







Expressive Arts and Design			Nursery		
Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
					
My Nursery and I	Exploring Autumn/ Let's Explore/ Build it Up/ Christmas	Winter: Winter Wonderland/ Starry Night	Growth: Ready, Steady, Grow/ Puddles and Rainbows, Signs of Spring	Animals: Animal Safari/ Creep, Crawl and Wriggle	Water: Sunshine and Sunflowers, Splash, On the Beach
<ul style="list-style-type: none"> 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. 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. Children will explore their voices and enjoy making sounds with them. 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'. 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. 	<ul style="list-style-type: none"> To explore ways to make simple prints using fingers, hands, feet and found objects. To explore ways of changing the shape or texture of malleable materials. To remember and sing well known rhymes and songs in a small group. To respond to what they have heard, expressing their thoughts and feelings. To begin to develop their own ideas and explore a variety of resources, including blocks and construction kits to create 'small worlds' and objects linked to their interests. To select appropriate tools and media to draw with. To explore the different sounds that instruments and their voices can make to create simple compositions. To show an understanding that tools and equipment need to be used safely and collaborate with others when moving large equipment. To use various construction tools for a purpose. To express ideas and feelings through making marks, and sometimes give a meaning to the marks they make. 	<ul style="list-style-type: none"> To use senses to explore different materials freely. To explore different materials and the way they can be used to express themselves. To explore colour and application of paint using a range of different tools. To make simple prints using fingers, hands, feet and found objects. To begin to develop complex stories using small world equipment. To explore and take part in simple pretend play, using an object to represent something else even though they are not similar. To participate in discussions, take part in pretend play and develop stories using props to organise themselves and their play. To explore storytelling through small world props. To begin to develop complex stories using small world equipment like animal sets, dolls and dolls houses etc. To make simple structures using a range of materials. 	<ul style="list-style-type: none"> To explore natural materials and loose parts to make patterns and images. To use props to act out familiar phrases and lines from key texts and songs. To participate in discussions, take part in pretend play and develop stories using props to organise themselves and their play. To begin to develop complex stories using small world equipment like animal sets, dolls and dolls houses etc. To explore colour and application of paint using a range of different tools. To incorporate story language and vocabulary into their play making imaginative and complex 'small worlds' with blocks. To develop storylines in their pretend play and use conversations and discussion to help solve problems, organise thinking and activities and explain how things work and why they might happen. To use age-appropriate software to create images and record sounds and videos. 	<ul style="list-style-type: none"> To begin to use talk to help work out problems and organise thinking and explain how things work and why they might happen. To share their creations with others, beginning to explain what they are going to do and how they are going to do it. To develop complex stories using small world equipment like animal sets, dolls and dolls houses etc. To begin to listen attentively, move to and talk about music, expressing their feelings and responses. To use small world props to retell stories using new vocabulary. To participate in discussions, take part in pretend play and develop stories using props to organise themselves and their play. To collaboratively use a range of media, tools and techniques to create images, express ideas and show different emotions. To use a variety of paper and fabric to make images. 	<ul style="list-style-type: none"> To confidently use a range of media, tools and techniques to create images, express ideas and show different emotions. To begin to develop storylines in their pretend play using their own narratives and characters. To explore artwork by famous artists and talk about their likes and dislikes. To use props or actions to act out parts of the story that are familiar. To use props and characters to create own storylines in their play. To listen to a variety of music and talk about how it makes them feel. To take part in simple pretend play, using an object to represent something else even though they are not similar. To role play activities and actions from a day at the beach talking about what they might experience. To design and create a rock pool with a variety of materials. To experiment with different ways of moving the body

Individually Strong, Collectively Stronger!



<ul style="list-style-type: none"> • Children will be provided with many opportunities to express their ideas through mark making and will be encouraged to share ideas and descriptions of what the marks mean with an adult. • Children will use a range of different media to explore mark making, including paint, pencil, felt tips, etc. 	<ul style="list-style-type: none"> • To explore different materials, using all their senses to investigate them. • To manipulate and play with different materials. • To use small world toys, such as cars and model houses, to represent data from the locality. • I am able to select appropriate tools and media to draw with. • To be increasingly able to use and remember sequences and patterns of movements which are related to music and rhythm. 	<ul style="list-style-type: none"> • To respond to what they have heard, expressing their thoughts and feelings. • To experiment with different ways of moving the body and begin to remember sequences and patterns of movement related to music and rhythm. • Create pictures of places from imagination or experience. • Explore ways of changing the shape or texture of malleable materials. 	<ul style="list-style-type: none"> • To experiment with different ways of moving the body and begin to remember sequences and patterns of movement related to music and rhythm. • To explore the different sounds that instruments and their voices can make to create simple compositions. • To develop their own ideas and then decide which materials to use to express them. 	<ul style="list-style-type: none"> • To create collaboratively, share ideas and use a variety of resources to make products inspired by existing products, stories or their own ideas, interests or experiences. • To recall what happens in longer stories with fluency. • To experiment with different ways of moving the body and begin to remember sequences of movement related to music and rhythm. • To develop storylines in their pretend play and use conversations and discussion to help solve problems, organise thinking and activities and explain how things work and why they might happen. • To make simple prints using fingers, hands, feet and found objects. • To begin to make simple prints using tools, e.g. print blocks and rollers. 	<p>and begin to remember sequences and patterns of movement related to music and rhythm.</p> <ul style="list-style-type: none"> • To talk about and represent ideas, sounds, movement and emotions through their creations. • To make movements in response to music using a variety of mark making tools. • To use a variety of construction and materials to create simple constructions and structures of models using a range of materials. • To create collaboratively, share ideas and use a variety of resources to make products inspired by existing products, stories or their own ideas, interests or experiences.
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