



| Expressive Arts and Design Overview |  |   |
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|                                     | Creating with Materials  | Being Imaginative and Expressive  |
| Nursery 2                           | <ul style="list-style-type: none"> <li>• Make rhythmical and repetitive sounds.</li> <li>• Explore a range of sound-makers and instruments and play them in different ways.</li> <li>• Start to make marks intentionally.</li> <li>• Explore paint, using fingers and other parts of their bodies as well as brushes and other tools.</li> <li>• Explore different materials, using all their senses to investigate them.</li> <li>• Manipulate and play with different materials.</li> <li>• 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.</li> </ul>     | <ul style="list-style-type: none"> <li>• Explore their voices and enjoy making sounds.</li> <li>• Show attention to sounds and music.</li> <li>• Respond emotionally and physically to music when it changes.</li> <li>• Move and dance to music.</li> <li>• Anticipate phrases and actions in rhymes and songs, like 'Peepo'.</li> <li>• Join in with songs and rhymes, making some sounds.</li> <li>• Express ideas and feelings through making marks, and sometimes give a meaning to the marks they make.</li> <li>• Enjoy and take part in action songs, such as 'Twinkle, Twinkle Little Star'.</li> <li>• Use their imagination as they consider what they can do with different materials.</li> </ul>           |
| Nursery 3/4                         | <ul style="list-style-type: none"> <li>• Explore different materials freely, in order to develop their ideas about how to use them and what to make.</li> <li>• Create closed shapes with continuous lines, and begin to use these shapes to represent objects.</li> <li>• Use drawing to represent ideas like movement or loud noises.</li> <li>• Begin to draw with some detail, such as representing a face with a circle and including details.</li> <li>• Show different emotions in their drawings and paintings, like happiness, sadness, fear etc.</li> <li>• Explore colour.</li> <li>• Begin to play instruments to express their feelings and ideas.</li> </ul> | <ul style="list-style-type: none"> <li>• Take part in simple pretend play, using an object to represent something else even though they are not similar.</li> <li>• Begin to develop complex stories using small world equipment like animal sets, dolls and dolls houses etc.</li> <li>• Make imaginative and complex 'small worlds' with blocks and construction kits, such as a city with different buildings and a park.</li> <li>• Develop their own ideas and then decide which materials to use to express them.</li> <li>• Listen with increased attention to sounds.</li> <li>• Respond to what they have heard, expressing their thoughts and feelings.</li> <li>• Remember and sing entire songs.</li> </ul> |
| Reception                           | <ul style="list-style-type: none"> <li>• Create collaboratively sharing ideas, resources and skills.</li> <li>• Sing in a group or on their own, increasingly matching the pitch and following the melody.</li> <li>• Join different materials and explore different textures.</li> <li>• Draw with increasing complexity and detail, such as representing a face with a circle and including details.</li> <li>• Explore colour and colour mixing.</li> <li>• Create their own songs, or improvise a song around one they know.</li> <li>• Play instruments with increasing control to express their feelings and ideas.</li> </ul>                                       | <ul style="list-style-type: none"> <li>• Explore, use and refine a variety of artistic effects to express their ideas and feelings.</li> <li>• Listen attentively, move to and talk about music, expressing their feelings and responses.</li> <li>• Watch and talk about dance and performance art, expressing their feelings and responses.</li> <li>• Develop storylines in their pretend play.</li> <li>• Explore and engage in music making and dance, performing solo or in groups.</li> <li>• Sing the pitch of a tone sung by another person ('pitch match').</li> <li>• Sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs.</li> </ul>                                 |
| ELG                                 | <ul style="list-style-type: none"> <li>• <b>ELG: Creating with Materials</b></li> <li>• Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</li> <li>• Share their creations, explaining the process they have used.</li> <li>• Make use of props and materials when role playing characters in narratives and stories.</li> </ul>   | <ul style="list-style-type: none"> <li>• <b>ELG: Being Imaginative and Expressive</b></li> <li>• Invent, adapt and recount narratives and stories with peers and their teacher.</li> <li>• Sing a range of well-known nursery rhymes and songs.</li> <li>• Perform songs, rhymes, poems and stories with others, and – when appropriate – try to move in time with music.</li> </ul>  |





| Art & Design |  |   |
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|              | Drawing and Painting   | Media and Materials   |
| Nursery 2    | <ul style="list-style-type: none"> <li>Start to show an interest in making marks.</li> <li>Sometimes give meaning to the marks they make.</li> <li>Experiment with paint using fingers and other parts of their bodies.</li> <li>Start to use tools such as wide brushes to explore paint.</li> <li>Mark make with 'found objects', e.g.: a stick in the mud.</li> </ul>   | <ul style="list-style-type: none"> <li>Shows an interest in modelling.</li> <li>Explores different materials ('junk' as well as blocks, clay, fabric).</li> <li>Use imagination to decide what they can do with different materials.</li> <li>Enjoy feeling materials with different textures.</li> <li>Can attempt to join two different materials together when offered appropriate tools and joining methods.</li> </ul>   |
| Nursery 3/4  | <ul style="list-style-type: none"> <li>Use pre-made paints and names colours.</li> <li>Represent familiar objects through independent drawing and painting.</li> <li>Draw circles and lines.</li> <li>Create closed shapes using horizontal and vertical lines.</li> <li>Draw simple faces with features.</li> <li>Show different emotions in their pictures.</li> <li>Represent movement and sounds in their pictures.</li> </ul> | <ul style="list-style-type: none"> <li>Explore printing using different objects.</li> <li>Join different materials using glue.</li> <li>Talk about what the materials look and feel like.</li> <li>Use junk modelling to create own representations of objects/people.</li> <li>Choose different materials for different effects.</li> <li>Use different cut materials to make a simple image.</li> <li>Use objects or tools to print a pattern or image with support.</li> </ul> |
| Reception    | <ul style="list-style-type: none"> <li>Select colours appropriately for a task.</li> <li>Know how to mix primary colours to make secondary colours.</li> <li>Add detail to drawings and paintings.</li> <li>Produce paintings and drawings that include detail and effective use of colour.</li> <li>Share their creations, talking about how they have created effects.</li> </ul>  | <ul style="list-style-type: none"> <li>Print or collage independently to create a pattern or image.</li> <li>Make props to use in their role-play and small world play.</li> <li>Combine different techniques to create a picture.</li> <li>Explain how they created something, talking about the materials and techniques they have used.</li> <li>Confidently select and use materials, tools and techniques independently, explain choices, and evaluate work.</li> </ul>      |





| Music, Movement & Pretend Play |   |  |
|--------------------------------|---|--|
|                                | Music and Movement  | Pretend Play   |
| Nursery 2                      | <ul style="list-style-type: none"> <li>• Show attention to sounds and music</li> <li>• Respond emotionally and physically when music changes.</li> <li>• Sing some songs and rhymes.</li> <li>• Explore a range of instruments and play them in different ways.</li> <li>• Create noises with 'found objects' e.g.: a stick on the fence.</li> <li>• Recognise songs for key parts of the daily routine.</li> <li>• Take part in actions during familiar rhymes and songs.</li> </ul>   | <ul style="list-style-type: none"> <li>• Begin to explore the difference between pretend and real.</li> <li>• Will engage in pretend play when modelled by practitioners.</li> </ul>   |
| Nursery 3/4                    | <ul style="list-style-type: none"> <li>• Respond to music with movement.</li> <li>• Join in with some nursery rhymes or favourite songs and poems.</li> <li>• Sing nursery rhymes and simple songs from memory.</li> <li>• Explore the sounds made by different instruments.</li> <li>• Sing in a loud or quiet voice.</li> <li>• Recognise high and low pitch and match the pitch sung by another.</li> <li>• Sing their own songs or improvise a song around one they know.</li> <li>• Play instruments with increasing control.</li> </ul>   | <ul style="list-style-type: none"> <li>• Play with small world toys.</li> <li>• Join in role-play based on their own experiences.</li> <li>• Introduce simple narrative to their small world and role-play.</li> </ul>   |
| Reception                      | <ul style="list-style-type: none"> <li>• Suggest a movement to match a piece of music.</li> <li>• Perform songs as part of a group.</li> <li>• Perform songs, music and dance in groups and on their own.</li> <li>• Play an instrument along to a song,</li> <li>• Listen attentively, move in time to and talk about music they hear.</li> <li>• Watch and talk about dance, expressing their feelings and responses.</li> <li>• Sing a range of songs from memory, increasingly matching the pitch and following the melody.</li> <li>• Create simple sequences of movement in response to music.</li> </ul> | <ul style="list-style-type: none"> <li>• Retell parts of a familiar story using of puppets, toys, small-world or role-play.</li> <li>• Create their own small worlds.</li> <li>• Use experiences, imagination and stories to develop storylines.</li> <li>• Take on different roles in pretend play.</li> <li>• Take part in a simple role play 'acting out' of a known story.</li> <li>• Create more complex narratives in their pretend play, building on the contributions of their peers.</li> <li>• Use their imagination and draw on their experiences of narrative to create stories in their pretend play in collaboration with others.</li> </ul> |

