Dance on paint on big pieces of paper in response to music they hear.</p> <p>Painting and writing pictures of weddings, design bride and groom and bridesmaid outfits on easel, pictures and chalks in garden. Creates new dance movements for wedding parties for everyone to join in with.</p> <p>Talks about colours they use for pictures and why.</p> <p>Role play wedding ceremonies and parties with their friends!</p> <p>Role play cooking and baking for wedding, getting ready in outfits, going to wedding</p> <p>Wedding and wedding party role play, wedding co-ordinator preparation role play!</p> <p>Hand print roses for valentines cards Heart printing Make cupid arrows learning through nature Heart head band Heart biscuits</p>
<p>25<sup>th</sup> feb St David's Day: 1<sup>st</sup> march</p>	<p>Expressive arts and design 0 -11 months Babies explore media and materials as part of their exploration of the world around them. See Characteristics of Effective Learning – Playing and</p>	<p>Sensory exploration in tuff trays: bubbles, shaving foam, water, sand, cornflour mix, baby lotion, paint in trays – exploration of marks that can be made with body parts in different mediums eg feet, hands, whole bodies etc</p>

**Numbers/Shapes & Space**  
**Maths Focus**

Exploring, Physical Development, Understanding the World – The World  
 Expressive arts and design 8 – 20 months  
 16 – 26 months  
 Explores and experiments with a range of media through sensory exploration, and using whole body.  
 Expressive arts and design 8 – 20 months  
 16 – 26 months  
 Move their whole bodies to sounds they enjoy, such as music or a regular beat.

Expressive arts and design 8 – 20 months  
 16 – 26 months  
 Imitates and improvises actions they have observed, e.g. clapping or waving.  
 Expressive arts and design 8 – 20 months  
 16 – 26 months  
 Begins to move to music, listen to or join in rhymes or songs.

Expressive arts and design 8 – 20 months  
 16 – 26 months  
 Notices and is interested in the effects of making movements which leave marks.

Expressive arts and design 22 – 36 months  
 Joins in singing favourite songs.  
 Expressive arts and design 22 – 36 months  
 Creates sounds by banging, shaking, tapping or blowing.  
 Expressive arts and design 22 – 36 months  
 Shows an interest in the way musical instruments sound.

Expressive arts and design 22 – 36 months  
 Experiments with blocks, colours and marks.  
 Expressive arts and design 30 – 50 months  
 Enjoys joining in with dancing and ring games.  
 Expressive arts and design 30 – 50 months  
 Sings a few familiar songs.

Expressive arts and design 30 – 50 months  
 Beginning to move rhythmically.  
 Expressive arts and design 30 – 50 months  
 Imitates movement in response to music.  
 Expressive arts and design 30 – 50 months  
 Taps out simple repeated rhythms.

Expressive arts and design 30 – 50 months  
 Explores and learns how sounds can be changed.  
 Expressive arts and design 30 – 50 months  
 Explores colour and how colours can be changed.

Sensory exploration in tuff trays: bubbles, shaving foam, water, sand, cornflour mix, baby lotion, paint in trays – exploration of marks that can be made with body parts in different mediums eg feet, hands, whole bodies etc  
 Children's favourite songs on interactive whiteboard, dancing to them individually and with friends.  
 Watch dance videos on interactive whiteboard and copy moves

Dance to songs on interactive whiteboard.  
 Rugby Haka! Welsh dancing.

Enjoy learning nursery rhymes and routine songs eg 1 empty bowl, it is time to go inside etc

Feet, hand, body painting on big pieces of paper inside and outside, makes comments about and points to what they have created.

Enjoys learning topic songs, routine songs and nursery rhymes.  
 Explores instruments in the music area inside and also out in the garden.  
 Explore sounds different instruments make, loud and quiet, long and short sounds etc  
 Sponge painting with different shapes, painting on easel, splatter painting etc  
 Duck duck goose, what's the time Mr Wolf, Hokey Kokey, Choose the one you love the most and dance away etc  
 Enjoys learning topic songs and routine songs

Move in time to music on interactive whiteboard

Creates own Welsh dances to music on IWB

Clap out rhythms and get everyone else to copy at group time.

Explores sounds of instruments in garden and music area.

Mixing colours of paint to create large scale paintings.

	<p>Expressive arts and design 30 – 50 months Understands that they can use lines to enclose a space, and then begin to use these shapes to represent objects.</p> <p>Expressive arts and design 30 – 50 months Beginning to be interested in and describe the texture of things.</p> <p>Expressive arts and design 30 – 50 months Uses various construction materials. Beginning to construct, stacking blocks vertically and horizontally, making enclosures and creating spaces.</p> <p>Expressive arts and design 30 – 50 months Joins construction pieces together to build and balance.</p> <p>Expressive arts and design 30 – 50 months Realises tools can be used for a purpose</p> <p>Expressive arts and design 40 – 60 months Begins to build a repertoire of songs and dances.</p> <p>Expressive arts and design 40 – 60 months Explores the different sounds of instruments.</p> <p>Expressive arts and design 40 – 60 months Explores what happens when they mix colours.</p> <p>Expressive arts and design 40 – 60 months Experiments to create different textures.</p> <p>Understands that different media can be combined to create new effects.</p> <p>Expressive arts and design 40 – 60 months Manipulates materials to achieve a planned effect.</p> <p>Expressive arts and design 40 – 60 months Constructs with a purpose in mind, using a variety of resources.</p> <p>Expressive arts and design 40 – 60 months Uses simple tools and techniques competently and appropriately.</p> <p>Expressive arts and design 40 – 60 months Selects appropriate resources and adapts work where necessary.</p> <p>Expressive arts and design 40 – 60 months Selects tools and techniques needed to shape, assemble and join materials they are using.</p> <p>Being Imaginative 0 – 11 months 8 – 20 months</p> <p>Babies and toddlers need to explore the world and develop a range of ways to communicate before they can express their own ideas through arts and design. See Characteristics of Effective Learning: Communication</p>	<p>Still life Welsh drawings, painting on easel, portrait paintings</p> <p>Sensory tray with materials, get children to describe what they feel, look and sound like. Get children to describe properties of materials when junk modelling.</p> <p>Make buildings, structures etc out of different types of construction eg lego, mobilo, community blocks etc</p> <p>Make towers and skyscrapers using different types of construction materials.</p> <p>Role play builders using tool kits, manipulating playdough with tools, tools in woodwork, tools for baking etc</p> <p>Make up their own dances with friends, copy songs from interactive whiteboard and learn topic songs.</p> <p>Explore sounds of instruments and compose own songs and music with them.</p> <p>Colour mixing for painting still life, scenes, animals, people, insects etc inside and outside.</p> <p>Use different materials in junk modelling to make new textures and use sensory materials in tuff trays.</p> <p>Junk modelling opportunities within topics. Daffodils out of junk modelling Junk modelling opportunities within topics. Sheep out of junk modelling. Junk modelling opportunities within topics. Welsh flag out of junk modelling,</p> <p>Using knives to prepare snack, tools to manipulate simple word work outcomes, playdough tool manipulation, hole punch, scissors, staplers in craft opportunities. Explains why they use certain materials in craft and junk modelling learning opportunities.</p> <p>Explains why they use certain tools when they do building work and craft opportunities</p> <p>Bouncing to music, forming relationships with adults and peers, engaging with others in play, being read to etc</p>
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	<p>and Language; Physical Development; Personal, Social and Emotional Development</p> <p>Being Imaginative 16 – 26 months Expresses self through physical action and sound.</p> <p>Being Imaginative 16 – 26 months Pretends that one object represents another, especially when objects have characteristics in common.</p> <p>Being Imaginative 22- 36 months Beginning to use representation to communicate, e.g. drawing a line and saying 'That's me.'</p> <p>Being Imaginative 22 – 36 months Beginning to make-believe by pretending.</p> <p>Being Imaginative 30 – 50 months Developing preferences for forms of expression.</p> <p>Being Imaginative 30 – 50 months Uses movement to express feelings.</p> <p>Being Imaginative 30 – 50 months Creates movement in response to music.</p> <p>Being Imaginative 30 – 50 months Sings to self and makes up simple songs.</p> <p>Being Imaginative 30 – 50 months Makes up rhythms.</p> <p>Being Imaginative 30 – 50 months Notices what adults do, imitating what is observed and then doing it spontaneously when the adult is not there.</p> <p>Being Imaginative 30 – 50 months Engages in imaginative role-play based on own first-hand experiences.</p> <p>Being Imaginative 30 – 50 months Builds stories around toys, e.g. farm animals needing rescue from an armchair 'cliff'.</p> <p>Being Imaginative 30 – 50 months Uses available resources to create props to support role-play.</p> <p>Being Imaginative 30 – 50 months Captures experiences and responses with a range of media, such as music, dance and paint and other materials or words.</p> <p>Being Imaginative 40 – 60 months Create simple representations of events, people and objects.</p> <p>Being Imaginative 40 – 60 months Initiates new combinations of movement and gesture in order to express and respond to feelings, ideas and experiences.</p>	<p>Clap to music, copy actions, makes own movements in response to music and explores new movements outdoors.</p> <p>Home corner role play, using objects to represent other things, using objects in garden for role play.</p> <p>Drawing and mark making in writing area with pens and paint to represent animals, people or objects.</p> <p>Home corner and topic role play inside and outside individually and with others.</p> <p>Explaining preferences for Welsh music, dance etc</p> <p>Making dances for different types of Welsh songs and music to express different emotions.</p> <p>Listen to music and then make up dances individually and in groups.</p> <p>Makes own songs up within imaginary play.</p> <p>Encourage children to tap out own rhythms when they play with musical instruments.</p> <p>Role play families, teachers, nursery, going to shops etc individually and with peers.</p> <p>Role play in home corner, set up topic role play areas individually and with friends.</p> <p>Use small world tuff tray set ups to create stories with animals and people figures for farms.</p> <p>Use props inside and outside to support story that children make on their own and in groups.</p> <p>Paint pictures when they listen to music, see how music inspires them. Dance on paint on big pieces of paper in response to music they hear.</p> <p>Painting and writing pictures of topic scenes, animals, people, environments etc on easel and at tables, on floor in gardens using chalks etc</p> <p>Creates new dance movements and create their own sign language to communicate to each other and adults.</p> <p>Talks about colours they use for pictures and why.</p>
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	<p>Being Imaginative 40 – 60 months Chooses particular colours to use for a purpose. Being Imaginative 40 – 60 months Introduces a storyline or narrative into their play. Being Imaginative 40 – 60 months Plays alongside other children who are engaged in the same theme. Being Imaginative 40 – 60 months Plays cooperatively as part of a group to develop and act out a narrative.</p>	<p>Role play topic scenarios for farms, fishermen going fishing, rugby etc</p> <p>Build on role play ideas within topics and children's own interest with their peers.</p> <p>Talk to each other, listen to each other and introduce ideas as they role play topic scenarios and games.</p> <p>Spinning daffodil windmill Threading to make welsh harps Painting with leeks Leek and potato soup Make welsh cakes Make and paint dragons</p>
<p><b>4<sup>th</sup> march</b> <b>Shrove Tuesday/ Pancake day: 5<sup>th</sup> march</b> <b>World Book Day: 7<sup>th</sup> march</b> <b><u>EAL</u></b> <b>Book in the home language</b> <b>Nursery Songs to teach the rest</b></p>	<p>Expressive arts and design 0 -11 months Babies explore media and materials as part of their exploration of the world around them. See Characteristics of Effective Learning – Playing and Exploring, Physical Development, Understanding the World – The World Expressive arts and design 8 – 20 months 16 – 26 months Explores and experiments with a range of media through sensory exploration, and using whole body. Expressive arts and design 8 – 20 months 16 – 26 months Move their whole bodies to sounds they enjoy, such as music or a regular beat. Expressive arts and design 8 – 20 months 16 – 26 months Imitates and improvises actions they have observed, e.g. clapping or waving. Expressive arts and design 8 – 20 months 16 – 26 months Begins to move to music, listen to or join in rhymes or songs. Expressive arts and design 8 – 20 months 16 – 26 months Notices and is interested in the effects of making movements which leave marks. Expressive arts and design 22 – 36 months Joins in singing favourite songs. Expressive arts and design 22 – 36 months</p>	<p>Sensory exploration in tuff trays: bubbles, shaving foam, water, sand, cornflour mix, baby lotion, paint in trays – exploration of marks that can be made with body parts in different mediums eg feet, hands, whole bodies etc</p> <p>Sensory exploration in tuff trays: bubbles, shaving foam, water, sand, cornflour mix, baby lotion, paint in trays – exploration of marks that can be made with body parts in different mediums eg feet, hands, whole bodies etc Children's favourite songs on interactive whiteboard, dancing to them individually and with friends. Watch dance videos on interactive whiteboard and copy moves</p> <p>Dance to songs on interactive whiteboard.</p> <p>Enjoy learning nursery rhymes and routine songs eg 1 empty bowl, it is time to go inside etc</p> <p>Feet, hand, body painting on big pieces of paper inside and outside, makes comments about and points to what they have created.</p> <p>Enjoys learning topic songs, routine songs and nursery rhymes: pat a cake, pancake song etc Explores instruments in the music area inside and also out</p>

	<p>Creates sounds by banging, shaking, tapping or blowing. Expressive arts and design 22 – 36 months Shows an interest in the way musical instruments sound. Expressive arts and design 22 – 36 months Experiments with blocks, colours and marks. Expressive arts and design 30 – 50 months Enjoys joining in with dancing and ring games. Expressive arts and design 30 – 50 months Sings a few familiar songs. Expressive arts and design 30 – 50 months Beginning to move rhythmically. Expressive arts and design 30 – 50 months Imitates movement in response to music. Expressive arts and design 30 – 50 months Taps out simple repeated rhythms.</p> <p>Expressive arts and design 30 – 50 months Explores and learns how sounds can be changed. Expressive arts and design 30 – 50 months Explores colour and how colours can be changed. Expressive arts and design 30 – 50 months Understands that they can use lines to enclose a space, and then begin to use these shapes to represent objects. Expressive arts and design 30 – 50 months Beginning to be interested in and describe the texture of things. Expressive arts and design 30 – 50 months Uses various construction materials. Beginning to construct, stacking blocks vertically and horizontally, making enclosures and creating spaces. Expressive arts and design 30 – 50 months Joins construction pieces together to build and balance. Expressive arts and design 30 – 50 months Realises tools can be used for a purpose Expressive arts and design 40 – 60 months Begins to build a repertoire of songs and dances. Expressive arts and design 40 – 60 months Explores the different sounds of instruments. Expressive arts and design 40 – 60 months Explores what happens when they mix colours. Expressive arts and design 40 – 60 months Experiments to create different textures. Understands that different media can be combined to create new effects. Expressive arts and design 40 – 60 months</p>	<p>in the garden. Explore sounds different instruments make, loud and quiet, long and short sounds etc Sponge painting with different shapes, painting on easel, splatter painting etc Duck duck goose, what's the time Mr Wolf, Hokey Kokey, Choose the one you love the most and dance away etc Enjoys learning topic songs and routine songs Pat a cake, pancake song Move in time to music on interactive whiteboard</p> <p>Creates own dances to music on IWB</p> <p>Clap out rhythms and get everyone else to copy at group time.</p> <p>Explores sounds of instruments in garden and music area.</p> <p>Mixing colours of paint to create large scale paintings.</p> <p>Still life drawings, painting on easel, portrait paintings</p> <p>Sensory tray with materials, get children to describe what they feel, look and sound like. Get children to describe properties of materials when junk modelling. Make buildings, structures etc out of different types of construction eg lego, mobilo, community blocks etc</p> <p>Make towers and skyscrapers using different types of construction materials. Role play builders using tool kits, manipulating playdough with tools, tools in woodwork, tools for baking etc Make up their own dances with friends, copy songs from interactive whiteboard and learn topic songs. Explore sounds of instruments and compose own songs and music with them. Colour mixing for painting still life, scenes, animals, people, insects etc inside and outside. Use different materials in junk modelling to make new textures and use sensory materials in tuff trays.</p> <p>Junk modelling opportunities within topics. Pladough pancake manipulation Junk modelling opportunities within topics.</p>
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	<p>Manipulates materials to achieve a planned effect. Expressive arts and design 40 – 60 months Constructs with a purpose in mind, using a variety of resources.</p> <p>Expressive arts and design 40 – 60 months Uses simple tools and techniques competently and appropriately.</p> <p>Expressive arts and design 40 – 60 months Selects appropriate resources and adapts work where necessary.</p> <p>Expressive arts and design 40 – 60 months Selects tools and techniques needed to shape, assemble and join materials they are using.</p> <p>Being Imaginative 0 – 11 months 8 – 20 months</p> <p>Babies and toddlers need to explore the world and develop a range of ways to communicate before they can express their own ideas through arts and design. See Characteristics of Effective Learning; Communication and Language; Physical Development; Personal, Social and Emotional Development</p> <p>Being Imaginative 16 – 26 months Expresses self through physical action and sound.</p> <p>Being Imaginative 16 – 26 months Pretends that one object represents another, especially when objects have characteristics in common.</p> <p>Being Imaginative 22- 36 months Beginning to use representation to communicate, e.g. drawing a line and saying 'That's me.'</p> <p>Being Imaginative 22 – 36 months Beginning to make-believe by pretending.</p> <p>Being Imaginative 30 – 50 months Developing preferences for forms of expression.</p> <p>Being Imaginative 30 – 50 months Uses movement to express feelings.</p> <p>Being Imaginative 30 – 50 months Creates movement in response to music.</p> <p>Being Imaginative 30 – 50 months Sings to self and makes up simple songs.</p> <p>Being Imaginative 30 – 50 months Makes up rhythms.</p> <p>Being Imaginative 30 – 50 months Notices what adults do, imitating what is observed and then doing it spontaneously when the adult is not there.</p> <p>Being Imaginative 30 – 50 months</p>	<p>Decorating pancakes with junk modelling. Junk modelling opportunities within topics. Baking opportunities, playdough manipulation</p> <p>Using knives to prepare snack, tools to manipulate simple word work outcomes, playdough tool manipulation, hole punch, scissors, staplers in craft opportunities. Explains why they use certain materials in craft and junk modelling learning opportunities.</p> <p>Explains why they use certain tools when they do building work and craft opportunities</p> <p>Bouncing to music, forming relationships with adults and peers, engaging with others in play, being read to etc</p> <p>Clap to music, copy actions, makes own movements in response to music and explores new movements outdoors. Home corner role play, using objects to represent other things, using objects in garden for role play. Drawing and mark making in writing area with pens and paint to represent animals, people or objects.</p> <p>Home corner and topic role play inside and outside individually and with others.</p> <p>Explaining preferences for music, dance etc</p> <p>Making dances for different types of songs and music to express different emotions. Listen to music and then make up dances individually and in groups. Makes own songs up within imaginary play. Encourage children to tap out own rhythms when they play with musical instruments.</p> <p>Role play families, teachers, nursery, going to shops etc individually and with peers.</p>
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	<p>Engages in imaginative role-play based on own first-hand experiences.          Being Imaginative 30 – 50 months          Builds stories around toys, e.g. farm animals needing rescue from an armchair 'cliff'.          Being Imaginative 30 – 50 months          Uses available resources to create props to support role-play.          Being Imaginative 30 – 50 months          Captures experiences and responses with a range of media, such as music, dance and paint and other materials or words.          Being Imaginative 40 – 60 months          Create simple representations of events, people and objects.          Being Imaginative 40 – 60 months          Initiates new combinations of movement and gesture in order to express and respond to feelings, ideas and experiences.          Being Imaginative 40 – 60 months          Chooses particular colours to use for a purpose.          Being Imaginative 40 – 60 months          Introduces a storyline or narrative into their play.          Being Imaginative 40 – 60 months          Plays alongside other children who are engaged in the same theme.          Being Imaginative 40 – 60 months          Plays cooperatively as part of a group to develop and act out a narrative.</p>	<p>Role play in home corner, set up topic role play areas individually and with friends.</p> <p>Use small world tuff tray set ups to create stories with animals and people figures.</p> <p>Use props inside and outside to support story that children make on their own and in groups.</p> <p>Paint pictures when they listen to music, see how music inspires them. Dance on paint on big pieces of paper in response to music they hear.          Painting and writing pictures of topic scenes, animals, people, environments etc on easel and at tables, on floor in gardens using chalks etc          Creates new dance movements and create their own sign language to communicate to each other and adults.</p> <p>Talks about colours they use for pictures and why.</p> <p>Role play topic scenarios with friends inside and outside in restaurants, sprinkles to make pancakes!</p> <p>Build on role play ideas for pancake restaurants and kitchens with their peers</p> <p>Talk to each other, listen to each other and introduce ideas as they role play topic scenarios and games.          Pancake role play with playdough          Make pancake faces with emotions          Role play spring clean          Make real pancakes</p>
<p>11<sup>th</sup> March  <b>St Patrick's Day: 17<sup>th</sup> march</b>  <u>Woodside /LTN</u>          New life,          Planting          Hammers, nails          Role play          Rock painting          Nature/Nurture</p>	<p>Expressive arts and design 0 -11 months          Babies explore media and materials as part of their exploration of the world around them. See Characteristics of Effective Learning – Playing and Exploring, Physical Development, Understanding the World – The World          Expressive arts and design 8 – 20 months          16 – 26 months          Explores and experiments with a range of media through sensory exploration, and using whole body.          Expressive arts and design 8 – 20 months</p>	<p>Sensory exploration in tuff trays: bubbles, shaving foam, water, sand, cornflour mix, baby lotion, paint in trays – exploration of marks that can be made with body parts in different mediums eg feet, hands, whole bodies etc</p> <p>Sensory exploration in tuff trays: bubbles, shaving foam, water, sand, cornflour mix, baby lotion, paint in trays – exploration of marks that can be made with body parts in different mediums eg feet, hands, whole bodies etc          Children's favourite songs on interactive whiteboard,</p>

	<p>16 – 26 months Move their whole bodies to sounds they enjoy, such as music or a regular beat. Expressive arts and design 8 – 20 months 16 – 26 months Imitates and improvises actions they have observed, e.g. clapping or waving. Expressive arts and design 8 – 20 months 16 – 26 months Begins to move to music, listen to or join in rhymes or songs. Expressive arts and design 8 – 20 months 16 – 26 months Notices and is interested in the effects of making movements which leave marks. Expressive arts and design 22 – 36 months Joins in singing favourite songs. Expressive arts and design 22 – 36 months Creates sounds by banging, shaking, tapping or blowing.</p> <p>Expressive arts and design 22 – 36 months Shows an interest in the way musical instruments sound. Expressive arts and design 22 – 36 months Experiments with blocks, colours and marks. Expressive arts and design 30 – 50 months Enjoys joining in with dancing and ring games. Expressive arts and design 30 – 50 months Sings a few familiar songs. Expressive arts and design 30 – 50 months Beginning to move rhythmically. Expressive arts and design 30 – 50 months Imitates movement in response to music. Expressive arts and design 30 – 50 months Taps out simple repeated rhythms. Expressive arts and design 30 – 50 months Explores and learns how sounds can be changed. Expressive arts and design 30 – 50 months Explores colour and how colours can be changed. Expressive arts and design 30 – 50 months Understands that they can use lines to enclose a space, and then begin to use these shapes to represent objects. Expressive arts and design 30 – 50 months Beginning to be interested in and describe the texture of things. Expressive arts and design 30 – 50 months</p>	<p>dancing to them individually and with friends.</p> <p>Watch dance videos on interactive whiteboard and copy moves Dance to songs on interactive whiteboard.</p> <p>Enjoy learning nursery rhymes and routine songs eg 1 empty bowl, it is time to go inside etc</p> <p>Feet, hand, body painting on big pieces of paper inside and outside, makes comments about and points to what they have created.</p> <p>Enjoys learning topic songs, routine songs and nursery rhymes. Explores instruments in the music area inside and also out in the garden. Explore sounds different instruments make, loud and quiet, long and short sounds etc Sponge painting with different shapes, painting on easel, splatter painting etc Duck duck goose, what's the time Mr Wolf, Hokey Kokey, Choose the one you love the most and dance away etc Enjoys learning topic songs and routine songs</p> <p>Move in time to Irish music on interactive whiteboard</p> <p>Creates own Irish dances to music on IWB</p> <p>Clap out rhythms and get everyone else to copy at group time.</p> <p>Explores sounds of instruments in garden and music area.</p> <p>Mixing colours of paint to create large scale paintings.</p> <p>Still life drawings, painting on easel, portrait paintings</p> <p>Sensory tray with materials, get children to describe what they feel, look and sound like. Get children to describe properties of materials when junk modelling. Make buildings, structures etc out of different types of construction eg lego, mobilo, community blocks etc</p>
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	<p>Uses various construction materials.  Beginning to construct, stacking blocks vertically and horizontally, making enclosures and creating spaces.  Expressive arts and design 30 – 50 months  Joins construction pieces together to build and balance.  Expressive arts and design 30 – 50 months  Realises tools can be used for a purpose  Expressive arts and design 40 – 60 months  Begins to build a repertoire of songs and dances.  Expressive arts and design 40 – 60 months  Explores the different sounds of instruments.  Expressive arts and design 40 – 60 months  Explores what happens when they mix colours.  Expressive arts and design 40 – 60 months  Experiments to create different textures.  Understands that different media can be combined to create new effects.  Expressive arts and design 40 – 60 months  Manipulates materials to achieve a planned effect.  Expressive arts and design 40 – 60 months  Constructs with a purpose in mind, using a variety of resources.  Expressive arts and design 40 – 60 months  Uses simple tools and techniques competently and appropriately.  Expressive arts and design 40 – 60 months  Selects appropriate resources and adapts work where necessary.  Expressive arts and design 40 – 60 months  Selects tools and techniques needed to shape, assemble and join materials they are using.  Being Imaginative 0 – 11 months  8 – 20 months  Babies and toddlers need to explore the world and develop a range of ways to communicate before they can express their own ideas through arts and design. See Characteristics of Effective Learning: Communication and Language; Physical Development; Personal, Social and Emotional Development  Being Imaginative 16 – 26 months  Expresses self through physical action and sound.  Being Imaginative 16 – 26 months  Pretends that one object represents another, especially when objects have characteristics in common.  Being Imaginative 22- 36 months</p>	<p>Make towers and skyscrapers using different types of construction materials.  Role play builders using tool kits, manipulating playdough with tools, tools in woodwork, tools for baking etc  Make up their own dances with friends, copy songs from interactive whiteboard and learn topic songs.  Explore sounds of instruments and compose own songs and music with them.  Colour mixing for painting still life, scenes, animals, people, insects etc inside and outside.  Use different materials in junk modelling to make new textures and use sensory materials in tuff trays.</p> <p>Junk modelling opportunities within topics.  Make 4 leaf clovers, leprechauns out of junk modelling  Junk modelling opportunities within topics.  Baking opportunities, playdough manipulation  Junk modelling opportunities within topics.  Baking opportunities, playdough manipulation</p> <p>Using knives to prepare snack, tools to manipulate simple word work outcomes, playdough tool manipulation, hole punch, scissors, staplers in craft opportunities.  Explains why they use certain materials in craft and junk modelling learning opportunities.</p> <p>Explains why they use certain tools when they do building work and craft opportunities</p> <p>Bouncing to music, forming relationships with adults and peers, engaging with others in play, being read to etc</p> <p>Clap to music, copy actions, makes own movements in response to music and explores new movements outdoors.  Home corner role play, using objects to represent other things, using objects in garden for role play.  Drawing and mark making in writing area with pens and paint to represent animals, people or objects.</p>
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	<p>Beginning to use representation to communicate, e.g. drawing a line and saying 'That's me.'</p> <p>Being Imaginative 22 – 36 months</p> <p>Beginning to make-believe by pretending.</p> <p>Being Imaginative 30 – 50 months</p> <p>Developing preferences for forms of expression.</p> <p>Being Imaginative 30 – 50 months</p> <p>Uses movement to express feelings.</p> <p>Being Imaginative 30 – 50 months</p> <p>Creates movement in response to music.</p> <p>Being Imaginative 30 – 50 months</p> <p>Sings to self and makes up simple songs.</p> <p>Being Imaginative 30 – 50 months</p> <p>Makes up rhythms.</p> <p>Being Imaginative 30 – 50 months</p> <p>Notices what adults do, imitating what is observed and then doing it spontaneously when the adult is not there.</p> <p>Being Imaginative 30 – 50 months</p> <p>Engages in imaginative role-play based on own first-hand experiences.</p> <p>Being Imaginative 30 – 50 months</p> <p>Builds stories around toys, e.g. farm animals needing rescue from an armchair 'cliff'.</p> <p>Being Imaginative 30 – 50 months</p> <p>Uses available resources to create props to support role-play.</p> <p>Being Imaginative 30 – 50 months</p> <p>Captures experiences and responses with a range of media, such as music, dance and paint and other materials or words.</p> <p>Being Imaginative 40 – 60 months</p> <p>Create simple representations of events, people and objects.</p> <p>Being Imaginative 40 – 60 months</p> <p>Initiates new combinations of movement and gesture in order to express and respond to feelings, ideas and experiences.</p> <p>Being Imaginative 40 – 60 months</p> <p>Chooses particular colours to use for a purpose.</p> <p>Being Imaginative 40 – 60 months</p> <p>Introduces a storyline or narrative into their play.</p> <p>Being Imaginative 40 – 60 months</p> <p>Plays alongside other children who are engaged in the same theme.</p> <p>Being Imaginative 40 – 60 months</p>	<p>Home corner and topic role play inside and outside individually and with others.</p> <p>Explaining preferences for music, dance etc</p> <p>Making dances for different types of songs and music to express different emotions.</p> <p>Listen to music and then make up dances individually and in groups.</p> <p>Makes own songs up within imaginary play.</p> <p>Encourage children to tap out own rhythms when they play with musical instruments.</p> <p>Role play families, teachers, nursery, going to shops etc individually and with peers.</p> <p>Role play in home corner, set up topic role play areas individually and with friends.</p> <p>Use small world tuff tray set ups to create stories with animals and people figures.</p> <p>Use props inside and outside to support story that children make on their own and in groups.</p> <p>Paint pictures when they listen to music, see how Irish music inspires them. Dance on paint on big pieces of paper in response to music they hear.</p> <p>Painting and writing pictures of topic scenes, animals, people, environments etc on easel and at tables, on floor in gardens using chalks etc</p> <p>Creates new dance movements and create their own sign language to communicate to each other and adults.</p> <p>Talks about colours they use for pictures and why.</p> <p>Role play topic scenarios with friends inside and outside in set up areas and areas they make.</p> <p>Build on role play ideas within topics and children's own interest with their peers.</p> <p>Talk to each other, listen to each other and introduce</p>
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	<p>Plays cooperatively as part of a group to develop and act out a narrative.</p>	<p>ideas as they role play topic scenarios and games.</p> <p>Make a pot of gold and rainbow out of collage  Collage lucky 4 leaf clovers  Make a leprechaun out of paint and fork brush strokes  Irish line dancing  Sensory soup with coins  Mixing colours for rainbows  Rainbow wands  Giant rainbow for group time  Rainbow sensory bottles  Fruit punch?!</p>
<p><b>18<sup>th</sup> March</b>  <u>Woodside /LTN</u>  Bug Hunting,  Fires  Den building/sticks,  Treasure hunts/looking for objects  Outdoor frames/garden  Ropes</p>	<p>Expressive arts and design 0 -11 months  Babies explore media and materials as part of their exploration of the world around them. See Characteristics of Effective Learning – Playing and Exploring, Physical Development, Understanding the World – The World  Expressive arts and design 8 – 20 months  16 – 26 months  Explores and experiments with a range of media through sensory exploration, and using whole body.  Expressive arts and design 8 – 20 months  16 – 26 months  Move their whole bodies to sounds they enjoy, such as music or a regular beat.  Expressive arts and design 8 – 20 months  16 – 26 months  Imitates and improvises actions they have observed, e.g. clapping or waving.  Expressive arts and design 8 – 20 months  16 – 26 months  Begins to move to music, listen to or join in rhymes or songs.  Expressive arts and design 8 – 20 months  16 – 26 months  Notices and is interested in the effects of making movements which leave marks.  Expressive arts and design 22 – 36 months  Joins in singing favourite songs.  Expressive arts and design 22 – 36 months  Creates sounds by banging, shaking, tapping or blowing.  Expressive arts and design 22 – 36 months  Shows an interest in the way musical instruments sound.  Expressive arts and design 22 – 36 months</p>	<p>Sensory exploration in tuff trays: bubbles, shaving foam, water, sand, cornflour mix, baby lotion, paint in trays – exploration of marks that can be made with body parts in different mediums eg feet, hands, whole bodies etc</p> <p>Sensory exploration in tuff trays: bubbles, shaving foam, water, sand, cornflour mix, baby lotion, paint in trays – exploration of marks that can be made with body parts in different mediums eg feet, hands, whole bodies etc  Children’s favourite songs on interactive whiteboard, dancing to them individually and with friends.</p> <p>Watch dance videos on interactive whiteboard and copy moves</p> <p>Dance to songs on interactive whiteboard.</p> <p>Enjoy learning nursery rhymes and routine songs eg 1 empty bowl, it is time to go inside etc</p> <p>Feet, hand, body painting on big pieces of paper inside and outside, makes comments about and points to what they have created.  Enjoys learning topic songs, routine songs and nursery rhymes.  Explores instruments in the music area inside and also out in the garden.  Explore sounds different instruments make, loud and quiet, long and short sounds etc  Sponge painting with different shapes, painting on easel,</p>

	<p>Experiments with blocks, colours and marks. Expressive arts and design 30 – 50 months Enjoys joining in with dancing and ring games. Expressive arts and design 30 – 50 months Sings a few familiar songs. Expressive arts and design 30 – 50 months Beginning to move rhythmically. Expressive arts and design 30 – 50 months Imitates movement in response to music. Expressive arts and design 30 – 50 months Taps out simple repeated rhythms. Expressive arts and design 30 – 50 months Explores and learns how sounds can be changed. Expressive arts and design 30 – 50 months Explores colour and how colours can be changed. Expressive arts and design 30 – 50 months Understands that they can use lines to enclose a space, and then begin to use these shapes to represent objects. Expressive arts and design 30 – 50 months Beginning to be interested in and describe the texture of things. Expressive arts and design 30 – 50 months Uses various construction materials. Beginning to construct, stacking blocks vertically and horizontally, making enclosures and creating spaces. Expressive arts and design 30 – 50 months Joins construction pieces together to build and balance. Expressive arts and design 30 – 50 months Realises tools can be used for a purpose Expressive arts and design 40 – 60 months Begins to build a repertoire of songs and dances. Expressive arts and design 40 – 60 months Explores the different sounds of instruments. Expressive arts and design 40 – 60 months Explores what happens when they mix colours. Expressive arts and design 40 – 60 months Experiments to create different textures. Understands that different media can be combined to create new effects. Expressive arts and design 40 – 60 months Manipulates materials to achieve a planned effect. Expressive arts and design 40 – 60 months Constructs with a purpose in mind, using a variety of resources. Expressive arts and design 40 – 60 months</p>	<p>splatter painting etc Duck duck goose, what's the time Mr Wolf, Hokey Kokey, Choose the one you love the most and dance away etc Enjoys learning topic songs and routine songs</p> <p>Move in time to music on interactive whiteboard</p> <p>Creates own dances to music on IWB</p> <p>Clap out rhythms and get everyone else to copy at group time.</p> <p>Explores sounds of instruments in garden and music area.</p> <p>Mixing colours of paint to create large scale paintings.</p> <p>Still life drawings, painting on easel, portrait paintings</p> <p>Sensory tray with materials, get children to describe what they feel, look and sound like. Get children to describe properties of materials when junk modelling. Make buildings, structures etc out of different types of construction eg lego, mobilo, community blocks etc</p> <p>Make towers and skyscrapers using different types of construction materials. Role play builders using tool kits, manipulating playdough with tools, tools in woodwork, tools for baking etc Make up their own dances with friends, copy songs from interactive whiteboard and learn topic songs. Explore sounds of instruments and compose own songs and music with them. Colour mixing for painting still life, scenes, animals, people, insects etc inside and outside. Use different materials in junk modelling to make new textures and use sensory materials in tuff trays.</p> <p>Junk modelling opportunities within topics. Make minibeasts, bug hotels Junk modelling opportunities within topics. Make minibeasts, insect cycles, bug hotels Junk modelling opportunities within topics. Baking opportunities, playdough manipulation</p>
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	<p>Uses simple tools and techniques competently and appropriately. Expressive arts and design 40 – 60 months Selects appropriate resources and adapts work where necessary. Expressive arts and design 40 – 60 months Selects tools and techniques needed to shape, assemble and join materials they are using. Being Imaginative 0 – 11 months 8 – 20 months</p> <p>Babies and toddlers need to explore the world and develop a range of ways to communicate before they can express their own ideas through arts and design. See Characteristics of Effective Learning; Communication and Language; Physical Development; Personal, Social and Emotional Development Being Imaginative 16 – 26 months Expresses self through physical action and sound. Being Imaginative 16 – 26 months Pretends that one object represents another, especially when objects have characteristics in common. Being Imaginative 22- 36 months Beginning to use representation to communicate, e.g. drawing a line and saying 'That's me.' Being Imaginative 22 – 36 months Beginning to make-believe by pretending. Being Imaginative 30 – 50 months Developing preferences for forms of expression. Being Imaginative 30 – 50 months Uses movement to express feelings. Being Imaginative 30 – 50 months Creates movement in response to music. Being Imaginative 30 – 50 months Sings to self and makes up simple songs. Being Imaginative 30 – 50 months Makes up rhythms. Being Imaginative 30 – 50 months Notices what adults do, imitating what is observed and then doing it spontaneously when the adult is not there. Being Imaginative 30 – 50 months Engages in imaginative role-play based on own first-hand experiences. Being Imaginative 30 – 50 months Builds stories around toys, e.g. farm animals needing rescue from an armchair 'cliff'.</p>	<p>Using knives to prepare snack, tools to manipulate simple word work outcomes, playdough tool manipulation, hole punch, scissors, staplers in craft opportunities. Explains why they use certain materials in craft and junk modelling learning opportunities.</p> <p>Explains why they use certain tools when they do building work and craft opportunities</p> <p>Bouncing to music, forming relationships with adults and peers, engaging with others in play, being read to etc</p> <p>Clap to music, copy actions, makes own movements in response to music and explores new movements outdoors. Home corner role play, using objects to represent other things, using objects in garden for role play. Drawing and mark making in writing area with pens and paint to represent animals, people or objects.</p> <p>Home corner and topic role play inside and outside individually and with others.</p> <p>Explaining preferences for music, dance etc</p> <p>Making dances for different types of songs and music to express different emotions for Hungry caterpillar Listen to music and then make up dances individually and in groups for different insects Makes own songs up within imaginary play. Encourage children to tap out own rhythms when they play with musical instruments.</p> <p>Role play bug hunting, superworm and Hungry Caterpillar stories, We're going on a bear hunt etc</p> <p>Role play in home corner, set up topic role play areas individually and with friends.</p> <p>Use small world tuff tray set ups to create stories with animals and people figures.</p> <p>Use props inside and outside to support story that</p>
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	<p>Being Imaginative 30 – 50 months Uses available resources to create props to support role-play.</p> <p>Being Imaginative 30 – 50 months Captures experiences and responses with a range of media, such as music, dance and paint and other materials or words.</p> <p>Being Imaginative 40 – 60 months Create simple representations of events, people and objects.</p> <p>Being Imaginative 40 – 60 months Initiates new combinations of movement and gesture in order to express and respond to feelings, ideas and experiences.</p> <p>Being Imaginative 40 – 60 months Chooses particular colours to use for a purpose.</p> <p>Being Imaginative 40 – 60 months Introduces a storyline or narrative into their play.</p> <p>Being Imaginative 40 – 60 months Plays alongside other children who are engaged in the same theme.</p> <p>Being Imaginative 40 – 60 months Plays cooperatively as part of a group to develop and act out a narrative.</p>	<p>children make on their own and in groups.</p> <p>Paint pictures when they listen to music, see how music inspires them. Dance on paint on big pieces of paper in response to music they hear.</p> <p>Painting and writing pictures of topic scenes, animals, people, environments etc on easel and at tables, on floor in gardens using chalks etc Creates new dance movements and create their own sign language to communicate to each other and adults.</p> <p>Talks about colours they use for pictures and why.</p> <p>Role play we're going on a bear hunt, Hungry Caterpillar, Superworm and other wildlife stories</p> <p>Role play we're going on a bear hunt, Hungry Caterpillar, Superworm and other wildlife stories</p> <p>Talk to each other, listen to each other and introduce ideas as they role play wildlife scenarios and games.</p> <p>Make your own dens Mud monsters out of clay etc Make bird feeders Handprint bugs and insects Paint wildlife stones Leaf collages Where the wild things are role play</p>
<p>25<sup>th</sup> March Mother's Day:31<sup>st</sup> march 1<sup>st</sup> April Easter: Egg Hunting Egg Rolling Hot Cross Buns Cooking/shopping Easter Story Last Supper</p>	<p>Expressive arts and design 0 -11 months Babies explore media and materials as part of their exploration of the world around them. See Characteristics of Effective Learning – Playing and Exploring, Physical Development, Understanding the World – The World</p> <p>Expressive arts and design 8 – 20 months 16 – 26 months Explores and experiments with a range of media through sensory exploration, and using whole body.</p> <p>Expressive arts and design 8 – 20 months 16 – 26 months Move their whole bodies to sounds they enjoy, such as music or a regular beat.</p>	<p>Sensory exploration in tuff trays: bubbles, shaving foam, water, sand, cornflour mix, baby lotion, paint in trays – exploration of marks that can be made with body parts in different mediums eg feet, hands, whole bodies etc</p> <p>Sensory exploration in tuff trays: bubbles, shaving foam, water, sand, cornflour mix, baby lotion, paint in trays – exploration of marks that can be made with body parts in different mediums eg feet, hands, whole bodies etc Children's favourite songs on interactive whiteboard, dancing to them individually and with friends.</p>

	<p>Expressive arts and design 8 – 20 months 16 – 26 months Imitates and improvises actions they have observed, e.g. clapping or waving.</p> <p>Expressive arts and design 8 – 20 months 16 – 26 months Begins to move to music, listen to or join in rhymes or songs.</p> <p>Expressive arts and design 8 – 20 months 16 – 26 months Notices and is interested in the effects of making movements which leave marks.</p> <p>Expressive arts and design 22 – 36 months Joins in singing favourite songs.</p> <p>Expressive arts and design 22 – 36 months Creates sounds by banging, shaking, tapping or blowing.</p> <p>Expressive arts and design 22 – 36 months Shows an interest in the way musical instruments sound.</p> <p>Expressive arts and design 22 – 36 months Experiments with blocks, colours and marks.</p> <p>Expressive arts and design 30 – 50 months Enjoys joining in with dancing and ring games.</p> <p>Expressive arts and design 30 – 50 months Sings a few familiar songs.</p> <p>Expressive arts and design 30 – 50 months Beginning to move rhythmically.</p> <p>Expressive arts and design 30 – 50 months Imitates movement in response to music.</p> <p>Expressive arts and design 30 – 50 months Taps out simple repeated rhythms.</p> <p>Expressive arts and design 30 – 50 months Explores and learns how sounds can be changed.</p> <p>Expressive arts and design 30 – 50 months Explores colour and how colours can be changed.</p> <p>Expressive arts and design 30 – 50 months Understands that they can use lines to enclose a space, and then begin to use these shapes to represent objects.</p> <p>Expressive arts and design 30 – 50 months Beginning to be interested in and describe the texture of things.</p> <p>Expressive arts and design 30 – 50 months Uses various construction materials.</p> <p>Beginning to construct, stacking blocks vertically and horizontally, making enclosures and creating spaces.</p> <p>Expressive arts and design 30 – 50 months</p>	<p>Watch spring and Easter dance videos on interactive whiteboard and copy moves</p> <p>Dance to Easter and spring songs on IWB.</p> <p>Enjoy learning Easter sharing and spring songs: Little Rabbit Foo Foo, Hot Cross Buns etc. Feet, hand, body painting on big pieces of paper inside and outside, makes comments about and points to what they have created. Enjoys learning topic songs, routine songs and nursery rhymes. Explores instruments in the music area inside and also out in the garden. Explore sounds different instruments make, loud and quiet, long and short sounds etc</p> <p>Sponge painting with different shapes, painting on easel, splatter painting etc Duck duck goose, what's the time Mr Wolf, Hokey Kokey, Choose the one you love the most and dance away etc Enjoys learning Easter sharing songs eg hot cross buns</p> <p>Move in time to Easter music on interactive whiteboard</p> <p>Creates own spring and Easter dances to music on IWB</p> <p>Clap out rhythms and get everyone else to copy at group time.</p> <p>Explores sounds of instruments in garden and music area. Mixing colours of paint to create large scale paintings of Easter story scenes Still life drawings, painting on easel, portrait paintings</p> <p>Sensory tray with materials, get children to describe what they feel, look and sound like. Get children to describe properties of materials when junk modelling. Make buildings, structures etc out of different types of construction eg lego, mobilo, community blocks etc</p> <p>Make towers and skyscrapers using different types of tomb, temples, boats from Easter story</p>
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	<p>Joins construction pieces together to build and balance.  Expressive arts and design 30 – 50 months  Realises tools can be used for a purpose  Expressive arts and design 40 – 60 months  Begins to build a repertoire of songs and dances.  Expressive arts and design 40 – 60 months  Explores the different sounds of instruments.  Expressive arts and design 40 – 60 months  Explores what happens when they mix colours.  Expressive arts and design 40 – 60 months  Experiments to create different textures.  Understands that different media can be combined to create new effects.  Expressive arts and design 40 – 60 months  Manipulates materials to achieve a planned effect.  Expressive arts and design 40 – 60 months  Constructs with a purpose in mind, using a variety of resources.  Expressive arts and design 40 – 60 months  Uses simple tools and techniques competently and appropriately.  Expressive arts and design 40 – 60 months  Selects appropriate resources and adapts work where necessary.  Expressive arts and design 40 – 60 months  Selects tools and techniques needed to shape, assemble and join materials they are using.  Being Imaginative 0 – 11 months  8 – 20 months  Babies and toddlers need to explore the world and develop a range of ways to communicate before they can express their own ideas through arts and design. See Characteristics of Effective Learning; Communication and Language; Physical Development; Personal, Social and Emotional Development  Being Imaginative 16 – 26 months  Expresses self through physical action and sound.  Being Imaginative 16 – 26 months  Pretends that one object represents another, especially when objects have characteristics in common.  Being Imaginative 22- 36 months  Beginning to use representation to communicate, e.g. drawing a line and saying 'That's me.'  Being Imaginative 22 – 36 months  Beginning to make-believe by pretending.</p>	<p>Role play builders using tool kits, manipulating playdough with tools, tools in woodwork, Jesus being carpenter  Make up their own dances with friends, copy songs from interactive whiteboard and learn topic songs.  Explore sounds of instruments and compose own songs and music with them.  Colour mixing for painting still life, scenes, animals, people, insects etc inside and outside.  Use different materials in junk modelling to make new textures and use sensory materials in tuff trays.</p> <p>Junk modelling opportunities within topics.  Making crosses, Easter gardens, palm leaves etc  Junk modelling opportunities within topics.  Easter salt dough decorations, donkey from story etc  Junk modelling opportunities within topics.  Easter eggs, Easter biscuits, hot cross buns, etc</p> <p>Using knives to prepare snack, tools to manipulate simple word work outcomes, playdough tool manipulation, hole punch, scissors, staplers in craft opportunities.  Explains why they use certain materials in craft and junk modelling learning opportunities.  Explains why they use certain tools when they do building work and craft opportunities</p> <p>Bouncing to music, forming relationships with adults and peers, engaging with others in play, being read to etc</p> <p>Clap to music, copy actions, makes own movements in response to music and explores new movements outdoors.  Home corner role play, using objects to represent other things, using objects in garden for role play.</p> <p>Drawing and mark making in writing area with pens and paint to represent animals, people or objects.</p> <p>Home corner and topic role play inside and outside individually and with others.</p>
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	<p>Being Imaginative 30 – 50 months Developing preferences for forms of expression.</p> <p>Being Imaginative 30 – 50 months Uses movement to express feelings.</p> <p>Being Imaginative 30 – 50 months Creates movement in response to music.</p> <p>Being Imaginative 30 – 50 months Sings to self and makes up simple songs.</p> <p>Being Imaginative 30 – 50 months Makes up rhythms.</p> <p>Being Imaginative 30 – 50 months Notices what adults do, imitating what is observed and then doing it spontaneously when the adult is not there.</p> <p>Being Imaginative 30 – 50 months Engages in imaginative role-play based on own first-hand experiences.</p> <p>Being Imaginative 30 – 50 months Builds stories around toys, e.g. farm animals needing rescue from an armchair 'cliff'.</p> <p>Being Imaginative 30 – 50 months Uses available resources to create props to support role-play.</p> <p>Being Imaginative 30 – 50 months Captures experiences and responses with a range of media, such as music, dance and paint and other materials or words.</p> <p>Being Imaginative 40 – 60 months Create simple representations of events, people and objects.</p> <p>Being Imaginative 40 – 60 months Initiates new combinations of movement and gesture in order to express and respond to feelings, ideas and experiences.</p> <p>Being Imaginative 40 – 60 months Chooses particular colours to use for a purpose.</p> <p>Being Imaginative 40 – 60 months Introduces a storyline or narrative into their play.</p> <p>Being Imaginative 40 – 60 months Plays alongside other children who are engaged in the same theme.</p> <p>Being Imaginative 40 – 60 months Plays cooperatively as part of a group to develop and act out a narrative.</p>	<p>Explaining preferences for music, dance etc</p> <p>Making dances for different types of songs and music to express different emotions. Listen to music and then make up dances individually and in groups. Makes own songs up within imaginary play. Encourage children to tap out own rhythms when they play with musical instruments.</p> <p>Role play Easter story, baking hot cross buns in home corner, being Easter bunny etc</p> <p>Role play in Easter garden and sea of Galilea set up topic role play areas individually and with friends.</p> <p>Use small world tuff tray set ups to create Easter and Peter Rabbit stories with animals and people figures.</p> <p>Use props inside and outside to support story that children make on their own and in groups.</p> <p>Paint pictures when they listen to Easter music, see how music inspires them. Dance on paint on big pieces of paper in response to music they hear.</p> <p>Painting and writing pictures of topic scenes, animals, people, environments etc on easel and at tables, on floor in gardens using chalks etc Creates new dance movements and create their own sign language to communicate to each other and adults.</p> <p>Talks about colours they use for pictures and why.</p> <p>Role play Easter story scenes with friends inside and outside in set up areas and areas they make. Build on Easter story scenes with peers and Easter bunny and farm role play ideas.</p> <p>Talk to each other, listen to each other and introduce ideas as they role play topic scenarios and games: Easter story, Easter bunny, Peter Rabbit etc</p> <p>Role play making Mums breakfast etc</p>
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