

Lemington Riverside Primary School EYFS Long Term Planning Continuous Provision: Creative Exploration

Long Term Key Learning Opportunities	22-36 months 30-50 months 40-60 months	Early Learning Goals
Personal Social Emotional Development	Communication and Language	Physical Development
<ul style="list-style-type: none"> *Interested in other's play and starting to join in. *Seeks out others to share experiences. *May form a special friendship with another child. *Expresses own preferences and interests. *Can express their own feelings such as sad, happy, cross, scared, worried. *Responds to the wishes and feelings of others. *Aware that some actions can hurt or harm others. *Shows understanding and cooperates with some boundaries and routines. *Can inhibit own actions/behaviours, e.g. stop themselves from doing something they shouldn't. *Growing ability to distract self when upset, e.g. by engaging in a new play activity. *Demonstrates friendly behaviour, initiating conversations and forming good relationships with peers and familiar adults. *Can select and use activities and resources with help. * Welcomes and values praise for what they have done. *Confident to talk to other children when playing, and will communicate freely about own home and community. *Shows confidence in asking for help *Begins to accept the needs of others and can take turns and share resources, sometimes with support from others *Initiates conversations, attends to and takes account of what others say. *Explains own knowledge and understanding, and asks appropriate questions of others. *Confident to speak to others about own needs, wants, interests and opinions. *Can describe self in positive terms and talk about abilities. *Children play co-operatively, taking turns with others. *They take account of one another's ideas about how to organise their activity. *They show sensitivity to others' needs and feelings. *They form positive relationships with adults and other children *Children are confident to try new activities. * They can say why they like some activities more than others. *They are confident to speak in a familiar group. *They will talk about their ideas. *They will choose the resources they need for their chosen activities. *They will say when the do or don't need help 	<ul style="list-style-type: none"> *Listens with interest to the noises adults make when they read stories. *Recognises and responds to many familiar sounds, e.g. turning to a knock on the door, looking at or going to the door. *Shows interest in play with sounds, songs and rhymes. *Single channelled attention. Can shift to a different task if attention fully obtained – using child's name to focus. *Understands more complex sentences, e.g. 'Put yours toys away and we'll read a book.' *Understands 'who', 'what', 'where' in simple questions (e.g. Who's that/can? What's that? Where is it?) *Developing understanding of simple concepts (e.g. big/little) *Uses language as a powerful means of widening contacts, sharing feelings, experiences and thoughts. *Holds a conversation, jumping from topic to topic. *Learns new words very rapidly and is able to use them in communicating. *Uses gestures, sometimes with limited talk, e.g. reaches toward toy, saying 'I have it'. *Uses a variety of questions (e.g. what, where, who). *Uses simple sentences (e.g. 'Mummy gonna work.') *Beginning to use word endings (e.g. going, cats) *Listens to others one to one or in small groups, when conversation interests them. *Focusing attention – still listen or do, but can shift own attention. *Is able to follow directions (if not intently focused on own choice of activity). *Understands use of objects (e.g. "What do we use to cut things?") *Shows understanding of prepositions such as 'under', 'on top', 'behind' by carrying out an action or selecting correct picture. *Responds to simple instructions, e.g. to get or put away an object. *Beginning to understand 'why' and 'how' questions *Beginning to use more complex sentences to link thoughts (e.g. <i>using and, because</i>). *Uses talk to connect ideas, explain what is happening and anticipate what might happen next, recall and relive past experiences. *Questions why things happen and gives explanations. Asks e.g. <i>who, what, when, how</i>. *Uses a range of tenses (e.g. <i>play, playing, will play, played</i>). *Uses intonation, rhythm and phrasing to make the meaning clear to others. *Uses vocabulary focused on objects and people that are of particular importance to them. *Maintains attention, concentrates and sits quietly during appropriate activity *Two channelled attention- can listen and do for short span *Responds to instructions involving a two-part sequence. * Listens and responds to ideas expressed by others in conversation or discussion *Extends vocabulary, especially by grouping and naming, exploring the meaning and sounds of new words. *Links statements and sticks to a main theme or intention *Uses talk to organise, sequence and clarify thinking, ideas, feelings and events. *Children listen attentively in a range of situations. *Children follow instructions involving several ideas or actions. 	<ul style="list-style-type: none"> *Runs safely on whole foot. *Squats with steadiness to rest or play with object on the ground, rises to feet without using hands. *Shows control in holding and using jugs to pour, hammers, books and mark-making tools. *Beginning to use three fingers (tripod grip) to hold writing tools. *Imitates drawing simple shapes such as circles and lines. *May be beginning to show preference for dominant hand. *Beginning to recognise danger and seeks support of significant adults for help. *Helps with clothing, e.g. puts on hat, unzips zipper on jacket, takes off unbuttoned shirt. *Beginning to be independent in self-care, but still often needs support. *Draws lines and circles using gross motor movements. *Uses one-handed tools and equipment, e.g. makes snips in paper with child scissors. *Holds pencil between thumb and two fingers, no longer using whole-hand grasp. *Holds pencil near point between first two fingers and thumb and uses it with good control. *Can copy some letters, e.g. letters from their name. *Understands that equipment and tools have to be used safely. *Can usually manage washing and drying hands. *Uses simple tools to effect changes to materials. *Handles tools, objects, construction and malleable materials safely and with increasing control. *Shows a preference for a dominant hand. *Begins to use anticlockwise movement and retrace vertical lines. *Begins to form recognisable letters. *Uses a pencil and holds it effectively to form recognisable letters, most of which are correctly formed. *Shows understanding of how to transport and store equipment safely. *Practices some appropriate safety measures without direct supervision. *They handle equipment and tools effectively, including pencils for writing.

Literacy	Mathematics	Understanding the World	Expressive Arts and Design
<p>*Has some favourite stories, rhymes, songs, poems or jingles.</p> <p>*Distinguishes between different marks they make.</p> <p>*Sometimes gives meaning to marks as they draw and paint.</p> <p>*Gives meaning to marks they make as they draw, write and paint.</p> <p>*Uses some clearly identifiable letters to communicate meaning, representing some sounds correctly and in sequence.</p> <p>*Writes own name and other things such as labels, captions.</p> <p>*Attempts to write short sentences in meaningful contexts.</p> <p>*Children use their phonic knowledge to write words in ways which match their spoken sounds. They also write some irregular common words. They write simple sentences which can be read by themselves and others. Some words are spelt correctly and others are phonetically plausible.</p>	<p>*Selects a small number of objects from a group when asked, for example, 'please give me one', 'please give me two'.</p> <p>*Recites some number names in sequence.</p> <p>*Creates and experiments with symbols and marks representing ideas of number.</p> <p>*Begins to make comparisons between quantities.</p> <p>*Uses some language of quantities, such as 'more' and 'a lot'.</p> <p>*Knows that a group of things changes in quantity when everything is added or taken away.</p> <p>*Notifies simple shapes and patterns in pictures.</p> <p>*Beginning to categorise objects according to properties such as shape or size.</p> <p>*Begins to use the language of size.</p> <p>*Understands some talk about immediate past and future, e.g. 'before', 'later' or 'soon'.</p> <p>*Anticipates specific time-based events such as mealtimes or home time.</p> <p>*Shows an interest in shape and space by playing with shapes or making arrangements with objects.</p> <p>*Shows awareness of similarities of shapes in the environment.</p> <p>*Uses positional language.</p> <p>*Shows interest in shape by sustained construction activity or by talking about shapes or arrangements.</p> <p>*Shows interest in shapes in the environment.</p> <p>*Uses shapes appropriately for tasks.</p> <p>*Beginning to talk about the shapes of everyday objects, e.g. 'round' and 'tall'.</p> <p>*Can describe their relative position such as 'behind' or 'next to'.</p> <p>*Uses familiar objects and common shapes to create and recreate patterns and build models.</p> <p>*Orders and sequences familiar events.</p> <p>*Begins to identify own mathematical problems based on own interests and fascinations.</p> <p>*They recognise, create and describe patterns.</p> <p>*They explore characteristics of everyday objects and shapes and use mathematical language to describe them.</p>	<p>*Beginning to have their own friends.</p> <p>*In pretend play, imitates everyday actions and events from own family and cultural background, e.g. making and drinking tea.</p> <p>*Learns that they have similarities and differences that connect them to, and distinguish them from, others.</p> <p>*Enjoys playing with small-world models such as farm, garage or train track.</p> <p>*Notifies detailed features of objects in their environment.</p> <p>*Seeks to acquire basic skills in turning on and operating some ICT equipment</p> <p>*Operates mechanical toys, e.g. turns the knob on a wind-up toy or pulls back on a friction car.</p> <p>*Comments and asks questions about aspects of their familiar world such as the place where they live or the natural world.</p> <p>*Can talk about some of the things they have observed such as plants, animals, natural and found objects.</p> <p>*Talks about why things happen and how things work</p> <p>*Looks closely at similarities, differences, patterns and change</p> <p>*Children know about similarities and differences in relation to places, objects, materials and living things.</p>	<p>*Joins in singing favourite songs.</p> <p>*Creates sounds by banging, shaking, tapping or blowing.</p> <p>*Shows an interest in the way musical instruments sound.</p> <p>*Experiments with blocks, colours and marks.</p> <p>*Beginning to use representation to communicate, e.g. drawing a line and saying that's me'.</p> <p>*Beginning to make-believe by pretending.</p> <p>*Explores colour and how colours can be changed.</p> <p>*Understands that they can use lines to enclose a space, and then begin to use these shapes to represent objects.</p> <p>*Beginning to be interested in and describe the texture of things.</p> <p>*Realises tools can be used for a purpose.</p> <p>*Developing preferences for forms of expression.</p> <p>*Explores what happens when they mix colours.</p> <p>*Experiments to create different textures.</p> <p>*Understands that different media can be combined to create new effects.</p> <p>*Manipulates materials to achieve a planned effect.</p> <p>*Uses simple tools and techniques competently and appropriately.</p> <p>*Selects appropriate resources and adapts work where necessary.</p> <p>*Selects tools and techniques needed to shape, assemble and join materials they are using</p> <p>*Create simple representations of events, people and objects.</p> <p>*Chooses particular colours to use for a purpose.</p> <p>*They safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</p> <p>*Children use what they have learnt about media and materials in original ways, thinking about uses and purposes.</p> <p>*They represent their own ideas, thoughts and feelings through design and technology, art, music, dance, role play and stories.</p>

Permanent Resources	Possible Experiences	Adult's Role & Links to EYFS	
<p>Open access storage Aprons / protective clothing Selection of collage materials (recycled, natural and bought) e.g. corks, plastic lids, feathers, bottle tops, straws, string, wool, ribbon, tissue, lollipop sticks, old catalogues etc. Variety of different paper types and sizes - card, wrapping paper, greeting cards, crepe paper, Range of junk modelling materials - yoghurt pots, foil containers, variety of boxes, cardboard tubes, trays, egg boxes etc. Painting and printing materials -, sponges, ready mix paint, different size and shape brushes Joining equipment - Sellotape, glue, scissors, hole punch, string Music: Xylophone Variety of bells, drums and beaters (also hands) Jingle sticks, Tambourines, Triangles Variety of shakers Maracas – choice Ribbons, Materials Recycling materials for making instruments/sounds/music</p>	<p>Use and explore a variety of resources, techniques and equipment in 2D and 3D Making choices and decisions Express themselves through exploring, making and designing using a range of media and materials Using their own ideas Working collaboratively and talk through ideas Have time to enjoy and explore resources Develop ideas, techniques and skills which focus on the process rather than the product Experiment with collage materials Developing cutting and joining skills Manipulate equipment and tools Model making Using resources purposefully expressing real life experiences Making props and resources to support and extend their imaginative play Painting and printing techniques Make lists, labels, signs Explore colour, texture, shape and patterns Make representations of their ideas and experiences Develop hand-eye coordination and fine motor skills Combining resources to create pictures, models, patterns etc. Problem solving Colour mixing Preparing and selecting resources Music: Create sounds</p>	<p>Unique Child *Value the way in which each child express themselves creatively. *Encourage, listen to and respond to children's ideas. *Follow individual interests, explore likes and dislikes, make choices *Give children time to explore and practice. *Show genuine interest in each child's creative experiences. *Support children sensitively and recognise differing needs within the group. Music: *Support children to learn and develop in their own unique way. *Value each child's interests and abilities. *Provide opportunities for awareness of various types of music and music from other cultures. *Understand that communication takes many forms and offer children opportunities to communicate through music and movement.</p>	<p>Positive Relationships *Ensure children feel secure enough to 'have a go', learn new things and be adventurous. *Value what children can do and children's own ideas rather than expecting them to reproduce someone else's picture or model. *Accommodate children's specific religious or cultural beliefs relating to particular forms of art or methods of representation. Music: *Opportunities to create music with others. *Support and motivate. *Make music alongside the children. *Communicate opportunities through music to parents. *Listen and observe and show interest. *Value the time and opportunities it offers with the children.</p>

	<p>Develop awareness of the sounds of different musical instruments and explore how sounds can be changed</p> <p>Join in with songs and rhymes, begin to build a repertoire</p>	<p>Enabling Environments</p> <ul style="list-style-type: none">*Ensure resources are organised effectively.*Provide adequate space for children to explore materials, media and techniques.*Provide a stimulating environment in which creativity, originality and expressiveness are valued.*Include resources from a variety of cultures to stimulate new ideas and different ways of thinking.*Encourage children to contribute to keeping the area tidy and valuing resources.*Observe fine motor control and hand-eye coordination.*Observe how children use resources to design and make.*Observe how children demonstrate and refine their thinking processes.*Observe to find out children's interests / needs <p>Analyse observations and work to meet the children's needs</p> <ul style="list-style-type: none">*Offer a range of resources to enable a wide variety of experiences*Observe if children attach emotion to music.*Observe where the children take music into other areas/adapt.*Link music to the local community*Allow time to become actively involved	<p>Learning & Development</p> <ul style="list-style-type: none">*Present a wide range of experiences and activities that children can respond to by using many of their senses.*Allow sufficient time for children to explore and develop ideas and finish working through these ideas.*Create opportunities for children to express their ideas through a wide range of types of representation. <p>Music:</p> <ul style="list-style-type: none">*Encourage understanding/awareness of pitch and tone.*Support children to learn through music and associated movement.*Offer a wide range of experiences.*Model movement and associated language.*Discuss what children are doing/intending to do.*Introduce and repeat songs and rhymes
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