

EYFS Long Term Plan Continuous Provision - Creative

Characteristics of Effective Learning - How a child is learning

<p style="text-align: center;">Playing and Exploring</p> <p>Finding out and exploring</p> <ul style="list-style-type: none"> • Showing curiosity about objects, events and people • Using senses to explore the world around them • Engaging in open-ended activity • Showing particular interests <p>Playing with what they know</p> <ul style="list-style-type: none"> • Pretending objects are things from their experience • Representing their experiences in play • Taking on a role in their play • Acting out experiences with other people <p>Being willing to 'have a go'</p> <ul style="list-style-type: none"> • Initiating activities • Seeking challenge • Showing a 'can do' attitude • Taking a risk, engaging in new experiences, and learning by trial and error 	<p style="text-align: center;">Active learning</p> <p>Being involved and concentrating</p> <ul style="list-style-type: none"> • Maintaining focus on their activity for a period of time • Showing high levels of energy, fascination • Not easily distracted • Paying attention to details <p>Keeping on trying</p> <ul style="list-style-type: none"> • Persisting with activity when challenges occur • Showing a belief that more effort or a different approach will pay off • Bouncing back after difficulties <p>Enjoying achieving what they set out to do</p> <ul style="list-style-type: none"> • Showing satisfaction in meeting their own goals • Being proud of how they accomplished something - not just the end result • Enjoying meeting challenges for their own sake rather than external rewards or praise 	<p style="text-align: center;">Creating and Thinking Critically</p> <p>Having their own ideas</p> <ul style="list-style-type: none"> • Thinking of ideas • Finding ways to solve problems • Finding new ways to do things <p>Making links</p> <ul style="list-style-type: none"> • Making links and noticing patterns in their experience • Making predictions • Testing their ideas • Developing ideas of grouping, sequences, cause and effect <p>Choosing ways to do things</p> <ul style="list-style-type: none"> • Planning, making decisions about how to approach a task, solve a problem and reach a goal • Checking how well their activities are going • Changing strategy as needed • Reviewing how well the approach worked 	
<p style="text-align: center;">Permanent Resources</p> <p>Art easels - Aprons/ protective clothing Selection of collage material; (recycled, natural and bought) e.g. corks, plastic lids, feathers, bottle tops, straws, string, wool, ribbon, tissue... Variety of different paper types and sizes - card, wrapping paper, greeting cards, crepe paper Junk modelling materials - yoghurt pots, foil containers, variety of boxes, cardboard tubes, trays, egg boxes... Painting and printing materials - finger paints, sponges, powder/ ready mixed paint, different size brushes, combs... Mark making resources/pencils/crayons/felt tips Joining equipment - Sellotape, glue, Paper clips, paper fasteners, scissors, hole punch, string... Resource enhancements throughout the year Collage materials -doilies, sawdust, shells, cones, felt, glitter, bubble wrap, sweet wrappers, pulses, pasta, buttons... Variety of paper types and sizes -shiny, matt, newspaper, tissue, cellophane, corrugated card... Painting and printing materials Resource enhancements throughout the year Variety of artists artwork</p>	<p style="text-align: center;">Possible Experiences</p> <p>Use and explore a variety of resources, techniques and equipment in 2d and 3d Making choices and decisions, own ideas Represent and express themselves through exploring, making and designing using a range of media and materials Working collaboratively and talk through their 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 Develop cutting and joining skills Manipulate equipment and tools Model making Using resources purposefully expressing real life experiences Making prop to support and extend imaginative play Painting and printing techniques Explore colour, texture, shape and patterns Make representations of ideas and experiences Problem solving Colour mixing</p>	<p style="text-align: center;">Adult Role</p> <p>Positive Relationships Value how each child expresses themselves Value the process - not end product Ensure children feel secure enough to 'have a go' Accommodate children's specific religious/ cultural beliefs relating to particular forms of art or methods of representation/festivals Encourage, listen to and respond to children's ideas Support children sensitively and recognise differing needs within the group Give children time to explore and practice Encourage children to contribute to keeping the area tidy and valuing resources</p> <p style="text-align: center;">Enabling Environments</p> <p>Provide accessible aprons Effectively organised and accessible resources that include a variety of cultures Resources labelled with pictures and words Provide a creative area that is near to sink and washable floor Provide adequate space for children to explore materials, media and techniques Displays for children's individual art work Provide opportunities for woodwork</p>	<p style="text-align: center;">Appropriate Vocabulary</p> <p>Paint, pencil, pen, crayon Sellotape, masking tape Cut, rip, tear Paint, line, squirt, wiggle, fill in, round, blob... Stick, hold together Draw Model Mix Colour names Thick, thin Rough, smooth Silky/ soft Shiny</p> <p style="text-align: center;">Questions and Phrases</p> <p>I wonder what you will need to use to make.....</p> <p>What will happen if?</p> <p>Tell me how you made that?</p> <p>How can we make a?</p> <p>Why would it be good to use?</p>

Creative - A Unique Child - Observing what a child is learning - 36-60 months

<p align="center">Personal, Social and Emotional Development</p> <p>Shows confidence in asking adults for help Confident to speak to others about own needs, wants, interests and opinions Can describe self in positive terms and talk about abilities Explains own knowledge and understanding, and asks appropriate questions of others Can select and use activities and resources with help Welcomes and values praise for what they have done Begins to accept the needs of others and can take turns and share resources, sometimes with support from others Beginning to be able to negotiate and solve problems without aggression, e.g. when someone has taken their toy</p>	<p align="center">Communication and Language</p> <p>Understands use of objects (e.g. "What do we use to cut things?") Responds to simple instructions, e.g. to get or put away an object Responds to instructions involving a two-part sequence Listens and responds to ideas expressed by others in conversation or discussion 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> Builds up vocabulary that reflects the breadth of their experiences Uses talk in pretending that objects stand for something else in play, e.g., 'This box is my castle.' Uses language to imagine and recreate roles and experiences in play situations Uses talk to organise, sequence and clarify thinking, ideas, feelings and events</p>	<p align="center">Physical Development</p> <p>Draws lines and circles using gross motor movements Uses one-handed tools and equipment, e.g. makes snips in paper with child scissors Handles tools, objects, construction and malleable materials safely and with increasing control Understands that equipment and tools have to be used safely Shows understanding of how to transport and store equipment safely Practices some appropriate safety measures without direct supervision 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 Holds pencil near point between first two fingers and thumb and uses it with good control</p>	
<p align="center">Literacy</p> <p>Shows interest in illustrations and print in books and print in the environment Knows that information can be retrieved from books and computers Ascribes meanings to marks that they see in different places Gives meaning to marks they make as they draw, write and paint Writes own name and other things such as labels, captions</p>	<p align="center">Mathematics</p> <p>Shows an interest in shape and space by playing with shapes or making arrangements with objects Uses positional language Shows interest in shape by sustained construction activity or by talking about shapes or arrangements Beginning to talk about the shapes of everyday objects, e.g. 'round' and 'tall' Uses familiar objects and common shapes to create and recreate patterns and build models Selects a particular named shape Shows awareness of similarities of shapes in the environment</p>	<p align="center">Understanding the World</p> <p>Comments and asks questions about aspects of their familiar world such as the place where they live or the natural world Knows some of the things that make them unique, and can talk about some of the similarities and differences in relation to friends or family Can talk about some of the things they have observed such as plants, animals, natural and found objects Talks about why things happen and how things work Looks closely at similarities, differences, patterns and change</p>	<p align="center">Expressive Arts and Design</p> <p>Explores colour and how they can be changed Understands that they can use lines to enclose a space, and then begin to use these shapes to represent objects Beginning to be interested in and describe the texture of things Joins construction pieces together to build and balance Realises tools can be used for a purpose Explores what happens when they mix colours Experiments to create different textures Understands that different media can be combined to create new effects Manipulates materials to achieve a planned effect Captures experiences and responses with a range of media such as music, dance and paint and other materials or words Chooses particular colours to use for a purpose</p>

Creative - A Unique Child - Observing what a child is learning - 0-36 months

<p align="center">Personal, Social and Emotional Development</p> <p>Shows confidence in asking adults for help Shows interest in the activities of others and responds differently to children and adults Can select and use activities and resources with help Welcomes and values praise for what they have done Begins to accept the needs of others and can take turns and share resources, sometimes with support from others Seeks out others to share experiences Expresses own preferences and interests Uses pointing with eye gaze to make requests and share an interest Can express their own feelings such as sad, happy, cross, scared, worried Responds to the wishes and feelings of others Shows understanding and cooperates with some boundaries and routines</p>	<p align="center">Communication and Language</p> <p>Responds to simple instructions, e.g. to get or put away an object Listens with interest to the noises adults make when they read stories 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).</p>	<p align="center">Physical Development</p> <p>Draws lines and circles using gross motor movements Holds pen or crayon using a whole hand (palmer) grasp and makes random marks with different strokes Handles tools, objects, construction and malleable materials safely and with increasing control Understands that equipment and tools have to be used safely May be beginning to show a preference for a dominant hand Begins to use anticlockwise movement and retrace vertical lines Reaches out for, touches and begins to hold objects 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</p>	
<p align="center">Literacy</p> <p>Shows interest in illustrations and print in books and print in the environment Sometimes gives meaning to marks as they draw and paint Have some favourite stories, rhymes, songs, poems or jingles. Distinguishes between different marks they make.</p>	<p align="center">Mathematics</p> <p>Develops an awareness of number names through their enjoyment of action rhymes and songs that relate to their experience of numbers Selects a small number of objects from a group when asked, for example, 'please give me one', 'please give me two' Creates and experiments with symbols and marks representing ideas of number Begins to make comparisons between quantities Uses some language of quantities, such as 'more' and 'a lot' Knows that a group of things changes in quantity when everything is added or taken away Notices simple shapes and patterns in pictures Beginning to categorise objects according to properties such as shape or size</p>	<p align="center">Understanding the World</p> <p>In pretend play, imitates everyday actions and events from own family and cultural background, e.g. making and drinking tea Learns that they have similarities and differences that connect them to, and distinguish them from, others Enjoys playing with small-world models such as farm, garage or train track Notices detailed features of objects in their environment Seeks to acquire basic skills in turning on and operating some ICT equipment Operates mechanical toys, e.g. turns the knob on a wind-up toy or pulls back on a friction car</p>	<p align="center">Expressive Arts and Design</p> <p>Joins in singing favourite songs Creates sounds by banging, shaking, tapping or blowing Shows an interest in the way musical instruments sound Experiments with blocks, colours and marks Beginning to use representation to communicate, e.g. drawing a line and saying that's me' Beginning to make-believe by pretending</p>
<p>Revised October 2013</p>			