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**Hollinsclough Academy Medium Term Planning**

**Year Group(s): Nursery/ Reception Topic: On the Farm**

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| **Prior Learning & Knowledge** *(what knowledge of this topic do the children already have/ include pupil interests)*The children will have their own experiences and abilities that they will have the opportunity to share and build upon. |

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| **Learning outcomes and skills:** *(make it clear which objectives relate to which year group if mixed age)***Nursery:**Explore different materials freely, in order to develop ideas about how to use them and what to make.Move and talk about music, expressing feelings and responsesExplore colour and begin colour mixingDevelop their own ideas and then decide which materials to use to express them.Explore and engage in music making and dance.**Reception:**To become confident when using a range of tools and techniques.Initiate new combinations of movements and gestures in order to express and respond to feelings, ideas and experiencesSafely use and explore a variety of materials, tools and techniquesReturn to and build on their previous learning, refining ideas and developing their ability to represent them. |

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| **Key concepts:**Using their imaginations to create their own pieces of art using different manterials, tools and techniques. | **Key vocabulary:**Watercolour, shapes, junk model, materials, clay, movement, dance, instruments, landscape, music, paint, mixing, primary colours |

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| **Continuous Provision:See weekly planning sheet** |

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| **Resources:See activites**  |

**Teaching sequence suggestion**

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|  | **Learning Objectives** *(for each year group)**EYFS- include area of learning and TMPF score E.G. EAD(BI)7* | **Teaching Activities** (To include adaptations in task, questioning and skills for each year group and mixed age year group) |
| W.C.08/04/2024 | Nursery- EAD (CwM ) 6- Explore different materials freely, in order to develop ideas about how to use them and what to make.Reception- EAD (CwM) 8-To become confident when using a range of tools and techniques. | Recap habitats.Children to be paired up (nursery with reception). Children to decide which animal they would create with clay and create a home for.Discuss what each animal looks like and where they think they live.Nursery- Making an animal out of clayReception- Junk model habitats with mixed media(They can use a mixture of natural materials and junk modelling equipment) | **C&L**N-Understands a number of adjectives (describing words) R- Use talk to help work out problems, share feelings and organise ideas. |
| W.C.15/04/2024 | Nursery (BIaE) 6- Move and talk about music, expressing feelings and responsesReception (BIaE) 8- Initiate new combinations of movements and gestures in order to express and respond to feelings, ideas and experiences | Children to share creations from last lessonGo through different movements with children, what can our bodies do? Jump, crawl, roll, hop, dance, walking in slow motion, walking up and down stairs, spinning Nursery- Mark making and moving with supportReception- Mark making and moving | N- Focuses attention on one thing at a time but can independently stop what they are doing to listen (switches attention)R- Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions. |
| W.C.22/04/2024 | Nursery- EAD (CwM) 6- Explore colour and begin colour mixingReception EAD (CwM) 9- Safely use and explore a variety of materials, tools and techniques | Georgia O’KeeffeGo through the PP with the children.Show example of how to mix colours and use them in your workNursery- Paint a flower using different sized paint brushes for different parts of the flowerReception- Paint a flower using colours they have mixed | N- Understands instructions containing 3 key wordsR- Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions. |
| W.C.06/05/2024Book:Little Red HenFairtrade | Nursery- EAD (CwM) 6- Develop their own ideas and then decide which materials to use to express them.Reception- EAD (CwM) 9- Safely use and explore a variety of materials, tools and techniques | Junk modelling a working millExplain that in we can use split pins to join materials and allow them to move.Supply the children with the blades for the mill and allow them to junk model the rest of it. Support children with using split pins.Nursery- Junk model their own creation using a split pinReception- To junk model a working mill with split pins | N- Understands ‘in’, ‘on’ and ‘under’ (prepositions)R- Follows instructions involving a two-part sequence |
| W.C.13/05/2024Book:Cock-a-moo-mooFarms/cities | Nursery- (CwM) 6- Develop their own ideas and then decide which materials to use to express them.Reception- (CwM) 8- Return to and build on their previous learning, refining ideas and developing their ability to represent them. | Create own imaginary landscapeAsk the children to imagine their own landscape. What does it look like? What is the weather like? Does anything grow there?Supply children with a large variety of materials.Nursery- Use a variety of materials to create a pictureReception- Create their own imaginary landscape | N- Understands instructions containing 3 key words R- Understand simple questions about ‘who’, ‘what’, ‘where’, ‘why’ and ‘how’ |
| W.C.20/05/2024Book:Lucy LambFarming then vs. now | Nursery- (BIaE) 6- Explore colour and begin colour mixingReception- (BIaE) 9- Safely use and explore a variety of materials, tools and techniques | KandinksyHave a look at the pictures of the old and new farming equipment. Ask the children what shapes they can see (a lot of circles from the wheels of the different equipment).Go through the PP with the children.Nursery- Recreate a Kandinsky Reception- Recreate a Kandinsky using knowledge of colour mixing | N- Understands ‘in’, ‘on’ and ‘under’ (prepositions)R- Follows instructions involving a two-part sequence |
| W.C.27/05/2024 | Nursery- (BIaE) 6- Explore and engage in music making and dance.Reception- (BIaE) 8- Initiates new combinations of movement and gesture in order to express and respond to feelings, ideas and experiences. | Songs from around the world- how do they make us feel and what actions do we want to doListen to the following clips and ask the children to dance to them. What instruments do they think they can hear in each piece of music? How do the songs differ?African Drums- <https://www.youtube.com/watch?v=4hPCuMfMv50>Japanese music- <https://www.youtube.com/watch?v=NPX6_qfUIhw>Indian music- <https://www.youtube.com/watch?v=gMk2eTqPLWk>French music- <https://www.youtube.com/watch?v=AGbGbzHLpz8>English- <https://www.youtube.com/watch?v=pEORlArLI3c>Nursery- Dance to musicReception- Create new movements in response to the different songs | N- Understands instructions containing 3 key words R- Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions. |
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| **Assessment**  *(linked to learning outcomes for each year group)* |
| **Emerging** | **Secure** | **Exceeding** |
| N-EAD (CwM) 5- Begin to make simple models which express their ideas.EAD (CwM) 5- Begin to use their imagination as they consider what they can do with different materials.EAD (CwM) 5- Explore different materials, using all their sense to investigate them.EAD (BI&E) 5- Beginning to use representation to communicate, e.g. drawing a line and saying ‘that’s me’R-EAD (CwM) 7- Begin to create collaboratively, sharing ideas, resources and skills.EAD (CwM) 7- Join different materials in a variety of ways.EAD (CwM) 7- Explore colour and colour mixing for a purposeEAD (CwM) 7- Use their imagination as they consider what they can do with different materials for a purpose.EAD (BI&E) 7- Listen attentively, move to and talk about music, expressing their feelings and responses.EAD (BI&E) 7- Explore and engage in music making and dance. | N-EAD (CwM) 6- Use their imagination as they consider what they can do with different materials.EAD (CwM) 6- Make simple models which they can express their ideas about.EAD (CwM) 6- Explore different materials freely, in order to develop ideas about how to use them and what to make.EAD (CwM) 6- Develop their own ideas and then decide which materials to use to express them.EAD (CwM) 6- Explore colour and begin colour mixingEAD (BI&E) 6- Listen with increased attention to sounds.EAD (BI&E) 6- Respond to what they have heard, expressing their thoughts and feelings.R-EAD (CwM) 8- To become confident when using a range of tools and techniques.EAD (CwM) 8- Return to and build on their previous learning, refining ideas and developing their ability to represent them.EAD (CwM) 8- Create collaboratively, sharing ideas, resources and skills.EAD (BI&E) 8- Initiates new combinations of movement and gesture in order to express and respond to feelings, ideas and experiences. | N-EAD (CwM) 7- Begin to create collaboratively, sharing ideas, resources and skills.EAD (CwM) 7- Join different materials in a variety of ways.EAD (CwM) 7- Explore colour and colour mixing for a purposeEAD (CwM) 7- Use their imagination as they consider what they can do with different materials for a purpose.EAD (BI&E) 7- Listen attentively, move to and talk about music, expressing their feelings and responses.EAD (BI&E) 7- Explore and engage in music making and dance.R-EAD (CwM) 9- Safely use and explore a variety of materials, tools and techniques |