

 **Make a Healthy Snack**

* Whole body movement songs: jumping, turning, whole-arm movements: reflect on how this makes your body feel.
* Body percussion: making sounds with our bodies.
* Taking turns with instruments to play along to a song.
* Exploring mixing paints together to create new colours.

**Vocabulary:** body parts, percussion, rhythm, names of instruments

 Ilminster Avenue Nursery School 

 **Learn a Nursery Rhyme**

* Clap hands or tap knees along with a Nursery Rhymes.
* Learn and join in with singing a familiar Nursery Rhyme
* Introduce tapping instruments: wood blocks, claves, drums
* Explore recycled materials to create “spiders”, using glue.

**Vocabulary:** names of tapping instruments, words from Nursery Rhymes

 **Settling In**

* Beginning to join in with familiar songs in a group.
* Beginning to engage with familiar actions songs.
* Exploring using shaky eggs to make noise and play alongside simple rhymes.
* Explore the creative resources available.

**Vocabulary:** names of familiar songs, shaking, fast, slow, names of resources.



 **Contribute to a Performance**

* Playing xylophones and chime bars.
* Exploring using individual strings on a ukulele
* Introducing conducting: a child points to other children to tell them when to play.
* Look closely at objects such as flowers to draw and paint.

**Vocabulary:**  xylophone, chime bars, tuned instruments, ukulele, strings, pluck, conductor, conducting..

**Play a Game**

* Linking instruments to characters and emotions from core books.
* Making up rhymes in songs: e.g. Down by the Bay: did you ever see a goose eating a moose.
* Tiny caterpillar on a leaf song.
* Exploring a wide variety of instruments.
* Explore colour in the environment and link it to their own creative work.

**Vocabulary:** names of instruments, words that rhyme, unpicking unfamiliar words in songs e.g. moose and goose.

EAD

The development of children’s artistic and cultural awareness supports their imagination and creativity. It is important that children have regular opportunities to engage with the arts, enabling them to explore and play with a wide range of media and materials. The quality and variety of what children see, hear and participate in is crucial for developing their understanding, self-expression, vocabulary and ability to communicate through the arts. The frequency, repetition and depth of their experiences are fundamental to their progress in interpreting and appreciating what they hear, respond to and observe.

 **Make Your Own Play dough**

* Linking emotions to movements.
* Dancing to different types of music/instruments: link to Dough disco
* Using loud drums outside.
* Explore malleable materials: play dough, cloud dough and clay to make different shapes and creations.

**Vocabulary:** loud, quiet, emotions, rhythm, words to describe movements