

(EAD) Scheme of Work

Reception – Autumn 1

Topic: All About Me

Activities	Intended Outcomes 3-4 year olds	Key Vocabulary and Questions
<p>Provide opportunities for the children to sing their own songs and to express themselves through movement. Follow Charanga scheme Autumn Term 1-6</p> <p>Music in Cabin corner- all varieties</p> <p>Act out a familiar story e.g. Goldilocks and the Three Bears and encourage the children to use movements and actions to represent the bears.</p> <p>The Little Red Hen</p> <p>The Enormous Turnip</p> <p>Kipper's Toybox/Birthday</p> <p>Rosie's Walk</p> <p>Role play activities and areas resourced with props and clothes to support children's excursions into imaginary worlds. Ensure that the experiences stimulate the children's interests and provide toys and other props that the children may need or ask for. Offer a story stimulus by suggesting an imaginary event.</p> <p>Role play areas- home corner and babies</p> <p>BBT: Make materials accessible and extend the children's experiences and expand their imagination through the provision of pictures, paintings, poems, music, dance and stories</p> <p>Free paintings or drawing pictures of: exploring a variety of media including pencils, crayons, pens, chalk etc</p> <p>Their family</p> <p>What they did in the holidays</p> <p>Their favourite toy/ toy box</p> <p>Their birthday party</p> <p>Scissor skills- toybox and ball</p> <p>Mini Mash games</p>	<ul style="list-style-type: none"> • 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, in order 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, 	Assessment Opportunities
		<p>Can they move to music by dancing, marching, being animals or pop stars?</p> <p>Can they explore the sounds that can be made with different percussion instruments?</p> <p>Can they talk about what they have made?</p> <p>Carry out baseline assessments and update Essence scores.</p>
		Resources
		<p>Role play areas</p> <p>Dressing up clothes</p> <p>Story books</p> <p>Musical instruments</p> <p>Pictures</p> <p>Paint-all colours</p> <p>Art materials (pencil, charcoal, inks, chalk, pastels, ICT software)</p> <p>Small world toys</p> <p>Construction boxes</p> <p>Recycled materials</p>

	<p>sadness, fear etc.</p> <ul style="list-style-type: none">• 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.	
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(EAD) Scheme of Work

Reception – Autumn 2

Topic: Fantasy, Festivals and Food

Activities	Intended Outcomes	Key Vocabulary and Questions
<p>Explore and Learn Time</p> <p>Provide opportunities for the children to sing their own songs and to express themselves through movement. Follow Charanga scheme Autumn Term 7-12</p> <p>Music in Cabin corner- all varieties</p> <p>Explore different sound sources inside and outside the classroom.</p> <p>Christmas concert performance</p> <p>Role play- superheroes</p> <p>Model making- transport to get Beegu home</p> <p>Free printing</p> <p>Make simple patterns</p> <p>BBT: Make materials accessible and extend the children's experiences and expand their imagination through the provision of pictures, paintings, poems, music, dance and stories</p> <p>Free paintings or drawing pictures of: exploring a variety of media including pencils, crayons, pens, chalk etc</p> <p>Christmas cards- using found materials</p> <p>Diwali patterns</p> <p>Diwali lights- thumb pot</p> <p>Cooking a cake for children's birthdays</p> <p>Numicon biscuits</p> <p>Decorate biscuit bear</p> <p>Chop and cook/eat mashed potato</p> <p>Cupcakes</p> <p>Reindeer crispy cakes</p> <p>Chop and eat fruit salad</p> <p>Mini Mash games</p>	<ul style="list-style-type: none">• 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, in order 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 drawings- happiness, sadness, fear etc.• Listen with increased attention to sounds.• Respond to what they have heard, expressing their thoughts and feelings.	
		Assessment Opportunities
		<p>Can they listen to music e.g. move in time, clap along, nod head etc?</p> <p>Can they use voices in different ways such as speaking, singing and chanting?</p> <p>Can they use a singing voice and remember short songs and sounds?</p> <p>Can they perform in front of others?</p> <p>Be part of an audience?</p> <p>Can they talk about what they have made?</p> <p>Can they mark make?</p>
		Resources
		<p>Role play areas</p> <p>Dressing up clothes</p> <p>Story books</p> <p>Musical instruments</p> <p>Pictures</p> <p>Paint-all colours</p> <p>Art materials (pencil, charcoal, inks, chalk, pastels, ICT software)</p> <p>Small world toys</p> <p>Construction boxes</p> <p>Recycled materials</p>

	<ul style="list-style-type: none"> • 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. 	Printing(found materials, fruit/veg, wood blocks, press print, lino, string)
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(EAD) Scheme of Work

Reception – Spring 1
Topic: Me and My World

Activities	Intended Outcomes	Key Vocabulary and Questions
<p>Explore and Learn Time Provide opportunities for the children to sing their own songs and to express themselves through movement. Follow Charanga scheme Spring Term 1-6 Music in Cabin corner- all varieties Use line to represent objects both seen and imagined including animals and plants Colour mixing green,orange,purple and brown. Scissor skills- cut out shapes from a bigger piece of paper Weaving using paper BBT:Make materials accessible and extend the children’s experiences and expand their imagination through the provision of pictures, paintings, poems, music, dance and stories Free paintings or drawing pictures of: exploring a variety of media including pencils, crayons, pens, chalk etc</p> <p>Make simple patterns Role play 1. Naughty bus story 2. People who help us.</p> <p>Model making- Naughty bus Cooking a cake for children's birthdays</p> <p>Mini Mash games</p>	<ul style="list-style-type: none">• 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 performing 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.	Assessment Opportunities
		<p>Can they say what they like/dislike about a piece of music? Can they accompany a chant or song using body percussion? Explore different body sounds/Create a repeating pattern? Can they explore the sounds that can be made with different percussion instruments? Can they explore mixing colours? Talk about likes and dislikes of their own work and the work of others</p>
		Resources
		<p>Role play areas Dressing up clothes Story books Musical instruments Pictures Paint-primary colours Art materials (pencil, charcoal, inks, chalk, pastels, ICT software) Art materials (paint, ink, dye, textiles, pencils, crayon, pastels)</p>

		<p>(paper, fabric, natural materials, sewing)</p> <p>Small world toys Construction boxes Recycled materials</p>
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(EAD) Scheme of Work

Reception – Spring 2
Topic: Where Shall We Go Today?

Activities	Intended Outcomes- In Reception	Key Vocabulary and Questions
<p>Explore and Learn Time Music in Cabin corner- all varieties Provide opportunities for the children to sing their own songs and to express themselves through movement. Follow Charanga scheme Spring Term 7-12 Make different sounds using voices and classroom instruments. BBT: Make materials accessible and extend the children's experiences and expand their imagination through the provision of pictures, paintings, poems, music, dance and stories Free paintings or drawing pictures of: exploring a variety of media including pencils, crayons, pens, chalk etc Use paintbrushes and other tools to add colour to their work – painting spring flowers. Make simple patterns Dear Zoo- animal collages (individual) masks Making a clay animal Model making...Cage for an animal Handprint animals Free painting of animals Role play- 1. Jolly Postman story 2. Farmer Duck story 3. Dear Zoo story 4. Pig in the pond story Cooking a cake for children's birthdays Mini Mash games</p>	<ul style="list-style-type: none">• 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 performing 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.	
		Assessment Opportunities
		<p>Can they say what they like/dislike about a piece of music? Can they accompany a chant or song using body percussion? Can they show an awareness of how percussion instruments are played and treat them carefully? Can they be part of an audience? Can they complete a collage? Talk about likes and dislikes of their own work and the work of others</p>
		Resources
		<p>Musical Instruments Chime bars Art materials (paint, ink, dye, textiles, pencils, crayon, pastels) (paper, fabric, natural materials, sewing) (3D work, clay, dough, boxes, wire, paper sculpture, mod roc)</p>

(EAD) Scheme of Work

Reception – Summer 1

Topic: How Do Things Grow?

Activities	Intended Outcomes-In Reception	Key Vocabulary and Questions
<p>Explore and Learn Time Provide opportunities for the children to sing their own songs and to express themselves through movement. Follow Charanga scheme Summer Term 1-6 Music in Cabin corner- all varieties BBT: Make materials accessible and extend the children's experiences and expand their imagination through the provision of pictures, paintings, poems, music, dance and stories Free paintings or drawing pictures of: exploring a variety of media including pencils, crayons, pens, chalk etc</p> <p>Use line to represent objects both seen and imagined including animals and plantsanimals from Staunton Country Park/tadpole diaries and bean diaries Primary and secondary colour wheels. Role play Cooking a cake for children's birthdays</p> <p>Mini Mash games</p>	<ul style="list-style-type: none">• 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 performing 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.	Assessment Opportunities
		<p>Begin to identify and name some class percussion instruments Begin to show accuracy and care when drawing Recognise and name the primary and secondary colours Can they add a storyline or narrative to their play? Share their creations and explain the processes they have used</p>
		Resources
		<p>Musical Instruments Chime bars Art materials (paint, ink, dye, textiles, pencils, crayon, pastels) (paper, fabric, natural materials, sewing) (3D work, clay, dough, boxes, wire, paper sculpture, mod roc)</p>

(EAD) Scheme of Work

Reception – Summer 2

Topic: Water and Waves

Activities	Intended Outcomes ELG	Key Vocabulary and Questions
<p>Explore and Learn Time Provide opportunities for the children to sing their own songs and to express themselves through movement. Follow Charanga scheme Summer Term 7-12 Music in Cabin corner- all varieties Celebration Assembly BBT: Make materials accessible and extend the children's experiences and expand their imagination through the provision of pictures, paintings, poems, music, dance and stories Free paintings or drawing pictures of: exploring a variety of media including pencils, crayons, pens, chalk etc Under the sea collage (group) Scissor skills Cooking a cake for children's birthdays</p> <p>Mini Mash games</p>	<ul style="list-style-type: none">• 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.• Invent, adapt and recount narratives and stories with peers and their teacher	
		Assessment Opportunities
		<p>Can they understand fast and slow and move accordingly to different pieces of music?</p> <p>Listen to a musical pattern and clap back what they can hear.</p> <p>Can they perform in front of other?</p> <p>Be part of an audience?</p> <p>Can they draw a picture of something real or imagined?</p> <p>Can they use scissors accurately?</p> <p>Share their creations and explain the processes they have used</p>
		Resources
		<p>Musical Instruments Chime bars Art materials (paint, ink, dye, textiles, pencils, crayon, pastels) (paper, fabric, natural materials, sewing) (3D work, clay, dough, boxes, wire, paper sculpture, mod roc)</p>