

Continuous Provision Progression Grid

Intention- To ignite imagination in our children. Children will learn to draw basic shapes leading up to recognisable pictures.

Children will be supported by adults when using the role play area to help them engage in imaginative play. Slowly adults will take a step back in order for children to become their own leaders of their stories.

Children will explore musical instruments as well as dancing and singing to giving them meaningful experiences into the world of music and movements.

Development Matters

Three and Four Year Olds-

Expressive Arts and Design

Take part in simple pretend play, using an object to represent something else even though they are not similar.

Begin to develop complex stories using small world equipment like animal sets, dolls and dolls houses, etc.

Make imaginative and complex 'small worlds' with blocks and construction kits, such as a city with different buildings and a park.

Explore different materials freely, to develop their ideas about how to use them and what to make.

Develop their own ideas and then decide which materials to use to express them.

Join different materials and explore different textures.

Create closed shapes with continuous lines and begin to use these shapes to represent objects.

Draw with increasing complexity and detail, such as representing a face with a circle and including details.

Use drawing to represent ideas like movement or loud noises.

Show different emotions in their drawings and paintings, like happiness, sadness, fear, etc.

Explore colour and colour mixing. Show different emotions in their

Planning in areas will take into consideration children's ability and past experiences over the year. This document is to be used as a benchmark and built upon for individuals and groups.

Being Imaginative and Expressive

*'Imagination is more important than knowledge'
Albert Einstein*

Development Matters

Birth to Three-

Expressive Arts and Design

Explore a range of sound-makers and instruments and play them in different ways.

Notice patterns with strong contrasts and be attracted by patterns resembling the human face.

Start to make marks intentionally. Explore paint, using fingers and other parts of their bodies as well as brushes and other tools.

Express ideas and feelings through making marks, and sometimes give a meaning to the marks they make.

Enjoy and take part in action songs, such as 'Twinkle, Twinkle Little Star'.

Start to develop pretend play, pretending that one object represents another. For example, a child holds a wooden block to her ear and pretends it's a phone.

Explore different materials, using all their senses to investigate them. Manipulate and play with different materials. Use their imagination as they consider what they can do with different materials. Make simple models which express their ideas.

Development Matters

Children in Reception will-

Expressive Arts and Design

Explore, use and refine a variety of artistic effects to express their ideas and feelings.

Return to and build on their previous learning, refining ideas and developing their ability to represent them.

Create collaboratively, sharing ideas, resources and skills.

Listen attentively, move to and talk about music, expressing their feelings and responses.

Watch and talk about dance and performance art, expressing their feelings and responses.

Sing in a group or on their own, increasingly matching the pitch and following the melody.

Develop storylines in their pretend play.

Explore and engage in music making and dance, performing solo or in groups.

Early Learning Goal-

Creating with Materials-

Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.

Share their creations, explaining the process they have used.

Make use of props and materials when role playing characters in narratives and stories.

Being Imaginative and Expressive -

Invent, adapt and recount narratives and stories with peers and their teacher.

Sing a range of well-known nursery rhymes and songs.

Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time with music.

Adult will support our children's imaginations and expressiveness by...

Questioning Children

- Can you tell me about what you're doing?
- How shall we set it up/where shall we put...?
- What is happening in the house today?
- What are you making/eating?
- Do you need anything else?
- Who are you pretending to be?
- Who else is in the house with you?
- What could we use?
- How could we make...?
- Who do you think would live in a cottage/house in the woods/town?
- What shall we do next?
- What would you like to create?
- How do you think you can create it?
- How could you...?
- Can you make a quiet/loud/soft/booming noise?
- How can you make the sound quieter/louder?
- What can you hear?
- How many beats can you hear?
- How does the music make you feel?
- Can you change the sound the instrument makes?
- Can you move your body in response to the music?
- I wonder how you could use these props to create movement.

Being imaginative and expressive is so important for our children to help them explore the world around them. Children will have the opportunity to explore not only the Small World and Home Corner role play areas, but will also be encouraged to enhance their imagination through mark making and writing. Children will be nurtured to grow in confidence when sharing ideas throughout their time at Belton Lane.

Using Key Vocab: As well as other vocabulary laid out in 'Mark Making'

Essential Vocab

Story, retell, first, once upon a time, end
Name of settings, e.g. airport, zoo, park, space, farm
Inside/outside, light/dark
Feelings vocabulary, e.g. happy, sad, angry, worried
Directional vocabulary, e.g. in, on, under, up, down, forwards, backwards, behind, high, low
Character, people, animal, place, setting, job
Names of musical instruments, such as drum, tambourine, maraca, bells
Listen, copy, create, compose
Play, shake, tap, ring, scrape, bang, crash, blow, hard, soft, gentle
Orchestra, conductor, choir, singer, group, band, solo
Perform, dance, share, move, feel, like, dislike, create, props, stage, audience, movement, actions
Sound, noise, music, song, rhyme, piece

Extended Vocab:

Home corner, role-play area. Grandparents, cousin, neighbour.
Character, role, role play, pretend, imagination, imagine. Saucer, dish, cutlery.
Recipe, ingredients, instructions. Packet, carton, tin.
Musical terminology, such as tempo, rhythm, beat, dynamics, texture, timbre,

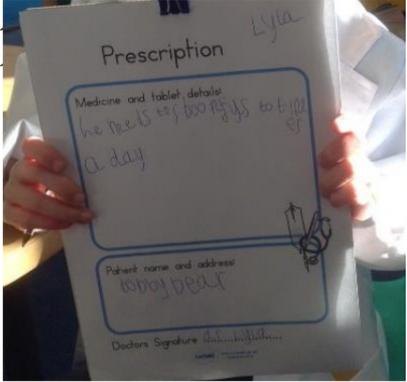
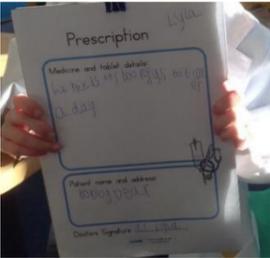
What adults will provide

- Untuned percussion instruments e.g. drum, triangle, rain stick, tambourine
- Nursery rhyme books and props
- Microphone and stage area
- Electronic instruments
- Seasonal instruments eg bells at Christmas
- Instruments related to a culture or festival
- Pictures of instruments, orchestras, choirs etc.
- A range of role-play pots and pans, plates, bowls, spoons and cutlery
- Table and chairs
- Role-play kitchen equipment (such as sink, oven, toaster and fridge)
- Role-play food items (such as fruits, vegetables, cakes, tins of food, boxes of food)
- Dressing-up accessories (such as hats, coats, bags, aprons)
- Dolls, cots and pushchairs
- Role-play telephone and computer
- Writing opportunities (such as shopping lists or telephone messages)
- Other types of role-play kitchen equipment and utensils (such as sieves, whisks, chopping boards, rolling pins, jugs, cake tins)
- Cleaning equipment
- Adults will also provide small world resources connected to each topic area, painting, drawing and colouring resources needed as outlines in 'mark making' document.

Term	Links to Development Matters	Intent	Possible Activities in Continuous Provision	Resources	Activities from MTP to support intent of half term.	Review of area
<p>Autumn 1 A Story to Remember</p> <ul style="list-style-type: none"> • Can you tell me about what you're doing? • How shall we set it up/where shall we put...? • What is happening in the house today? • Can you make the sound louder/quieter? • What can you hear? 	<p>Birth to Three- Expressive Arts and Design- Explore a range of sound-makers and instruments and play them in different ways. Notice patterns with strong contrasts and be attracted by patterns resembling the human face. Start to make marks intentionally. Explore paint, using fingers and other parts of their bodies as well as brushes and other tools. Express ideas and feelings through making marks, and sometimes give a meaning to the marks they make. Enjoy and take part in action songs, such as 'Twinkle, Twinkle Little Star'. Start to develop pretend play, pretending that one object represents another. For example, a child holds a wooden block to her ear and pretends it's a phone. Explore different materials, using all their senses to investigate them. Manipulate and play with different materials. Use their imagination as they consider what they can do with different materials. Make simple models which express their ideas.</p>	<p>Children will begin to learn what it means to be imaginative and expressive through following different strands of creativity including- music making, painting, drawing, crafting, story retelling and role play.</p> <p>Children will begin to learn songs using instruments to accompany them.</p> <p>Children will begin to explore instruments and tools for mark making e.g. chalks and paint.</p> <p>Children will have access to magazines, catalogues, coloured papers, FMS cutting sheets, types of scissors.</p> <p>Children will explore tools for modelling playdough,</p> <p>Children will explore drawing with different tools by enclosing spaces.</p> <p>Children will use role play areas, heavily modelled by adults.</p>	<p>Re-enact We're Going on a Bear Hunt story outside using instruments and props. Mark make/ Drawing and Colouring pictures of bears. Explore colour mixing when creating self-portraits. Create a 'scenes' story collage using various methods of cutting and ripping to build up settings from the story 'We're Going on a Bear Hunt'. Explore colour books. Group objects by colour. Use dabbers to explore Primary Colours. Wash different sized brushes in different containers. Performance time; children will have the opportunity to learn and perform nursery rhymes to their friends. Make food for the Gruffalo in the mud kitchen. Make food from ideas e.g. scrambled snake - play dough, foam, kinetic sand. Create drawings of the Gruffalo. Cut small pieces of brown paper to collage and make a Gruffalo mask. Learn to wash equipment in the sink. Paint the Gruffalo/bears using appropriate colours; these maybe given to the children. Paint rainbows using paint sticks. Variety of green writing equipment for children to draw grass- crayons, chalks, felt tips. Repeat for different settings from WGOABH. Characters from stories for children to draw around.</p>	<p>Instruments Magazines Scissors Paper Fine motor scissors Crayons Chalk Playdough Stencils Pictures Mirrors Mud kitchen resources Pots Pans Bowls Scoops Dobbers Flowers Books</p> <p>character masks for story retelling</p>	<p>Tapestry introduction evening Base line Data Autumn walk to the park. Visit to Queen Elizabeth park. Walk to the Coop to buy banana. Phase 2 introduction to Phonics Story Time with Parents Trip to Sherwood Pines Visit to the church for Harvest. Home corner, role play in Caterpillars. Shop role play area in Acorns.</p> <p>Texts: Goldilocks and the three bears Believe me Goldilocks rocks! - Nancy Lowen Brown Bear Brown Bear - Bill Martin Old Bear - Jane Hissey Where's my teddy? - Jez Alborough Peace at last - Jill Murphy Charlie Cooks favourite book The Flying Bath Snail and the Whale What the ladybird heard The Highway Rat Night Monkey Day Monkey Jack and the Flumflum Tree</p> <p>Songs: Traditional Song - Incy Wincy Spider, Ba Ba Black Sheep, 5 Little Ducks, Row row row your boat, head shoulders knees and toes, The Wheels on the Bus, I'm a dingle dangle scarecrow, The Grand Olde Duke of York, If your Happy and you know it, 5 little monkeys The Gruffalo song, Squash and a Squeeze - You Tube Continue with traditional songs</p>	 

			<p>Pictures of characters for children to trace.</p> <p>Drawing self-portraits using mirrors to map out facial features.</p>			
<p>Autumn 2 Once Upon a Time</p> <ul style="list-style-type: none"> • What are you making/eating? • Do you need anything else? • Who are you pretending to be? • How many beast can you hear? • How does the music make you feel? 	<p>Three and Four Year Olds- Expressive Arts and Design- Take part in simple pretend play, using an object to represent something else even though they are not similar. Begin to develop complex stories using small world equipment like animal sets, dolls and dolls houses, etc. Make imaginative and complex 'small worlds' with blocks and construction kits, such as a city with different buildings and a park. Explore different materials freely, to develop their ideas about how to use them and what to make. Develop their own ideas and then decide which materials to use to express them. Join different materials and explore different textures. Create closed shapes with continuous lines and begin to use these shapes to represent objects. Draw with increasing complexity and detail, such as representing a face with a circle and including details. Use drawing to represent ideas like movement or loud noises. Show different emotions in their drawings and</p>	<p>Children will continue to learn what it means to be imaginative and expressive through following different strands of creativity including- music making, painting, drawing, crafting, story retelling and role play.</p> <p>Children will begin to learn to follow a beat and rhythm to a song us percussion instruments or their body.</p> <p>Children will continue to explore tool used for painting. Focus on correct painting techniques, for example not pushing down too hard.</p> <p>Children will use scissors and glue appropriate to begin to join two things together.</p> <p>Children will explore tools for modelling playdough and use the same equipment when modelling clay.</p> <p>Children will explore drawing with mediums focusing on pencils and pencil crayons.</p> <p>Children will use role play areas with peers to create a story line to their play.</p> <p>Children will begin to learn about different artists and</p>	<p>Troll pictures on a large scale using cardboard boxes etc. Goat pictures using a variety of different types of pigs as stimuli. Drawing pig pictures using a variety of different types of pigs as stimuli. Wolves pictures using a variety of different drawing media to create greys. Create drawings of the troll, what do you think he looks like? Draw a troll and paint it using different shades of green. Have googly eyes etc in playdough area to make trolls. Make houses out of large construction/Lego/Duplo etc. Draw and Paint pictures of pigs/ wolves. Retell the story of The Three Little Pigs using puppets. Colour pictures of pigs and wolves in correct colours. Cut and stick characters from the story of TTLP. Design a snowman. Make snowmen out of white playdough and clay. Children will create Christmas lists for Santa. Continue to develop cutting tape skills by wrapping 'Christmas' presents. Add white or black to red and green to make different shades for Christmas wrapping paper.</p>	<p>Paper Crayons Pencils Paints</p> <p>Christmas cards Wrapping paper Resources for card making. Catalogues Scissors Glue Books</p> <p>Character masks for story retelling</p> 	<p>Troll Destroying the Classroom Traditional Tales day Nativity Construction/building role play Home corner- House of the Three Pigs Elf workshop Singing Christmas Nativity songs at Care Home Nativity Practice</p> <p>Tests: The Three Billy Goats Gruff Ugly Duckling Gingerbread Man Rumpelstiltskin Puss in Boots The Three Little Pigs Little Red Riding Hood Jack and the Beanstalk Goldilocks and the Three Brears The Jolly Christmas Postman Dear Santa- Rod Campbell We're Going on an Elf Chase- Martha Mumford and Laura Hughes What the Ladybird Heard Christmas- Julia Donaldson</p> <p>Songs: Baa Baa Black sheet, Two Little Dicky Birds, A Sailor went to Sea Jack and Jill went up the hill, The Grabd Old Duke of York, Row Row Row Your Boat, Hey Diddle Diddle Jingle Bells, Rudolph the Red Nosed Reindeer, Frosty the Snowman, Band Aid Nativity Songs,</p> <p>Children will 'trollify yourself'- cut out face and trolls hair, stick together to make yourself into a troll. Children will begin to learn about stranger danger. Children will make Christmas decorations.</p>	

	<p>paintings, like happiness, sadness, fear, etc. Explore colour and colour mixing. Show different emotions in their drawings - happiness, sadness, fear, etc. Listen with increased attention to sounds. Respond to what they have heard, expressing their thoughts and feelings. Remember and sing entire songs. Sing the pitch of a tone sung by another person ('pitch match'). Sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs. Create their own songs or improvise a song around one they know. Play instruments with increasing control to express their feelings and ideas.</p>	<p>use them as inspiration for their own work.</p> 			<p>Children will begin map drawing for the Jolly Christmas Postman. Children will cut and stick shapes to make Christmas cards. Children will design Christmas baubles. Children will explore snowy landscape painting/collage, in the style of Van Gough.</p>	
<p>Spring 1 The Helpful Patrol</p> <ul style="list-style-type: none"> • Who are you pretending to be? • Who else is in the house with you? • Can you change the sound the instrument makes? 	<p>Children in Reception will- Expressive Arts and Design- Explore, use and refine a variety of artistic effects to express their ideas and feelings. Return to and build on their previous learning, refining ideas and developing their ability to represent them. Create collaboratively, sharing ideas, resources and skills. Listen attentively, move to and talk about music, expressing their feelings and responses. Watch and talk about dance and performance art, expressing their feelings and responses. Sing in a group or on their own, increasingly matching</p>	<p>Children will begin to learn about adding mood to art work by thinking about bright colours for Spring.</p> <p>Children will be encouraged to work as part of a team and share their ideas when working in the junk modelling area to create.</p> <p>Children will be given opportunities to return back to their work to add more after evaluating with peers.</p> <p>Children will begin to think about how music is used to express moods.</p> <p>Children will develop story line in the different role play areas.</p>	<p>Booby traps in the large construction area . Clay making Paw Patrol Pups Junk modelling fire engines Fire Station small world Junk modelling an ambulance Hospital small world . Make a set of teeth with the playdough. Draw various 'people who help us' focusing on uniforms and body features. Draw their own Paw Patrol Scene. Home Learning Challenge: Junk modelling emergency vehicles Role play being a doctor/firefighter. Use PVA glue to add glitter to the end of a firefighter's hose, understanding that they need to pour off the excess into a tray.</p>	<p>Large construction resources Boxes Small world characters Playdough Drawing Paper Pencils Clay Netting Split pins Glue guns One handed hole punch</p> <p>character masks for story retelling</p>	<p>People Who Help Us Dress Up Day Walk around Grantham Town to find places of where people work who help us in our local community Visit from a police officer Phonics Workshop with Parents Visit from firefighters Visit from Nurses/Doctors Visit from Dentist Trip to Imagination Town Vets Role Play area in Acorns</p> <p>Texts: Paw Patrol books Cops and Robbers - Janet and Allen Ahlberg Non Fiction books about Fire fighters Funny Bones - Janet and Allen Ahlberg</p> 	

	<p>the pitch and following the melody. Develop storylines in their pretend play. Explore and engage in music making and dance, performing solo or in groups.</p>	<p>Children will continue to learn to use different tools such as a one handed hole punch</p> 	<p>Create water splashes for a fireman's hose using small circles from one hole punch. Use split pins to make moving fire using different oranges and reds. Use glue gun to stick robbers 'swag' into a hessian sack.</p> 		<p>Non Fiction leaflets about the dentist/dental hygiene</p>  <p>Songs: Paw Patrol theme tune Police Car Dance Song Fireman Sam Theme Tune Head Shoulders Knees and Toes Brush Your Teeth Children will design a Police Badge. Finger Printing to explore crime scene. Children will listen to music in Paw Patrol episodes and think about tempos being used the express the moods in the episodes. Creating a Chinese New Year lantern Class project - creating a Chinese Dragon</p>
<p>Spring 2 Spring has Sprung</p> <ul style="list-style-type: none"> • What could we use? • How could we make...? • Can you move your body in response to music? 	<p>Children in Reception will- Expressive Arts and Design- Explore, use and refine a variety of artistic effects to express their ideas and feelings. Return to and build on their previous learning, refining ideas and developing their ability to represent them. Create collaboratively, sharing ideas, resources and skills. Listen attentively, move to and talk about music, expressing their feelings and responses. Watch and talk about dance and performance art, expressing their feelings and responses. Sing in a group or on their own, increasingly matching the pitch and following the melody. Develop storylines in their pretend play. Explore and engage in music making and dance, performing solo or in groups.</p>	<p>Children will begin to learn about adding emotions to art work by thinking about colour for example using red to express danger.</p> <p>Children will be encouraged to work as part of a team and share their ideas when working in the junk modelling area to create.</p> <p>Children will be given opportunities to return back to their work to add more after evaluating with peers.</p> <p>Children will begin to think about how music is used to express moods.</p> <p>Children will develop story line in the different role play areas. This will also be explored when visiting Imagination Town.</p> <p>Children will continue to learn to use different tools such as a one handed hole punch, split pins and glue guns.</p>	<p>Role play area- kitchen. Playdough pancakes. PVA glue Feathers Parts of chicks Split pins Drawing the chicks. Building houses for chicks. Designing Easter eggs. One handed hole punch Make a Pancake man with paper Design a pancake Stick feathers onto baby chicks (PVA/glue gun) and cut out other features to enhance their creation Cut parts of chick out and put together using split pins in order to make a 2D chick with moving parts Painting baby animals including our class chicks Observationally draw daffodils Creating artwork inspired by the Hindu festival of Holi</p> <p>Creating our own Easter decorations and designing cards Use one handed hole punch to make holes in eggs for chick</p>	<p>Playdough Feathers Split pins Pencils Paper Books Holepunch Junk model templates.</p> <p>character masks for story retelling</p>	<p>Pancake day World Book Day Educational visit to farm- Tattersall Farm Living Eggs Parent Workshop - Science Easter Egg Hunt Debating Days- What is the best way to look after an egg? Role play areas- Kitchen, Farm Shop, Car Wash.</p> <p>Songs: I like pancakes - Dance A Long Old McDonald had a farm Little Peter Rabbit, 5 Little Ducks.</p> <p>Texts: Mr Wolf's Pancake The Runaway Pancake Mama Panya's Pancake Rosie the Hen- Pat Hutchinson Emma's Lamb-Kim Lewis Non-fiction books on baby animals The Easter Story The Odd Egg</p> 



to come out of, thread together to make an Easter decoration
 Cut out different stages of egg to chicken and join together with hole punch and treasury tag
 Draw and paint a chick for feathers to be added too.
 Design and paint an Easter Card. Egg; re-visiting printing skills.



Summer 1 Amazing Adventures

- Who else is in the house with you?
- What could we use?
- How could we make...?
- Who do you think would live in a cottage/ house in the woods/town?

Children in Reception will Expressive Arts and Design- Explore, use and refine a variety of artistic effects to express their ideas and feelings.
 Return to and build on their previous learning, refining ideas and developing their ability to represent them.
 Create collaboratively, sharing ideas, resources and skills.
 Listen attentively, move to and talk about music, expressing their feelings and responses.
 Watch and talk about dance and performance art, expressing their feelings and responses.
 Sing in a group or on their own, increasingly matching the pitch and following the melody.
 Develop storylines in their pretend play.
 Explore and engage in music making and dance,

Children will continue to create collaboratively, sharing ideas, resources and skills.

Children will return to and build on their previous learning, refining ideas and developing their ability to represent them.

Children will explore, use and refine a variety of artistic effects to express their ideas and feelings.

Children will explain processes they have used to make their rocket to the rest of the class.



Use the skills and knowledge of colour mixing to mix colours to paint their 3D models made when junk modelling.

Moon and stars picture paint/pastels
 Space role play
 Space small world
 Observational drawings of dinosaurs. Looking closely at features.
 Dinosaur foot prints.
 Dinosaur small world
 Dinosaur mask making
 Create artwork to celebrate St David's Day
 Observationally draw dinosaurs
 Creating a dinosaur habitat/home using natural materials
 Use the skills and knowledge of colour mixing to mix colours to paint their 3D models made when junk modelling.
 Draw and paint their own dinosaurs using their knowledge of dinosaurs and imaginations.



Oil pastels
 WAGOLL art work
 Small world characters
 Dinosaur pictures
 Tape
 Glue
 Scissors
 Paper
 Hole punch
 character masks for story retelling

Space day
 The BIG rocket build
 Debating Day: What's the best way to build a rocket ship
 Dinosaur Movies: The EYFS Oscars
 Space centre role play
 Dinosaur role play



Songs:
 5 Little Men in a Flying Saucer/ Twinkle
 Twinkle Little Star
 10 Little Dinosaurs

Texts:
 Whatever Next
 Bob, the man on the moon
 Harry and The Dinosaurs
 Tyrannosaurus Drip- Julia Donaldson



Role play -
 Dinosaur
 Dig for fossils



performing solo or in groups.

Children can use pictures of stars and planets to make their own space drawings. Opportunities to draw space underneath the tables 'looking up into space'.

Children will make and represent their own ideas using different materials to create a dinosaur land for their dinosaur movie.

Children will continue to develop with drawing skills by looking carefully at their drawings and pictures/ objects they are studying.

Draw and paint a picture of baby bear and owl having a picnic on the moon using and mixing appropriate colours. Building Aliens from various 2D and 3d pieces of junk modelling.

Using Pritt stick and masking tape to join pieces together.

Summer 2- Magnificent Mini beasts.

- Who else is in the house with you?
- What could we use?
- How could we make...?
- Who do you think would live in a cottage/ house in the woods/town?
- What shall we

Early Learning Goal- Expressive Arts and Design -

Creating with Materials-

Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.

Share their creations, explaining the process they have used.

Make use of props and materials when role playing characters in narratives and stories.

Children will now safely use a variety of materials, tools and techniques.

Children will experiment with colour, design, texture, form and function.

Children will confidently share their creations.

Children will be able to explain the process that they have used. Sometimes making reference to previous learning.

Children will use props around them in enhance their role playing, including friends and adults.

Photographs of mini beasts for reference to draw or model making
Observational drawings of mini beasts

Mini Beast Role Play Area
Mini Beast Small World



Drawing mini beast habitats
Mini Beast Small World
Create their own minibeast with playdough
Drawing a Mini Beast Habitat

Minibeast pictures
Pencils
Paper
Rubbers
iPads
masks
small world
characters
playdough

character masks for story retelling

Bug Hunt
New Starter Ambassadors
Transition into Year One
End of Year Celebration Day
End of Year trip to Belton House
Art Day

Debating Day- What would be the best place to build a bug hotel and where?
Bug investigation role play area.

Songs:

Incy Wincy Spider/ Caterpillar song/What the ladybird Heard song by Julia Donaldson

Texts:

The Very Hungry Caterpillar - Eric Carle
The Very Busy Spider - Eric Carle
What the Ladybird Heard - Julia Donaldson
The Snail and the Whale - Julia Donaldson

Minibeast Cafe

do next?

- I wonder how you could use these props to make music.

Being Imaginative and Expressive -

Invent, adapt and recount narratives and stories with peers and their teacher.

Sing a range of well-known nursery rhymes and songs.

Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time with music.

Children will create meaningful stories when role playing.

Children will use previously learnt stories in their role plays.

Children will know a range of nursery rhymes and poems, sometimes connected to topic areas.

Children will use musical instruments to play along with their singing.



Constructing a Mini Beast Hotel with the junk model materials

Painting a ladybird to show numberbonds to 10.

Creating a tissue paper snail when exploring the work of Henri Matisse.

Drawing the map for the robbers route in What the Ladybird Heard

Model making a mini beast Design and make mini beasts focusing on number of legs, using skills built when making dinosaurs.

Drawing a mini beast to go with our fact file using chalk.

Observational drawings of the caterpillars and butterflies.

Self-Portrait drawing To learn about, discuss and experiment Georgia O'keiffs 'flowers'.

Painting of butterflies. Design and make minibeasts focusing on number of eyes, spots etc.

Design and make a new minibeast.

To paint flowers in the style of Georgia O'keiff using magnifying glass to observe flowers



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