



# LONGTON LANE PRIMARY SCHOOL

Believe and Achieve.

Foundation Stage Topic Plan It's All About Me!

TERM: Autumn Term 1 2018.

Expressive Arts and Design: (To follow the children's interests and needs as appropriate within flexible delivery.)

Characteristics of Effective Learning	Development matters.	Spontaneous Learning Opportunities and ongoing.	Planned Activities.	Resources, events, outings and visitors.
<p><b>Playing &amp; Exploring Engagement</b></p> <ul style="list-style-type: none"> <li>Shows curiosity</li> <li>Explores</li> <li>Uses senses</li> <li>Engages, focuses</li> <li>Shows particular interests</li> <li>Takes Risks</li> <li>Tries new things</li> <li>Has self-belief</li> <li>Uses imagination</li> <li>Works in a team</li> </ul> <p><b>Active Learning Motivation</b></p> <ul style="list-style-type: none"> <li>Motivated</li> <li>Enthusiastic</li> <li>Making Choices</li> <li>Persevering</li> <li>Attentive</li> <li>Confident</li> <li>Shows pride</li> <li>Energetic</li> <li>Achieving</li> </ul> <p><b>Creating &amp; Thinking</b></p>	<p><b>Exploring and using media and materials:</b> <b>30-50m</b></p> <ul style="list-style-type: none"> <li>-enjoys joining in with dancing and ring games.</li> <li>-sings a few familiar songs.</li> <li>-begins to move rhythmically</li> <li>-imitates music in response to music.</li> <li>-taps out simple repeated rhythms.</li> <li>-explores and learns how sounds can be changed.</li> <li>-explores colours and how colours can be changed.</li> <li>-Uses lines to enclose a space and then begins to use shapes to represent objects.</li> <li>-beginning to be interested in and describe the texture of things.</li> <li>-uses various construction materials.</li> <li>-beginning to construct stacking blocks vertically and horizontally making enclosures and creating spaces.</li> <li>-Join construction pieces together to build and balance.</li> <li>-Realise tools can be used for a purpose.</li> </ul>	<ul style="list-style-type: none"> <li>◆ Collage with different fabrics, papers, foods and materials</li> <li>◆ Paint with different sized brushes, rollers, dabbers, different types of paints on different sized, shaped and textured paper.</li> <li>◆ Print with string, sponge shapes, food...</li> <li>◆ Draw with a wide variety of media, pencils, pens, crayons, chalks, charcoal on different sized, shaped and textured paper.</li> <li>◆ Model make with a wide range of materials, junk, play dough and construction materials.</li> <li>◆ Look at paintings and other forms of art and discuss content and style</li> <li>◆ Recreate and make up new characters and stories through imaginative and small world play.</li> <li>◆ Make music through singing, body sounds, classroom objects and musical instruments</li> <li>◆ Listen to a wide range of music from around the world and from</li> </ul>	<ul style="list-style-type: none"> <li>◆ Develop a series of different creation stations in the indoor and outdoor area in order to encourage creativity and freedom of expression.</li> <li>◆ Provide a wide range of collage, painting, sand, water, mud kitchen, messy mark making materials and malleable materials in order to encourage active exploration and individual lines of enquiry.</li> <li>◆ Create a 3D art gallery to display art work using a variety of different sizes and shapes of boxes placed on top of each other in a tall structure</li> <li>◆ Allow the children access to a variety of mark making materials, chunky chalks, sponges, sprayers, swatters, rollers, dabbers, stylos, combs...</li> <li>◆ Complete self-portraits using a variety of materials: marker pens, natural materials</li> </ul>	<ul style="list-style-type: none"> <li>◆ Establish positive relationships with parents and carers via parent/ teacher interviews to ensure a smooth transition between home and school.</li> <li>◆ Take the children on a tour of the school to meet the staff and children.</li> <li>◆ Send first reading books home</li> <li>◆ RWI Phonics workshop</li> <li>◆ Send home maths challenges/ chatter bags.</li> <li>◆ Establish Y6 buddy system.</li> <li>◆ Choose a name for our class teddy bears and develop a diary to complete when the children take the bears home for the weekend.</li> <li>◆ Invite new mum and</li> </ul>

<p><b>Critically Exploring</b></p> <ul style="list-style-type: none"> <li>• Thinks of new ideas</li> <li>• Solves problems</li> <li>• Adapts</li> <li>• Predicts</li> <li>• Orders</li> <li>• Describes</li> <li>• Plans</li> <li>• Evaluates</li> <li>• Collaborates</li> </ul>	<p><b>40-60m</b></p> <ul style="list-style-type: none"> <li>-begins to develop a repertoire of songs and dances.</li> <li>-explores the different sounds of instruments.</li> <li>-explores what happens when they mix colours.</li> <li>-experiments to create different textures.</li> <li>-Understand that different media can be combined to create different effects.</li> <li>-manipulates materials to achieve a planned effect.</li> <li>-Constructs with a purpose in mind using a variety of resources.</li> <li>-uses simple tools and techniques competently and appropriately.</li> <li>-selects tools and techniques needed to shape, assemble and join materials they are using.</li> </ul> <p><b>ELG</b></p> <p><b>-Sings songs, makes music and dance, and experiments with changing them. Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</b></p> <p><b>Being Imaginative:</b></p> <p><b>30-50m</b></p> <ul style="list-style-type: none"> <li>-Developing preferences for forms of expression.</li> <li>-Uses movement to express feelings.</li> <li>-Creates movement in response to music.</li> </ul>	<p>different times.</p> <ul style="list-style-type: none"> <li>◆ Respond to music through painting, drawing and writing</li> <li>◆ Dance to a range of music from around the world and from different times.</li> <li>◆ Discuss and introduce vocabulary to enable children to talk about their observations and experiences.</li> <li>◆ Provide a place where work in progress can be kept safely.</li> <li>◆ Introduce children to a wide range of music, painting and sculpture as topic progresses.</li> </ul>	<ul style="list-style-type: none"> <li>◆ Hang self-portraits and photographs from hoops decorated with natural materials</li> <li>◆ Develop natural display area using Reggio approach, display children and their families alongside family trees</li> <li>◆ Make faces using a range of fruits/ vegetables, collage and natural materials</li> <li>◆ Make houses from lolly sticks, pebbles, stones, wooden blocks, sticks</li> <li>◆ Make a feely hand using a variety of different materials/ display feely boxes in the investigation station</li> <li>◆ Explore drawing/ painting family members, choosing appropriate colours for hair, clothes, skin (colour mixing)</li> <li>◆ Make play dough with Mrs McEgan. Make cakes for role play area/afternoon tea party.</li> <li>◆ Print with fingertips, hands, feet, fingers and lips.</li> <li>◆ Observe eyes using magnifying glasses, talk about the different parts of the eye, make and explore telescopes,</li> </ul>	<ul style="list-style-type: none"> <li>◆ baby into school.</li> <li>◆ Reception welcome assembly/ certificates.</li> <li>◆ Macmillan coffee morning</li> </ul>
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	<p>-Engages in imaginative role play based on own first hand experiences.</p> <p>-Builds stories around toys.</p> <p>-Uses available resources to create props to support role play.</p> <p>-Captures experiences using a range of media.</p> <p><b><u>40-60m</u></b></p> <p>- Creates simple representations of events, people and objects.</p> <p>- Initiates new combinations of movement and gesture in order to express and respond to feelings, ideas and experiences.</p> <p>-Chooses particular colours to use for a purpose.</p> <p>-Plays alongside others who are engaged in the same theme.</p> <p>-Plays cooperatively as part of a group to develop and act out a narrative.</p> <p><b><u>ELG</u></b></p> <p><b>-Uses what he/she has learnt about media and materials in original ways, thinking about uses and purposes. Represents their own ideas thoughts and feelings through design and technology, art, music, dance, role-play and stories.</b></p>		<p>binoculars, torches and kaleidoscopes linked to the story of Shark in the Park.</p> <ul style="list-style-type: none"> <li>◆ Blindfolded drawing, what did your drawing look like compared to the original?</li> <li>◆ Googly eye slime, can you pick out the eyes with tweezers?</li> <li>◆ Display plants, flowers, objects of interest for the children to paint at the painting table</li> <li>◆ Linked to smell make flower petal soup in the outdoor environment</li> <li>◆ Sensory trays to stand in: soil, sand, stones, water...</li> <li>◆ Place pebbles, stones, jewels on mirrors creatively</li> <li>◆ Allow children to explore colour mixing with own colour palettes.</li> <li>◆ Photograph the children's eyes, hands, smile... Can everybody guess who they are?</li> <li>◆ Draw around children with chalk in the playground, large pictures with labels. Add blocks around the outline. Stand up, what can you see?</li> <li>◆ Changing faces table, dressing up box. Disguise yourself! Laminate</li> </ul>	
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			<p>photographs so the children can draw on them with marker pen. Cut up faces and put them back together again. Mix up faces</p> <ul style="list-style-type: none"><li>◆ Make healthy faces, body, teeth using fruit, vegetables</li><li>◆ Develop Changing Faces props box and dressing up area for imaginative play</li><li>◆ Imaginative play: baby changing station, role play area, enchanted house, small world dinosaur play, lego police, fire station to reflect children's current interests and fascinations.</li><li>◆ Listen to music and explore how it makes us feel.</li><li>◆ Sing favourite action songs and ring games about ourselves, our bodies.</li><li>◆ Develop stage and performance area; add drapes, lighting, microphones, musical instruments, dressing up clothes, mirrors...</li><li>◆ Action songs and rhymes: Move bodies in time to the music listen to and identify sounds and instruments.</li><li>◆ Sing songs relating to body parts e.g. "heads,</li></ul>	
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			<p>shoulders, knees and toes”, “Can you make an angry face”, “This little finger”, “Wind the bobbin up”, “If you’re happy and you know it clap your hands”, The Skeleton Song and Five Senses song</p> <ul style="list-style-type: none"><li>◆ Explore different ways of making sounds with musical instruments in the indoor/ outdoor area, make own instruments</li></ul>	
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