

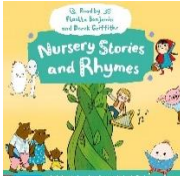





Expressive Arts and Design			Nursery		
Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
					
<b>My Nursery and I</b>	<b>Journeys &amp; Transport</b>	<b>Traditional Tales</b>	<b>Growth and Change</b>	<b>Amazing Animals</b>	<b>Let's Pretend</b>
<ul style="list-style-type: none"> <li>• Provide opportunities within the provision for children to explore colour, sound and texture. Children will then be encouraged by adults to discuss this providing opportunities for the children to develop their vocabulary about colour, sound and texture.</li> <li>• Incorporate singing familiar songs as part of daily routine to support the children's understanding of these routines and awareness of songs in the environment.</li> <li>• Children will explore their voices and enjoy making sounds with them.</li> <li>• Provide opportunities for children to create representations of themselves and people who are important to them linked to our core texts 'The Family Book' and 'I Like Myself'.</li> <li>• Explore and model use of indoor and outdoor construction areas to ensure that children understand the types of skills they can use here and they begin to express their ideas.</li> <li>• Children will be provided with many opportunities to express their ideas through mark making and will be</li> </ul>	<ul style="list-style-type: none"> <li>• Provide opportunities within the provision for children to explore colour, sound and texture when decorating vehicles and creating sounds to match them or listen to songs about them.</li> <li>• Children will be encouraged to discuss colour, sound, material and texture, providing opportunities to develop their vocabulary.</li> <li>• Incorporate singing familiar and new songs as part of daily routine to support the children's understanding of these routines.</li> <li>• Children will sing songs and learn ways to change them, matching pitch. They will make rhythmical and repetitive sounds and during music lessons. We will move to music, responding physically and emotionally as the tracks change. We will explore how sounds and movements can be changed when the music changes.</li> <li>• Model to children how to use props as an open-ended tools for role play, such as a wooden block as a telephone or a hoop as a car steering wheel.</li> <li>• Explore the use of indoor and outdoor construction areas to create small and large vehicles for playing in and creating role play.</li> </ul>	<ul style="list-style-type: none"> <li>• Adults will model to children how to use props as an open ended tools for role play, such as a wooden block as a telephone.</li> <li>• Children will continue to develop their interactions and storytelling using small world props from the stories, such as stick puppets and figures.</li> <li>• When telling the stories, we will add sound via body percussion and instruments and movement via actions when creating story maps for retell. We will also use pictures and drawings to help us retell the story on a story map.</li> <li>• We will create our own song about the story of the Gingerbread man in the same tune as the repeated phrase of the story.</li> <li>• The children will be provided with opportunities to create representations of characters from our stories through role play and art.</li> <li>• We will demonstrate our understanding of feelings by drawing them to represent the character's feeling and in response to our feelings in different parts of the story.</li> </ul>	<ul style="list-style-type: none"> <li>• Provide opportunities for children to explore colour, sound, texture in a variety of ways and using a variety of materials so that they can develop ideas about what to make and how to do it with increasing independence.</li> <li>• We will learn a range of ways to join materials together, using scissors to ensure the materials are the correct size.</li> <li>• Children will be given opportunities to create their own narratives within play using small world animal toys from the story of Chicken Licken.</li> <li>• They will create enclosures using large construction equipment when making a safe place for the chicks to run around in.</li> <li>• In our music lessons, we will use claves so that the children can tap out repeated rhythms when singing.</li> <li>• We will also use instruments to create sound to accompany our stories. The children will explore speed, volume and type of instrument.</li> <li>• We will talk about how different pieces of music make us feel and why,</li> </ul>	<ul style="list-style-type: none"> <li>• We will be learning a range of new songs that link to our topic, playing along to them using instruments.</li> <li>• We will listen to pieces of music, adding sound to them using instruments and body percussion.</li> <li>• We will continue to use construction materials to build homes and habitats for different animals and think about which types of construction and materials are best to use. We will use these creations to develop our imagination, creating narratives about the animals.</li> <li>• We will explore animal movement during our animal yoga session on the launch day. We will adapt what we learned throughout the term to create an animal dance. We will carefully select the music to match the animal. When creating the animal dance, we will explore movement and how different animals move pretending to be each animal in the dance.</li> <li>• The children will revisit colour mixing, making new colours to decorate and paint their favourite animal. They will begin to use shapes to represent animals</li> </ul>	<ul style="list-style-type: none"> <li>• We will be learning a range of new songs that link to our topic, playing along to them using instruments.</li> <li>• We will listen to pieces of music, adding sounds to them using instruments and body percussion.</li> <li>• We will create sound effects, movement and drawings to support the retelling of our key texts.</li> <li>• Children will be given opportunities to develop their ideas and creativity using loose parts and watercolours, creating their own monsters and Gruffalos.</li> <li>• We will learn a range of new songs around our topic that will help children to develop their listening, ability to move in response to the music and express themselves and their feelings.</li> <li>• When singing The Gruffalo song, we will match the volume and the pitch, following the melody. We will add suitable instruments, with increasing control to add to the final word in each line of the song. We will also use claves to keep a steady beat when retelling the story in song.</li> <li>• We will create drawings and story maps to support the</li> </ul>

## Individually Strong, Collectively Stronger!



<p>encouraged to share ideas and descriptions of what the marks mean with an adult.</p> <ul style="list-style-type: none"> <li>• Children will use a range of different media to explore mark making, including paint, pencil, felt tips, etc.</li> </ul>	<ul style="list-style-type: none"> <li>• Children will be provided with many opportunities to express their ideas through mark making when drawing themselves travelling in a vehicle. Children will use a range of different media to explore mark making, including vehicles in paint.</li> <li>• Children will be provided with junk materials so that they can create their own vehicles by joining pieces together, using different tools for a range of purposes.</li> </ul>	<ul style="list-style-type: none"> <li>• We will make an enclosure using construction materials to trap the fox so he doesn't eat our gingerbread men. We will also build a safe place for the gingerbread man to hide in.</li> <li>• We will use tools for a purpose, creating the gingerbread man using wood and nails in our woodwork area.</li> </ul>	<p>discussing what part of our stories they might fit best with.</p> <ul style="list-style-type: none"> <li>• We will be playing around with songs we know, changing them to make new ones. We will spend time consolidating known songs so that children can use them in play independently.</li> <li>• During our RRSA day, we will continue to work on showing feelings and emotions within our art and using loose parts to represent this.</li> </ul>	<p>and develop their own ideas when using materials to create animals.</p> <ul style="list-style-type: none"> <li>• We will create sound effects, movement and drawings to support the retelling of our key texts.</li> <li>• We will create secure spaces for animals to use and live in by making enclosures using construction materials. These worlds will then be used in imaginative play during provision time.</li> </ul>	<p>retelling of our text, The Gruffalo.</p> <ul style="list-style-type: none"> <li>• We will continue to develop our imagination during drama circle times, where a stick will become anything we desire. We will give our peers clues by using it in the way that the real object would be used.</li> </ul>
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