




## Module Overview

Key stage: Foundation Stage

<u>Term:</u> Autumn Term 1	<u>Topic:</u> Stories & Rhymes	<u>Learning area:</u> (highlight) UW <b>EAD</b> PE EWB
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**Key:**

B-11M = Green, 8-20M = Pink, 16-26M = Dark Blue, 22-36M = Grey, 30-50M = Purple, 40-60M+= Orange

Examples of learning objectives (consider communication and literacy p levels + attention + support)	Suggested activities (in relation to communication and attention)
<p><b><u>Exploring and Using media and materials.</u></b></p> <p>Pupils will explore and experiment with a range of media through sensory exploration, and using whole body.</p> <p>Pupils will accept support from an adult to explore different materials.</p> <p>Pupils will observe the results of their actions.</p> <p>Pupils will move their whole bodies to sounds they enjoy, such as music or a regular beat.</p> <p>Pupils will begin to explore different instruments and the different sounds they make.</p> <p>Pupils will imitate and improvise actions they have observed, e.g. clapping or waving.</p> <p>Pupils will begin to move to music, listen to or join in rhymes or songs.</p> <p>Pupils will notice and show an interest in the effects of making movements which leave marks.</p> <p>Pupils will learn to copy different actions.</p>	<p>Sensory pouches with different objects to explore. Tuff trays with shaving foam, corn flour, cereal , shredded paper Making Nursery rhymes related objects , colouring images such as : stars, bus , different farm animals .</p> <p>Exploring different instruments in the music box. Making their own shakers.</p> <div style="display: flex; justify-content: space-around; align-items: center;">   </div> <div style="text-align: right; margin-top: 20px;">  </div> <p><b>AFL – Good symbol &amp; finished symbol.</b></p> <p>Copy the patterns / actions such as : clap, tap Tuff trays to copy / do mark making in their own expressive way. Such as : using hand, brushes or stencils Make their own musical instruments using card board boxes or empty bottles Join in the action songs such as : head shoulders knee and toes, one little finger</p>

Pupils will explore using different tools with support from an adult.

Pupils will explore sounds different instruments make with support from an adult.

Pupils will accept support from an adult to copy simple actions using an instrument.

Joins in singing favourite songs.

Pupils will create sounds by banging, shaking, tapping or blowing.

Pupils will copy simple rhythmic patterns.

Pupils will shows an interest in the way musical instruments sound.

Pupils will experiment with blocks, colours and marks.

Pupils will begin to use tools purposefully with support from an adult.

Pupils will begin to copy simple instructions to complete a task.

Pupils will enjoy joining in with dancing and ring games.

Pupils will sing a few familiar songs.

Pupils will begin to move rhythmically.

Pupils will imitate movement in response to music.

Pupils will tap out simple repeated rhythms.

Pupils will explore and learn how sounds can be changed.

Pupils will explore colour and how colours can be changed.

Pupils will understand that they can use lines to enclose a space, and then begin to use these shapes to represent objects.

Pupils will begin to be interested in and describe the texture of things.



Block painting, making patterns, using stencils

Using different texture tools to carry out the mark making & painting

Copy patterns on the sheet by using different types of colours.

Copy the pattern using different musical instruments such as using drum, shakers, bells and do tap tap, shake shake.

Copy action songs such as head shoulders knees and toes

Join in the nursery rhymes during the music session.

Use keyboard on the busy things to explore different sounds by pressing each key.

Use the colouring activity on busy things, exploring different patterns and colours.

Doing the constructional play using lego , wooden blocks or stickle bricks.

Use play dough to make different shapes and animals.



Pupils will use various construction materials.

Pupils will begin to construct, stacking blocks vertically and horizontally, making enclosures and creating spaces.

Pupils will join construction pieces together to build and balance.

Pupils will realise tools can be used for a purpose.

Pupils will follow simple instructions to create a finished product.

Pupils will begin to build a repertoire of songs and dances.

Pupils will explore the different sounds of instruments.

Pupils will explore what happens when they mix colours.

Pupils will experiment to create different textures.

Pupils will understand that different media can be combined to create new effects.

Pupils will manipulate materials to achieve a planned effect.

Pupils will construct with a purpose in mind, using a variety of resources.

Pupils will use simple tools and techniques competently and appropriately.

Pupils will select appropriate resources and adapt work where necessary.

Pupils will select tools and techniques needed to shape, assemble and join materials they are using.

Pupils will follow a recipe to create a finished product.

Pupils will begin to design and create their own finished product.



Mixing paint in different textures such as : flour , sand , water , shaving foam & corn flour.

Make different colours of paint by mixing two or three colours together.

Copy the steps / actions while doing the action songs.

Use different materials to make collage

Using the lego bricks to make their own structures such as : house, tower , car

Follow instructions and recipe to make different types of food in cooking session.



**Early Learning Goal**

Children sing songs, make music and dance, and experiment with ways of changing them. They safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.

**Being Imaginative**

Pupils will show an interest in exploring a variety of sensory toys.

Pupils will play with toys using non specific actions eg mouthing, shaking or banging.

Pupils will play with toys using appropriate actions.

Pupils will show an interest in cause and effect toys.

Pupils will activate cause and effect toys.

Pupils will search for a hidden sound made by a toy.

Pupils will build a tower using bricks.

Pupils will place pieces in an inset puzzle.

Pupils will relate 2 toys in a meaningful way.

Pupils will express themselves through physical action and sound.

Pupils will pretend that one object represents another.



Exploring different types of toys.  
Exploring different music instruments by shaking and banging.  
Play and explore with different cause and effect toys.



Complete the inset puzzle by placing the pieces into correct place.  
Compare and match the toys and objects.

Pupils will copy a simple constructions of bricks.

Pupils will relate 2 toys in a meaningful way with attention to the detail.

Pupils will begin to use representation to communicate eg draw a line and say "that's me".

Pupils will begin to make-believe by pretending.

Pupils will involve themselves and an adult in a play script.

Pupils will develop preferences for forms of expression.

Pupils will use movement to express feelings.

Pupils will create movement in response to music.

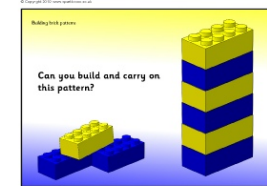
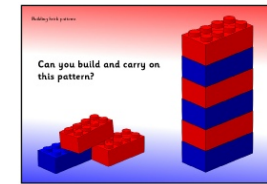
Pupils will sing to self and make up simple songs.

Pupils will make up rhythms.

Pupils will notice what adults do, imitating what is observed and then doing it spontaneously when the adult is not there.

Pupils will engage in imaginative role-play based on own first-hand experiences.

Follow the simple pattern by looking at the image.  
Placing the teddies into the matching colour cup.  
Take part in role play by trying different outfits , face masks and tools.



Activity to share toys and constructional play and play alongside each other.

Pupils will build stories around toys, e.g. farm animals needing rescue from an armchair 'cliff'.

Pupils will use available resources to create props to support role-play.

Pupils will capture experiences and responses with a range of media, such as music, dance and paint and other materials or words.

Pupils will create simple representations of events, people and objects.

Pupils will initiate new combinations of movement and gesture in order to express and respond to feelings, ideas and experiences.

Pupils will choose particular colours to use for a purpose.

Pupils will introduce a storyline or narrative into their play.

Pupils will play alongside other children who are engaged in the same theme.

Pupils will play cooperatively as part of a group to develop and act out a narrative.

**Children use what they have learnt about media and materials in original ways, thinking about uses and purposes. They represent their own ideas, thoughts and feelings through**

<p>design and technology, art, music, dance, role play and stories.</p>		
<p><b>Other areas of school:</b></p> <ul style="list-style-type: none"> <li>• Hamilton Park</li> <li>• Hamilton Gardens</li> <li>• Sensory room</li> <li>• Early Years Playground</li> </ul>	<p><b>Assess Knowledge through:</b></p> <ul style="list-style-type: none"> <li>• Categorisation</li> <li>• Worksheets for consolidation</li> </ul>	<p><b>Outdoor / Physical Wellbeing:</b></p> <ul style="list-style-type: none"> <li>• Outdoor exploration</li> <li>• Hamilton Garden</li> <li>• Hamilton Park</li> <li>• Tuff Tray Play</li> </ul>
<p><b>Opportunities for Speaking and Listening</b></p>	<p><b>Opportunities for Using and Applying</b></p>	<p><b>Opportunities for Educational visits</b></p>
	<p>N/A for the Foundation Stage Curriculum</p>	<ul style="list-style-type: none"> <li>• Handsworth Park</li> <li>• Sandwell Valley Country Park</li> </ul>
<p><b>Opportunities for Computing</b></p>	<p><b>Vocabulary/Communication (Green boards)</b></p>	<p><b>Resources</b></p>
<p><u>Computer Software</u></p> <ul style="list-style-type: none"> <li>• HelpKidzLearn</li> <li>• Education City</li> <li>• Internet explorer</li> <li>• iPad Apps</li> <li>• BusyThings</li> </ul>	<ul style="list-style-type: none"> <li>• Different toys</li> <li>• Different building materials</li> <li>• Different construction materials</li> </ul>	