Rainbow Education Multi Academy Trust

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N	EAD	Block 1	Block 2	Block 3
V Vocabulary		- touch, smell, hear, see, taste - song, singing, lyrics - draw, drawing, mark, paint, paper, pencil, pen, paint, chalk - listen, song, hear, hearing, feeling	- touch, smell, hear, see, taste - song, singing, lyrics, pitch, tone - draw, drawing, mark, paint, paper, pencil, pen, paint, chalk - imagination, idea, choice, expression, feeling, noise, feel, feeling	- touch, smell, hear, see, taste, emotions (and examples) - song, singing, lyrics, pitch, tone, instrument, grasp, fingers, sounds - draw, drawing, mark, paint, paper, pencil, pen, paint, chalk, joining, texture, describe - colour, primary colours, secondary colours, mixing, colour mixing, choices - imagination, idea, choice, expression, feeling, noise, feel, feeling, blocks, construction kit,
O Objectives		- To use their sense tio explore and investigate different materials. - To enjoy and take part in action songs, such as 'Twinkle, Twinkle Little Star'. – To explore different materials freely, in order to develop their ideas about how to use them and what to make. - To develop more increasing complexity in drawings adding details, such as representing a face with a circle - Listen with increased attention to sounds -To enjoy role play activities .	-To able meanings to the marks that they make. - To be able to take part in simple pretend play, using an object to represent something else even though they are not similar. - To be able to create simple models that they can use in their play- e.g building a car. - To be able to use small world resources to create stories- e.g dolls house - To be able to use drawing to represent ideas - Sing the pitch of a tone sung by another person ('pitch match').	To begin to be able to create more imaginative and complex 'small worlds' with blocks and construction kits, such as a city with different buildings and a park. . -To begin to be able to show different emotions in their drawings and paintings, like happiness, sadness, fear etc. . - To be able to use the melodic shape (moving melody, such as up and down, down and up) of familiar songs. -to be able to create their own songs, or improvise a song around one they know. - To begin to show some control when playing instruments.
C Concepts		- Song and rhyme -Drawing -College -Colour -Sound Making -Role play	_Pitch -Drawing -Role Play _Music _Colour	-Painting -Drawing -Role Play _Music
U Understanding and Knowledge		- To understand they can use marks/drawings to express ideas and thoughts. _ To begin to develop a repertoire of songs and rhymes.	-To understand thoughts and ideas can be expressed through marks and drawings. - To Develop interest in pretend play, building on prior knowledge and using this to represent ideas.	- To begin to understand that their ideas and emotions can be expressed through making marks and be able to talk about their representations. - To begin to understand that they can use their imagination to make changes and representations. - To understand that voices and instruments can be manipulated in various ways for different outcomes.
S Skills		- I can explore and experiment with mark making, painting and craft resources. - I can name the primary and secondary colours. - I can use my body to make sounds. -I can begin to take part in pretend play. - I can sing my favourite nursery rhymes.	I can begin to use materials and tools to create simple representations- e.g- junk modeling. - I can move my body to songs and music, -I can build up my repertoire of songs. - I can begin to show an interest in colour mixing. - I can begin to use shapes to represent objects in my drawing (e.g circle as a face, square as a house.) -I can use objects in my pretend play to represent a similar object (e.g banana as a phone) - I can name some instruments and know how to use them- e.g shake a maraca, beat a drum.	- I can move my body to songs and music with control, building up a repertoire of songs. - I can begin to use a variety of resources to join materials together- e.g paper clips, glue, masking tape etc. - I can begin to add increasing detail to my drawings. - I can use my imagination to make a variety of informed choices. -I can play a simple instrument with some control. - I can begin to create me own songs. - I can listen with attention to sounds, music and songs. - I can verbalise my thoughts and ideas, expressing an opinion and choices made.

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N

EAD

	Autumn	Spring	Summer
UTW Topic	Me and My World Let's Celebrate	People Who Help Us Down on the Farm	Watch Me Grow How Does it Work
Ways to Embed Into Provision	Provide a range of materials and textures for children to explore Provide opportunities for children to explore colour when taking part in familiar play. Display family photos and artwork Play familiar music chosen by the children	Provide role play opportunities linked to the community Make different farm animals from junk modelling Sing songs related to the farm and animal noises Make vehicles used by emergency services	Provide a range of materials of different properties for children to explore in junk modelling focusing on joining different resources together Provide resources for observation drawings Explore photography Play music linked to weather and seasons Explore the use of natural resources when making art (loose parts)
Enrichment	Christmas Concert/ Family Day	Visits from people who help us Farm visit	Visit to the park/garden plot Plantning experiences Trip to Imagine That
Linked Art	Leonardo Di Vinci- Mona Lisa Pop Art	Art: Liverpool Lambananas (Taro Chiezo)	Artist: Georgia O'Keeffee and Monet Henri Matisse (snail)

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R	EAD	Autumn	Spring	Summer
V Vocabulary		- touch, smell, hear, see, taste, emotions (and examples) - song, singing, lyrics, pitch, tone, instrument, grasp, fingers, sounds - draw, drawing, mark, paint, paper, pencil, pen, paint, chalk, joining, texture, describe - colour, primary colours, secondary colours, mixing, colour mixing, choices - imagination, idea, choice, expression, feeling, noise, feel, feeling, blocks, construction kit,	- Collaborate, turn taking, opinion, agree, disagree, explanation - Listen, movement, move, dance, likes, dislikes, emotions (incl examples), feelings - Sing, singing, pitch, melody, lyrics, music, backing track - Solo, group, partner	- Explore, effect, similarities, differences, emotions, feelings - Opinion, likes, dislikes. - Solo, group, partner, collaborate.
O Objectives		- To use immagation to build complex 'small worlds' with blocks and construction kits, such as a city with different buildings and a park. - To Join different materials and explore different textures. - To explore colour and colour mixing. - To create their own songs, or improvise a song around one they know. - To begin to play instruments with increasing control to express their feelings and ideas.	- To be able to create collaboratively, sharing ideas, resources and skills. - To listen attentively, move to and talk about music, expressing their feelings and responses. - To sing in a group or on their own, increasingly matching the pitch and following the melody. -To explore and engage in music making and dance, performing solo or in groups.	- To explore, use and refine a variety of artistic effects to express their ideas and feelings. - To return to and build on their previous learning, refining ideas and developing their ability to represent them. - To Watch and talk about dance and performance art, expressing their feelings and responses. - Explore and engage in music making and dance, performing solo or in groups.
C Concepts		- Colour mixing -Collage -Role Play -Imagination _ Ryhthm	- Colour mixing -Painting -Joining -Role Play _Voice control	Colour mixing -Painting _Joining _Role Play
U Understanding and Knowledge		- To be able express their thoughts and ideas through mark making, drawings and paintings. - To be able to use their imagination to create role play, paintings, drawings and models. To understand that voices and instruments can be manipulated in various ways for different outcomes.	- Works alone and with others to explore a variety of artistic mediums. - Able to articulate ideas and provide reasons why they feel a particular way about something. - To begin to develop an understanding that music can be used as a powerful means of expression.	- Understands that they can use their ideas and feelings to explore, use and refine their work. - Uses prior knowledge to refine and develop ideas.
S Skills		- I can mix two colours to make a new colour. - I can manipulate a variety of materials and tools with increasing control. - I can move my body to the beat of music. - I can use open ended resources to develop a storyline in my pretend play. -I can listen with attention to sounds, music and songs. - I can verbalise my thoughts and ideas, expressing an opinion on choices made.	- I can mix the three primary colours to make secondary colours. -I can independently join different resources together- e.g hole punch and string. - I can talk about my likes and dislikes of different music. - I can create my own movements and dances in response to music. - I can sing in a group. - I can play cooperatively during pretend play. - I can take turns in giving opinions, taking on board what others have said. - I can manipulate voice in a variety of ways.	- I can experiment with color mixing by increasing and decreasing the amount of colour. - I can make an informed decision about what joining technique to use e.g PVA glue for plastic to paper rather than pritt stick. - I can negotiate and take the lead in pretend play. - I can create my own performances including music and dance with my peers. -

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R

EAD

	Autumn	Spring	Summer
UTW Topic	Me and My World Let's Celebrate	It's Cold Outside A long Time Ago	The Garden Journeys
Ways to Embed Into Provision	Sensory experiences linked to sounds Learn and perform songs using instruments Showcasing creations and explaining methods and ideas Display artwork Colour Mixing with a range of media	Link to festivals such as Chinese New Year Display Artwork Provide materials to dance with (e.g. ribbons, scarves) Provide access to performance videos	Observations art linked to wildlife and natural habitat Provide resources for children to observe plants and minibeasts Explore the outdoors with a focus on close up exploration (e.g. use of magnifying glasses and photography)
Enrichment	Family and Self Portraits The Nativity/Christmas Performance	Compare and listen to music from different decades Explore colour mixing to make cold and warm colours. Make chinese dragons using joining techniques.	Visit to local park/ woodland Visit Southport seaside. Use trips for drawing, exploration and photography opportunities.
Linked Art	Artist:Kandinsky, Kay Lovesah , Andy Warhol Picasso, Augusta Savage	Artists: Vincent Van Gogh (Starry night) Caspar David Friedrich, Traditional Chinese Art	Look at artwork that represents liverpool landmarks in different ways, Artist: Antony Gormley, Claude Banksy, Andy Goldsworthy