

West Ashton C of E Primary School and Nursery Long Term EYFS Planning for **Creative Area**



Long Term Plans celebrate the learning opportunities that we offer children on a continuous basis. They form the foundation for the daily learning opportunities of our Early Years Foundation Stage curriculum. We observe children in order to understand and consider their current interests, development and learning. We then respond by adding additional enhanced provision and focussed experiences, to enrich the learning experiences on offer for children.

Key learning opportunities offered in this area of provision including the Characteristics of Effective Learning and EYFS aspects of learning and development

Playing and Exploring: demonstrate curiosity, interest, enjoyment and enthusiasm as they play and experiment with what they know.

Active Learning: being involved and concentrating, persevering and taking pride in achieving what they set out to do.

Creating and Thinking Critically: having their own ideas, making links and choosing ways to do things, planning, thinking ahead and using their own methods to solve problems.

Prime Areas: Personal, Social and Emotional Development, Physical Development, Communication and Language

Specific Areas: Literacy, Mathematics, Understanding the World, Expressive Arts and Design

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Key aspects promoted: Mathematics: UWT: exploration and investigation, EAD: exploring and using materials	
Learning experiences. Some of the things that children may do...	Adult response to support children's learning...
<p>PSED: Experiment either on their own or in collaboration with others with different forms of model making and painting techniques. Make choices as they select resources, tools, appropriate shapes, colours. Negotiate space, make contributions, discuss, listen and offer suggestions.</p> <p>Communication and Language: Talk about their experiences as they make connections through paintings and model making. Talk about their intentions, ideas and their evolving work Interact through language and gestures to collaborate on ideas. Respond to instructions during focussed activities- such as designing kites, Christmas crafts, Chinese dragon making etc..</p> <p>Physical Development: Manipulate materials to achieve a planned effect- learn about the properties of different materials for example, as they decide which technique is best suited as they combine, connect and join- selotape, glue, staples. Learn how to use tools safely Develop scissor skills as they learn to cut safely and accurately.</p> <p>Literacy; Begin to record their ideas using mark making and other media. Refer to information, fiction books and technology to find out more and to stimulate ideas.</p> <p>UTW: Create environments in which they develop their imaginative ideas- e.g. making castles, rockets, houses.</p> <p>Mathematics: Learn about differences between quantities, use some number language such as : more, a lot, many, not as many, different, same. Develop use of positional language: next, along, in between, behind, in front, on top, beneath, below, under, over, Experiment and develop vocabulary of shape and space as they make patterns and arrangements.</p> <p>EAD: Explore colour, painting, printing and colour mixing. Experiment with different media and effects- such as accessing range of different brush types.</p>	<p>Praise, encourage and show interest in children's ideas and fascinations. Provide a range of equipment which enable children to develop their ideas with satisfaction. Anticipate and provide what they might need to represent their ideas. Observe, Assess, Plan to extend interests through further experiences (OAP cycle) Act as an assistant in the designing and making process- offer comments, suggestions and questions when appropriate Demonstrate use of materials and share enjoyment Model and support specific skills e.g. using scissors or glue Talk about and praise children's work Support, supervise and interact sensitively as children develop their awareness of others space and their social communication skills. "How shall we decide?" Encourage children to persevere, return to play over a number of days and enjoy repetition to develop skills, for example by labelling special models and features. Justify and explain safety rules and develop personal responsibility e.g. safety us of scissors. Develop awareness of sensible rules and expectations to follow. Speculate and ask open ended questions: why did it not stick together? I wonder how you can strengthen it? How/ where/ what and which? Support children's excursions into their imaginary worlds by being a partner in play, encourage their inventiveness, offer support and sometimes resources, stories, photographs, mark making resources to draw up plans that act as a stimulus. Observe what they are doing and use this to assess and plan for individuals and groups of children. Provide direction and instruction through modelling techniques such as cutting skills and how to join objects successfully. Develop mathematical language with children as they explore shapes, their properties and small world environments: names of 2D and 3D shapes, straight, round, curved, bendy, corners, edge, sides, points, long, short, tall, short, taller, shorter.</p>

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make props to support their role play and imaginary play Explore objects, materials and textures using all their senses Use materials to fold, wrap, cover, weave, empty, fill and join objects Join things together Make collages Make patterns Make three-dimensional structures Make objects for a purpose: self-chosen or adult-directed Use resources to support play in other areas of provision Experiment with a range of different fastenings (fitness for purpose) Make decisions based on their developing knowledge and experience	Talk to children about what they have achieved and help them to reflect so that they may wish to evaluate and modify their work. Observe what the children are doing Support children's interests by providing enhancements to basic resources Encourage children to solve problems Encourage children to evaluate their work Encourage children to think about how they could make another one but with a slightly different design or extended features. Provide a focus or stimulus for designing and making
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