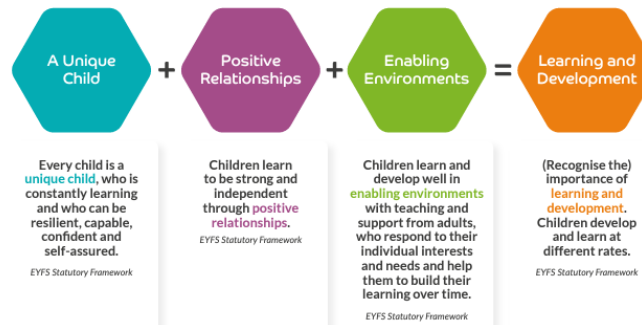


Expressive arts and design

EYFS Statutory Educational Programme: 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.



Imagination and Role-play						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
3 and 4 year old	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.	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.	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.	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.	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.	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.
Reception	Develop storylines in their pretend play. Invent, adapt and recount narratives and stories with peers and their teacher.	Develop storylines in their pretend play. Invent, adapt and recount narratives and stories with peers and their teacher.	Develop storylines in their pretend play. Invent, adapt and recount narratives and stories with peers and their teacher.	Develop storylines in their pretend play. Invent, adapt and recount narratives and stories with peers and their teacher.	Develop storylines in their pretend play. Invent, adapt and recount narratives and stories with peers and their teacher.	Develop storylines in their pretend play. Invent, adapt and recount narratives and stories with peers and their teacher.
ELG			Make use of props and materials when role playing characters in narratives and stories.	Make use of props and materials when role playing characters in narratives and stories.	Make use of props and materials when role playing characters in narratives and stories.	Make use of props and materials when role playing characters in narratives and stories.
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Children will engage in role-play linked to their own experiences of	Children will use drama lessons to act out	Children will use the role-play area to explore people who help	Children will have access to different small world areas to	The children will make and develop their own story settings and	Children will investigate prop boxes to inspire their

	homes, shops and café's. They may use these areas to act out simple narratives from Traditional Tales such as Goldilocks.	simple stories and develop narratives. They will explore large outdoor equipment such as chairs, crates, block to engage in role-play such as going on a journey.	us in our locality including a Doctors, Vets, Post Office and/or School	explore our topic of animals. They will explore stories through the use of small world areas. Children will have opportunities to use a puppet show to act out stories.	props to act out stories that are familiar to them.	imagination and create simple stories. Prop boxes could include a variety of hats, masks, a single object such as a stick or key.
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Exploring Materials - D.T						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
3 and 4 year olds	Explore different materials freely, 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.	Explore different materials freely, 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.	Explore different materials freely, 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.	Explore different materials freely, 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.	Explore different materials freely, 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.	Explore different materials freely, 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.
Reception	Return to and build on their previous learning, refining ideas and developing their ability	Return to and build on their previous learning, refining ideas and	Return to and build on their previous learning, refining ideas and	Return to and build on their previous learning, refining ideas and	Return to and build on their previous learning, refining ideas and	Return to and build on their previous learning, refining ideas and

	to represent them. Create collaboratively, sharing ideas, resources and skills.	developing their ability to represent them. Create collaboratively, sharing ideas, resources and skills.	developing their ability to represent them. Create collaboratively, sharing ideas, resources and skills.	developing their ability to represent them. Create collaboratively, sharing ideas, resources and skills.	developing their ability to represent them. Create collaboratively, sharing ideas, resources and skills.	developing their ability to represent them. Create collaboratively, sharing ideas, resources and skills.
ELG			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.	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.	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.	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.
	Children will explore how different construction kits connect to make a simple structure such as a house. Children will become familiar with different materials - wood, paper, plastic, glass, rock, brick, textiles.	Children will develop the ability to cut in a straight line. Children will explore simple moving picture books. They will develop a sliding lever to create a Christmas card with a moving element.	Children will develop a Children will explore different materials and use the vocabulary of texture to describe materials - rough/smooth, flat/ bumpy Children will look at different ways of joining textiles together including glue and tape.	Children will develop a knowledge of the different types of puppets we have. They will develop their fine motor skills through threading and sewing activities.	Children will explore how some simple toys move • Make toys work by pressing parts or applying force. Children will also have opportunities to cut and weigh ingredients	Children will explore food. They will explore different fruits to design and create their own fruit salad. They will develop the skills of peeling, cutting, squeezing and grating. They will evaluate what they made.

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	Drawing: Children will begin to mark make using chalks outside, sticks in the sand and mud, charcoal and pencils. Children will give meaning to their marks and begin to add more detail including more features to a face. Children will begin to use a pincer grip to grip tools. Children will use colour and begin to choose a colour for a purpose. They will develop the skill of colouring between lines. Print-making:	Painting: Children will be taught how to set up the paint table with the resources they need - paint, brush, water pot, paper towel. They will develop a pincer grip to hold a paintbrush. Children will use a variety of different brushes and begin to choose the correct brush for their chosen art piece. Children will learn the names of the primary colours (red, blue, yellow) and begin to experiment with paint mixing to produce	Children will learn that a sculpture is 3-D. They will explore different ways to make a sculpture using malleable materials, paper, different materials including natural and man-made materials. Artist Study: Children will look at the work of Doug Hyde and look at the process of his initial sketches to paintings and then sculpture.	Collage: Children will learn that collage is a piece of art made from different pieces of paper, photos and other materials. Children will explore collage through the topic of animals. They will recreate an animal through the use of cutting and tearing different papers. Children may use an outline of animal to infill or create their own interpretation.	Painting Children will revise primary and secondary colours. Children will look at how we make tints and shades. Artist: Kandinsky - Children will comment on the work of Kandinsky and create artwork in the style of Kandinsky. Drawing: Children will observe plants and creatures in their environment and pay increasing attention to detail when drawing them.	Our Gallery Children will set up their own gallery of art work and invite guests to observe their art work. Weaving skills- children will be using a simple over/under weave.

	Children will use objects to create prints to create abstract art. They will begin by observing how objects make marks in malleable materials. They will explore repeating patterns and move onto experimenting with print and paint.	secondary colours (purple, orange, green) Artist: Children will look at Van Gogh's paintings and be able to say which they like or do not like. Children will recreate a piece of art in the style of Van Gogh.				
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Music and movement						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
3 and 4 year olds	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	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	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	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	their own songs or improvise a song around one they know	their own songs or improvise a song around one they know	their own songs or improvise a song around one they know		
Reception	Listen attentively, move to and talk about music, expressing their feelings and responses Watch and talk about dance and performance art, expressing their feelings and responses. Sing in a group or on their own, increasingly matching the pitch and following the melody.. Explore and engage in music making and dance, performing solo or in groups.	Listen attentively, move to and talk about music, expressing their feelings and responses. Watch and talk about dance and performance art, expressing their feelings and responses. Sing in a group or on their own, increasingly matching the pitch and following the melody. Explore and engage in music making and dance, performing solo or in groups.	Listen attentively, move to and talk about music, expressing their feelings and responses. Watch and talk about dance and performance art, expressing their feelings and responses. Sing in a group or on their own, increasingly matching the pitch and following the melody. Explore and engage in music making and dance, performing solo or in groups.	Listen attentively, move to and talk about music, expressing their feelings and responses. Watch and talk about dance and performance art, expressing their feelings and responses. Sing in a group or on their own, increasingly matching the pitch and following the melody. Explore and engage in music making and dance, performing solo or in groups.	Listen attentively, move to and talk about music, expressing their feelings and responses. Watch and talk about dance and performance art, expressing their feelings and responses. Sing in a group or on their own, increasingly matching the pitch and following the melody. Explore and engage in music making and dance, performing solo or in groups.	Listen attentively, move to and talk about music, expressing their feelings and responses. Watch and talk about dance and performance art, expressing their feelings and responses. Sing in a group or on their own, increasingly matching the pitch and following the melody. Explore and engage in music making and dance, performing solo or in groups.
ELG			Sing a range of well-known nursery rhymes and songs. • Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time with music.	Sing a range of well-known nursery rhymes and songs. • Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time with music.	Sing a range of well-known nursery rhymes and songs. • Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time with music.	Sing a range of well-known nursery rhymes and songs. • Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time with music.
	Learn to sing nursery rhymes and action songs: • Pat-a-cake	Learn to sing nursery rhymes and action songs: • I'm A Little Teapot	Learn to sing nursery rhymes and action songs: • Wind The Bobbin Up	Learn to sing nursery rhymes and action songs: • Old Macdonald	Learn to sing Big bear Funk and rehearse all songs previouslytaught.	The children will perform the songs from throughout the year to an audience.

	• 1, 2, 3, 4, 5, Once I Caught a Fish Alive • This Old Man • Five Little Ducks • Name Song • Things For Fingers Children will listen and respond to a range of songs as set out in the Charanga Scheme of Work - Unit 1 - Me	• The Grand Old Duke Of York • Ring O' Roses • Hickory Dickory Dock • Not Too Difficult • The ABC Song Children will listen and respond to a range of songs as set out in the Charanga Scheme of Work - Unit 2 - My Stories	• Rock-a-bye Baby • Five Little Monkeys Jumping On The Bed • Twinkle Twinkle • If You're Happy And You Know It • Head, Shoulders, Knees And Toes Children will listen and respond to a range of songs as set out in the Charanga Scheme of Work - Unit 3 - Everyone	• Incy Wincy Spider • Row, Row, Row Your Boat • The Wheels On The Bus • The Hokey Cokey Children will listen and respond to a range of songs as set out in the Charanga Scheme of Work - Unit 4 - Our World	Children will incorporate movements.
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