



<p>Educational Programme for Expressive Arts and Design:</p> <p>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.</p>	<p>Creating with Materials:</p> <ul style="list-style-type: none"> • Makes use of props and materials when role playing characters in narratives and stories. • Makes use of props and materials when role playing characters in narratives and stories. • Shares his/her creations, explaining the process he/she has used. <p>Being Imaginative and Expressive</p> <ul style="list-style-type: none"> • Invent, adapt and recount narratives and stories with peers and their teacher; • 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.
<p>Progression towards the ELG:</p>	<p>Characteristics of learning:</p> <p>On going focus on:</p> <p>Play and Exploring Bring their own interests and fascinations into early years settings. This helps them to develop their learning Respond to new experiences that we bring to their attention.</p> <p>Active Learning Participate in routines. Keep on trying when things are difficult.</p> <p>Creating and Thinking Critically</p>



	<p>Know more, so feel confident about coming up with their own ideas. Make more links between those ideas.</p>
<p>By the end of the Summer Term Nursery children should be able to:</p> <ul style="list-style-type: none"> • Is drawing with increasing complexity and detail, such as representing a face with a circle and including details • Uses drawing to represent ideas like movement or loud noises • Explores colour and colour-mixing • Can sing the pitch of a tone sung by another person ('pitch match') Can sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs • Is able to create his/her own songs, or improvise a song around one he/she knows • Plays instruments with increasing control to express his/her feelings and ideas 	<p>Four guiding principles should shape practice in our setting. These are:</p> <ul style="list-style-type: none"> • every child is a unique child, who is constantly learning and can be resilient, capable, confident and self-assured • children learn to be strong and independent through positive relationships • children learn and develop well in enabling environments with teaching and support from adults, who respond to their individual interests and needs and help them to build their learning over time. Children benefit from a strong partnership between practitioners and parents and/or carers. • importance of learning and development. Children develop and learn at different rates.
<p>By the end of the Spring Term Nursery children should be able to:</p> <ul style="list-style-type: none"> • Explores different materials freely, in order to develop his/her ideas about how to use them and what to make • Is developing his/her own ideas and is then able to decide which materials to use to express them • Can join different materials and explore different textures • Can create closed shapes with continuous lines, and is beginning to use these shapes to represent objects 	<p>Playing and Exploring Guide their own understanding by referring to visual aids or by talking to themselves while playing.</p> <p>Active Learning Show goal-directed behaviour. Begin to correct their mistakes themselves.</p> <p>Creating and Thinking Critically</p>



<ul style="list-style-type: none"> • Makes imaginative and complex 'small worlds' with blocks and construction kits, such as a city with different buildings and a park • Shows different emotions in his/her drawings and paintings, like happiness, sadness, fear etc • Shows different emotions in his/her drawings and paintings, like happiness, sadness, fear etc • Listens with increased attention to sounds • Responds to what he/she has heard, expressing his/her thoughts and feelings Is able to remember and sing entire songs 	<p>Review their progress as they try to achieve a goal. Check how well they are doing. Solve real problems. Sort materials</p>
<p>By the end of the Autumn Term Nursery children should be able to:</p> <p>Pre-3</p> <ul style="list-style-type: none"> • Enjoys and takes part in action songs such as ' Twinkle, Twinkle Little Star' • Is starting to develop pretend play, pretending that one object represents another, e.g. a child holds a wooden block to her ear and pretends it's a phone • Explores different materials, using all his/her senses to investigate them. He/She manipulates and plays with different materials • Uses his/her imagination as he/she considers what he/she can do with different materials • Makes simple models which express his/her ideas • Takes part in simple pretend play, using an object to represent something else even though they are not similar 	<p>Playing and Exploring Realise that their actions have an effect on the world, so they keep repeating them. Make independent choices.</p> <p>Active Learning Begin to predict sequences because they know routines. Take part in simple pretend play.</p> <p>Creating and Thinking Critically Concentrate on achieving something that's important to them. They are increasingly able to control their attention and ignore distractions.</p>



- Is beginning to develop complex stories using small world equipment like animal sets, dolls and dolls houses etc

Key Vocabulary:

Dance, sing, song, rhyme, instrument, drum, drumstick, tambourine, maracas, triangle, xylophone, loud, quiet, fast, slow, music, beat, pitch, tempo

Model, painting, narrative, story, poem, rhyme, rhythm, 'in time', imagination, powder paint, block paint, primary colours, colour names, brush, palette, mix,