

Expressive Arts and Design

		Creating with Materials	Being Imaginative	Singing, Music and Movement
Gems	Intended Knowledge	<ul style="list-style-type: none"> Notice patterns with strong contrasts and be attracted by patterns resembling the human face. Start to make marks intentionally. Explore paint, using fingers and other parts of their bodies as well as brushes and other tools. Express ideas through making marks, and sometimes give a meaning to the marks they make. Explore different materials, using all their senses to investigate them. Manipulate and play with different materials. Make simple models which express their ideas. 	<ul style="list-style-type: none"> Start to develop pretend play, pretending that one object represents another. For example, a child holds a wooden block to her ear and pretends it's a phone. Use their imagination as they consider what they can do with different materials. 	<ul style="list-style-type: none"> Show attention to sounds and music. Move and dance to music. Respond emotionally and physically to music when it changes. Anticipate phrases and actions in rhymes and songs, like 'Peepo'. Explore their voices and enjoy making sounds. Join in with songs and rhymes, making some sounds. Make rhythmical and repetitive sounds. Explore a range of sound makers and instruments and play them in different ways. Enjoy and take part in action songs, such as 'Twinkle, Twinkle Little Star'.
	Intended Activities	<p>Provide opportunities in continuous provision for children to paint and mark make</p> <p>Provide opportunities for junk modelling and gluing and sticking.</p> <p>Find opportunities for children to represent faces e.g. dough, loose parts, natural materials, paint...</p> <p>Provide opportunities for children to explore different textures using hands e.g. shaving foam, corn flour and natural materials.</p> <p>Provide resources that will encourage children to make marks in different ways e.g. corn flour, paint, sticks in sand/mud</p>	<p><i>Provide opportunities in provision for children to engage in role play in different areas of provision</i></p> <p><i>Ensure there is always a high quality well-resourced home corner.</i></p> <p><i>Provide dressing up items for children to access in provision.</i></p> <p><i>Provide loose parts and open ended equipment as part of basic provision</i></p>	<p><i>Daily singing/rhyme time.</i></p> <p><i>Sing songs to support routines</i></p> <p><i>Core songs and Rhymes which include action rhymes</i></p> <p><i>Rhyme time with parents</i></p> <p><i>Nursery rhymes sent home</i></p> <p><i>Play calm music throughout the session.</i></p> <p><i>Play more upbeat music at some points during the session that give children the opportunity to move, dance and respond to different music,</i></p> <p><i>Provide opportunities for children to use instruments</i></p> <p><i>Parent rhyme time</i></p>
Nursery	Intended Knowledge	<ul style="list-style-type: none"> Explore different materials freely, to develop their ideas about how to use them and what to make. Join different materials and explore different textures. Create closed shapes with continuous lines and begin to use these shapes to represent objects. Draw with increasing complexity and detail, such as representing a face with a circle and including details. Show different emotions in their drawings and paintings, like happiness, sadness, fear, etc. Explore colour and colour mixing. 	<ul style="list-style-type: none"> Take part in simple pretend play, using an object to represent something else even though they are not similar. Begin to develop stories using basic provision such as small world and construction that reflect their own experiences and well known stories. Make imaginative and complex 'small worlds' with blocks and construction. 	<ul style="list-style-type: none"> 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 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. Play instruments with increasing control to express their feelings and ideas.
	Intended Activities	<p>*No pre-printed outlines</p> <p>Provide opportunities to explore different materials in the workshop. (Review provision at MTP)</p> <p>Provide opportunities for children to explore joining with sellotape, masking tape, glue, PVA, string.</p> <p>Provide opportunities for children to mix colours using poster and powder paint.</p> <p>Adults to support children in provision to develop their own creative ideas showing interest in the meanings they give to their drawings and models.</p> <p>Provide mirrors around the classroom.</p> <p>Read stories about different emotions - Book, Feelings.</p> <p>Common Play behaviours to be understood by all practitioners and used to plan provision and extend children's skill development.</p> <p>Review provision each term</p>	<p>Ensure there is always a high quality well-resourced home corner.</p> <p>Ensure that children always have access to good quality continuous provision both indoors and outdoors.</p> <p>Provide enhancements to follow children interests, reflect their life experiences and planned themes.</p> <p>Core stories for nursery introduced throughout the year</p> <p>Traditional tales introduced each half term</p> <p>Provide open ended dressing up items for children to access in provision.</p> <p>Provide loose parts and open ended equipment as part of basic provision</p> <p>Ensure high quality small world equipment is always available</p>	<p>Listen carefully, recognise and name environmental sounds (phase 1 phonics).</p> <p>Play games in which children are encouraged to identify and continue a sounds or pattern. (Phase 1 phonics).</p> <p>Learn and sing simple Nursery Rhymes, adding movement and actions.</p> <p>Plan activities for children to add music/instruments to known thymes.</p> <p>Daily singing/rhyme time.</p> <p>Play calm music throughout the session.</p> <p>Play more upbeat music at some points during the session that give children the opportunity to move, dance and respond to different music,</p> <p>Provide opportunities for children to use instruments</p> <p>Regular parent showcase</p>
Reception	Intended Knowledge	<ul style="list-style-type: none"> Explore and use range of media. Use and refine a variety of artistic effects. Create collaboratively, sharing ideas, resources and skills. Return to and build on their previous learning, refining ideas and developing their ability to represent them. 	<ul style="list-style-type: none"> Develop storylines in their pretend play. 	<ul style="list-style-type: none"> 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.
	Intended Activities	<p>Extend skill of joining by providing split pins, staplers, paper clips. Autumn 1 - Paper Dolls – tape/ glue to join</p> <p>Spring 2 – Zog – Explore different fastenings including split pins to make moving wings.</p> <p>Summer 1 – Duck puppets with moving heads</p> <p>Media – paint, chalk, pastel, clay, playdough, watercolours,</p> <p>Provide a range of ready mixed, powder paint and water colours throughout the year.</p> <p>Effects – printing, brushing, rubbing, 3D modelling, sculpture, paper folding</p> <p>Autumn 2 – Leaf printing and rubbing</p> <p>Autumn 2 – Clay animals</p> <p>Spring 1 – Portraits (Mona Lisa – Van Gogh)</p> <p>Spring 2 – Model dragons</p> <p>Summer 1 – Spring pictures using watercolours (Monet)</p> <p>Ensure paint and workshop are part of continuous provision and are well resourced.</p> <p>Use common play behaviour documents to plan provision reviewing half termly</p>	<p>Provide themed role play area</p> <p>Provide deconstructed role play.</p> <p>Possible themes/resources:</p> <p>Autumn 1 – Home corner</p> <p>Autumn 2 – Café/Bedtime routines</p> <p>Spring 1 – Travel Agents</p> <p>Spring 2 – School</p> <p>Summer 1 – Vegetable shop</p> <p>Ensure high quality small world equipment is always available</p> <p>Possible themes/resources</p> <p>Autumn 1 – Dolls house/families/maps</p> <p>Autumn 2 – Woodland animals (based on Gruffalo story)</p> <p>Spring 1 – Maps, transport, animals, materials</p> <p>Spring 2 – Castle/fantasy characters</p> <p>Core stories</p> <p>Half termly Learn by Heart stories</p>	<p>Plan and use activities from Charanga music scheme.</p> <p>Look at and respond to different traditional dances from around the world.</p> <p>Core story –Giraffe's Can't dance.</p> <p>Theatre company visit to school.</p> <p>Squiggle Whilst you wiggle to be taught during the first term.</p> <p>Look at dances and listen to music from around the world as part of the topics explorers and Once Upon a Time and Ready, Steady Grow.</p> <p>Core Songs and Rhymes to be sung daily</p> <p>Music to be played during provision time</p> <p>Outdoor stage</p> <p>Provide opportunities for and encourage children to build a stage in the role play area to perform on.</p> <p>Regular Parent showcase performances</p>